



**Pathway 2 Human Lactation
Training Program**
Graduate Certificate Program



North Carolina Agricultural and Technical State University
Department of Family and Consumer Sciences
Student Handbook 2022-2023

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Accreditation Status

Sponsor	Accreditation Status
North Carolina Agricultural and Technical State University (NCAT) 1601 E Market St, Greensboro, NC 27401 Phone: (336) 334-7500 https://www.ncat.edu/	Accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Most recent accreditation: 2010 Next accreditation: 2021 1866 Southern Lane, Decatur, GA 30033 Phone: (404)679-4500 Fax: (404)679-4558 http://www.sacscoc.org/
Pathway 2 Human Lactation Training Program	Accreditation Status
Department of Family and Consumer Sciences 102 Benbow Hall North Carolina A&T State University Greensboro, NC 27411 Phone: (336)-334-7850 https://www.ncat.edu/caes/departments/family-and-consumer-sciences/index.php Program Email and Website: TBD	Accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Lactation Education Accreditation and Approval Review Committee. The program earned its initial accreditation on May 15, 2020 and is current until 2025. CAAHEP 25400 U.S. Highway 19 North, Suite 158 Clearwater, FL 33763 (727) 210-2350

Mission and Vision of NCAT

The vision of the University:

North Carolina Agricultural and Technical State University is a preeminent land-grant institution where high-achieving scholars are engaged in transformative teaching and learning, civic outreach, interdisciplinary research and innovative solutions to global challenges.

The Lactation Training Program speaks directly to the mission and vision of NCAT and has been strategically designed to incorporate the specific statement within the mission that aims to transform society with exceptional teaching, learning, discovery and community engagement. By identifying the lack of providers of color within the Lactation Consultant profession in the United States, this training program embedded within an HBCU will without a doubt, positively change the current landscape. The graduates of this program will truly be able to engage in transformative teaching, learning, civic outreach, interdisciplinary research and work towards innovative solutions to global challenges as well as those within the communities that surround NCAT.

NCAT is known for its AGGIE PRIDE. This saying is not just an expression of the shared enthusiasm and love for the University, but also has a deeper meaning found within this acronym: Achieving Great Goals in Everything Producing Renowned Individuals Dedicated to Everything.

The mission of the University:

North Carolina Agricultural and Technical State University advances knowledge through scholarly exchange and transforms society with exceptional teaching, learning, discovery and community engagement. An 1890 land-grant doctoral research institution with a distinction in STEM and commitment to excellence in all

disciplines, North Carolina A&T creates innovative solutions that address the challenges and economic needs of North Carolina, the nation and the world.

The Meaning of Aggie Pride:

Students are expected to uphold the “Aggie Pride” spirit in behavior, attitude, and learning in the pursuit of excellence in NCAT P2P. Students must abide by the *Aggie Pride Compact*.

Aggie Pride is...

- ... consistently communicating and behaving in a manner that displays integrity, honesty, sound character, and virtuous ethics.
- ... expecting and achieving success and setting high standards in all personal and professional ventures.
- ... accepting and demonstrating a steadfast commitment to learning by taking responsibility through personal and professional development.
- ... exhibiting a relentless desire and commitment to treat all individuals with a high level of appreciation and respect and to expect the same in return.

That’s what... AGGIES DO!!

Department of Family and Consumer Sciences Vision and Mission

VISION

The Department of Family and Consumer Sciences will be a leader among other units in the discipline in providing a supportive learning environment that emphasizes quality in instruction, research and outreach as we prepare students who will be leaders in their chosen fields.

MISSION STATEMENT

- The mission of the Department of Family and Consumer Sciences (FCS) is to prepare students from diverse backgrounds for professional careers that focus on improving the quality of life of individuals, families and communities in a global and technologically advanced society. These professional careers in Child Development and Early Education, Food Science, Nutrition, Housing, Fashion Merchandising and Design, and Family and Consumer Sciences include educational and other service institutions, agencies, companies and industries that influence quality of life.

As a result of their matriculation in Family and Consumer Sciences:

Students are prepared to assist families in meeting their quality nutritional needs, understanding human development, developing skills in family and parent education, managing materials and human resources and acquiring appropriate and affordable living environments.

- Students are prepared to apply new technologies in coping with a changing society and to apply new discoveries to their respective disciplines.
- Students are also prepared to think critically, to communicate ideas effectively, and to develop leadership potential for the profession.

Student Disposition

Uphold Professional and Ethical Standards

- Complies with University policies and procedures (meets expectations, produces quality work, and exhibits academic integrity)
- Communicates with honesty and integrity (uses appropriate language, maintains confidentiality, treats all people with respect and dignity)
- Displays a professional demeanor (dresses appropriately, meets attendance expectations, actively participates in class)

Embrace Diversity & Equity

- Exhibits fair treatment of others (students, colleagues, professionals, staff, clinical preceptors, and families) (promotes social justice and promotes respectful interactions with others)
- Interacts with sensitivity to community and cultural norms (race, ethnicity, age, gender, sexual orientation, ability/disability and socioeconomic status)
- Advocate for policies, practices, and systems that promote inclusivity.
- Confront your own biases that create barriers and learn from them.

Engage in Collaborative Efforts

- Meets professional expectations (seeks help in a timely manner, completes assignments on time, participates in group assignments, meets clinical hour expectations)
- Considers and responds to multiple perspectives (incorporates professional feedback and constructive suggestions)
- Demonstrates kind, caring and respectful interactions with others (maintains emotional control, responds appropriately to actions and reactions of others, adapts to unexpected or new situations, acts from a positive frame of reference)
- Utilizes professional oral and written communication based on the purpose and audience (employs suitable tone of voice, verbal/nonverbal expressions, uses grammatically correct sentences, exercises appropriate self-disclosure)

Reflect and Problem-Solve

- Accepts responsibility for personal actions or decisions (shows an understanding of policies and procedures for professional behaviors and dispositions)
- Solves problems proactively (recognizes problems and seeks resolutions, collaborates and problem solves with others)
- Seeks clarification and assistance as needed (seeks and utilizes resources)

Value Life-long Learning

- Completes assigned tasks that demonstrate high personal and professional standards
- Seeks to keep abreast of new ideas, evidence-based practices, and understandings in the field to improve clinical skills (reads educational journals, attends professional meetings and conferences, engages in professional discussions with others)

Program Objectives

As an accredited Pathway 2 Lactation Consultant training program, the NCAT P2P goal is:

- To prepare competent entry-level lactation consultants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
- Develop entry-level lactation consultants with a firm understanding of: equity, diversity and the importance of providing culturally-competent healthcare.

Admission Policies and Practices

Compliance with the Americans with Disabilities Act: North Carolina A&T State University is committed to complying with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 by providing equal access to the programs, services and benefits to qualified students with disabilities. All reasonable efforts must be made to accommodate the needs of students with documented disabilities. If a student has a disability that qualifies under the American with Disabilities Act Amendments Act (ADAAA) and requires accommodations, he/she should contact or visit the Office of Accessibility Resources (OAR) located in Murphy Hall, Suite 01 or at (336) 334-7765 for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of Accessibility Resources if they are not certain whether a medical condition/disability qualifies. *Please note that approved accommodations must be adhered to by law, but cannot be performed retroactively!*

****Students who are considering utilizing services from the OAR must contact them to discuss their needs prior to 4 weeks before the semester begins, to ensure that the program can be adjusted accordingly. ****

Non-Discrimination Policy for Student Admissions

NCAT does not discriminate against employees, students, or applicants on the basis of age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, genetic information, veteran status, or any other basis protected by law. For inquiries regarding non-discrimination policies, contact the Title IX Coordinator at titleixcoordinator@ncat.edu.

Application Process for NCAT Graduate Programs

We are delighted that you are considering North Carolina Agricultural and Technical State University (NCAT) for pursuing graduate studies. Your application and admission to graduate programs at NCAT consists of a departmental evaluation based on your online application, recommendation letters and unofficial copies of transcripts and other materials followed by a final review of all your original documents by the Graduate College. The departmental evaluation results in a recommendation to admit or reject the application. The final review concludes with a formal notification of the final decision from the Graduate College to the applicant.

Admission to a graduate program is based on a holistic evaluation of the applicant that includes the applicant's academic qualifications, the applicant's interest and experience relative to the program, and the capacity of the program. The applicant's academic qualifications are judged on a number of criteria that may include grades on individual courses, overall grade point average, accreditation status of prior colleges/universities attended, standardized test scores, language proficiency, strength of recommendation letters, and additional criteria specified by the academic program. The applicant's interest and experience relative to the program is assessed through the personal essay, history of prior research and work experience, clinical skills, and in some cases, through personal interviews. The academic program determines its capacity for admitting new students based on its current resources and enrollment of continuing students in the program.

All programs require the graduate admission application, application fee, academic transcripts, personal statement and recommendation letters. Most programs also require a personal statement and graduate test scores. Some programs have additional requirements such as an on-campus interview. See [Programs](#) for a listing of all requirements specific to each program. Please note that satisfying minimum admission requirements does not guarantee admission; admissions decisions are based on a competitive evaluation and are sometimes limited by capacity constraints.

Applicants must submit electronic copies of all documents required for admission to the online application portal. As needed, test scores must be transmitted by the testing agency to the Graduate College. The final official transcripts should be the only document mailed to the Graduate College; only transcripts mailed directly from the issuing institution will be accepted.

Please see below for the most up to date information and additional details regarding admission requirements pertaining to: Notice for Out-of-State Applicants, Admission Requirements, Departmental Evaluations, Final Review, and Deferral of Admission.
<https://www.ncat.edu/tgc/graduate-admissions-application-instructions.php>

Non-Degree Seeking Admission Non-Degree Seeking or Post Baccalaureate Studies (PBS) admission is available for those who want to take courses for personal enrichment, professional growth, or certification requirements. However, at the discretion of the academic department, PBS students may apply up to twelve (12) credit hours to any certificate or degree program to which they are admitted in the future, subject to the Graduate Transfer Credits policy. Some academic departments restrict their courses to degree-seeking students only. Admission as a PBS student requires an application, application fee and undergraduate degree transcript. The PBS option is not available to international students on F-1 visa. Furthermore, all forms of financial assistance including federal financial aid are not available for PBS students. Students applying through PBS must apply through the graduate program for the purposes of this program.

Course Pre-requisites: Admission into the program requires that students have completed all of the health education courses outlined by the International Board of Lactation Consultant Examiners (IBLCE) for accredited pathway 2 training programs. Students are permitted to take one course concurrently with FCS 620, FCS 621, and FCS 623 with the consent of the Program Director. Arrangements must be made prior to the start of the program. Students must show proof of passing the prerequisite course prior to being eligible to register for the spring semester courses required to complete the program. Failure to do so will result in dismissal from the program. Students will not receive a letter of eligibility to apply to sit for the IBLCE Exam. The required health education courses a minimum of one academic credit session from an accredited institution of higher learning:

- Biology
- Human Anatomy
- Human Physiology
- Infant Child Growth and Development
- Introduction to Clinical Research
- Nutrition
- Psychology or Counselling Skills or Communication Skills
- Sociology or Cultural Sensitivity or Cultural Anthropology

Required Continuing Education Courses (*content provided by program*):

- Basic Life Support (*students are required to complete this on their own through the American Heart Association, the program will only accept AHA BLS for Providers course*)
- Medical Documentation
- Medical Terminology
- Occupational Safety and Security for Health Professionals
- Professional Ethics for Health Professionals
- Universal Safety Precautions and Infection Control

Verification of pre-requisites

In order to ensure that all students admitted to the NCAT Pathway 2 Human Lactation Training Program have the required health and science prerequisites, they must submit an official copy of all college transcripts with their application to the program.

It is the student's responsibility to ensure that the courses they have listed meet the standards as set forth by IBLCE. Students may utilize the link for IBLCE site's [Health Sciences Guide](#) to assist with determining their course work meets the requirements.

Technical Standards

The Pathway 2 Human Lactation Training Program requires students to participate in clinical and didactic training and experiences directed at the acquisition and practice of essential breastfeeding and lactation knowledge, skills, and functions. Combinations of cognitive (knowledge), psychomotor (skills), affective (behavior), social and physical abilities are required to acquire the knowledge, skills, and functions needed to progress and complete the program and to become a certified Lactation Consultant.

It is imperative that students who are interested in the program review the Essential and Technical Standards for Admission, Progression, and Graduation prior to enrolling in the program. Applicants accepted into the program are expected to comply with the Essential and Technical Standards for Admission, Progression, and Graduation with or without reasonable accommodations.

Cognitive Abilities

Students are expected to have the ability to measure, calculate and synthesize data and make sound decisions based on this data to formulate an appropriate plan of care. Examples of relevant activities include, but are not limited to:

- Calculating weight loss/gain of a child
- Calculating milk requirements or determining sufficient milk transfer
- Synthesizing data in print and electronically, as well as extrapolating data from verbal and nonverbal cues, to determine a plan of care
- Recognizing whether further interventions are needed beyond the Lactation Consultant scope of practice

In addition, the ability to demonstrate problem solving skills, set priorities, and be a self-motivated learner is a critical cognitive ability requirement of the program.

Psychomotor Abilities

Students are expected to demonstrate the ability to function in the didactic and clinical environments with sufficient visual, auditory, and tactile psychomotor skills. Examples of relevant activities include, but not limited to:

- Detecting changes in breathing patterns indicating distress during feedings
- Detecting nonverbal cues of both the client and child and the ability to perceive pain and movement of the client and child
- Detecting sounds indicative of effective milk transfer and identifying sounds indicating distress of child before, during and after feeding
- Detecting abnormalities through palpation or examination in child anatomy or client anatomy in relation to lactation

Affective Abilities

Students are expected to be able to maintain a calm, emotionally stable, and professional demeanor when interacting with individuals in the clinical and didactic realms. Students will encounter a variety of clinical locations and environments during the program. It is expected that students demonstrate the ability to be flexible and function in accordance with program standards, despite the fluctuating locations and environments.

Social Abilities

It is expected that students have the ability to communicate and discuss plans of care to other members of the healthcare team, family members and clients using culturally sensitive approaches and professionalism.

Physical Abilities

Students will complete one clinical day per week, consisting of approximately 8 hours, (not to exceed 12 hours daily) of clinical time. Students must demonstrate sufficient physical stamina to move from one location to another for extended periods of time while seeing and treating clients, with or without reasonable accommodations. The didactic component of the course requires consistent attendance during 3 hour and 20 minute class sessions held once a week, as well as a weekly online course.

Students must also demonstrate the gross and fine motor skills to safely handle clients, infants and small children when performing tasks related to lactation. Examples of relevant activities include, but are not limited to:

- Transferring an infant from its bassinet to the client
- Positioning the infant for feeding
- Assisting a client to move into a comfortable position for feeding
- Positioning an infant or child for an oral examination

Professional Risk

During the clinical portion of the program, students may come into contact with individuals who have known or unknown communicable diseases. While transmission of communicable diseases is rare if students use proper preventive measures, students need to be aware that there is always a slight risk of transmission. Pregnant students may wish to consult with their health care providers regarding the implications of this risk for their unborn child.

The program provides the students with training specific to all clinical sites regarding infection control, emergency procedures, environmental safety, and blood borne pathogens. It is the responsibility of the student to remain up-to-date on all required immunizations, safety, and health related trainings during the duration of the program. Additionally, the student is responsible for notifying the Program Director for the program of any significant changes to their health status that may affect their ability to perform to program standards. Students who experience this situation are encouraged to contact the Office of Accessibility Resources.

The health of both the students and the patients served throughout the duration of the program is paramount. Students are expected to have health insurance either through the University if qualified, or carry personal health insurance. Proof of health insurance will be required prior to the start of the program.

Students enrolled in the program will be covered by liability insurance through the program.

Immunizations and Basic Life Support

Proof of immunizations will be required prior to the start of the program. Required health documentation includes:

1. Negative TB skin test within the last year. Based on changing requirements from clinical sites, students will be informed of the specific TB test required at time of program application posting.

2. Physician diagnosed and documented measles (rubeola), mumps, and rubella, or documented lab results demonstrating immunity to measles, mumps, and rubella, or documentation of 2 MMRs or a combination of (2)measles, (2)mumps, and (2)rubella vaccines.
3. Physician diagnosed and documented varicella (chickenpox), or documented lab results demonstrating immunity to varicella, or documentation of 2 varicella vaccines.
4. Hepatitis B immunity – Immunity confirmed by documentation, or documented lab results demonstrating positive immunity, or signed declination.
5. Adult-dose tetanus, diphtheria, pertussis (whooping cough) vaccine, Tdap
6. Students are required to submit documentation of the seasonal influenza vaccine by a set date during the fall semester.
7. The COVID-19 vaccine.

Students may petition for an exemption from a required immunization under certain circumstances. Appeals regarding immunization requirements must be based on a student’s health condition, medical disorder or religious beliefs. Documentation supporting the exemption should be submitted to the Program Director and include: (1) a written justification from the student’s personal medical provider explaining why the vaccination is contraindicated; OR (2) a notarized copy of the “Request for Exemption from Immunization Requirements: Religious Reasons” form.

Students will also need to show proof of current Basic Life Support (BLS) certification prior to the start of the program. The only course accepted is the American Heart Association BLS for the Provider. It is the student’s responsibility to maintain current certification for the duration of the program. Certification/recertification via online courses is not acceptable for meeting this requirement. Students who are unable to provide proof of current and acceptable certification will not be allowed to begin the program. Course locations both within the United States and abroad can be found using the following website: <https://cpr.heart.org/en/course-catalog-search>

Criminal Background Checks and Drug Screen

Students must submit to a criminal background check and drug screen as part of the admissions process. The program administration may rescind an offer of admission if an applicant’s criminal background check reveals that the applicant has committed a serious offense or that the applicant fails the drug screen. Serious offenses include, but are not limited to, felonies, drug offenses, forgery, assault, and abuse and neglect. All determinations of eligibility or disqualification will be made in light of each individual case (i.e., no single type of offense will be used as an automatic rescission of acceptance or reason for dismissal from the program), and will depend on a variety of factors including but not limited to the nature of, and circumstances surrounding the crime; the time elapsed since the conviction; the rehabilitation record; the actions and activities of the individual since the crime; and truthfulness and completeness of the candidate in disclosing the conviction; and the relevance of the conviction to program participation.

If at any point during enrollment a student is charged with or convicted of any criminal act that may or not have been on a previous criminal background check, that student should contact the Program Director immediately to self-disclose. Failure to self-disclose could lead to an honor court violation and/or program dismissal. Students will not be required to disclose expunged arrests, charges or convictions.

Computer Requirements

While there is access to computers on the University's campus, students in the program are expected to have easy access to a personal computer. The receiving and sending of email will be required for communications with course faculty, classmates, and clinical sites. Program documents, required reading, and presentations will be loaded to the Blackboard platform online, and students will be required to access this information frequently via a reliable Internet source. Course assignments require research presentations and clinical presentations, which are to be submitted to the Program Director electronically. The online didactic course will require frequent interactions for assignments, discussion boards, and postings.

Transportation

Students are expected to have reliable transportation, as the sites for the clinical experiences are at different locations throughout North Carolina. It is the responsibility of the student to provide transportation to and from the clinical site and to incur all travel-related expenses. In addition, students will be expected to attend a weekly didactic session on campus. Costs may be incurred for parking. Students can utilize bus routes and commuter lots. Reasonable accommodations may be made based on geographical preferences for clinical sites; however, some travel should be expected in order to experience a diverse range of clinical settings.

Policy on Advanced Placement

There is no option to test out of the didactic or clinical courses. No class may be taken in lieu of these classes. At this time, no exceptions will be made. The program does not grant course credit for life experience or previous work experience, and will not accept any courses from other accredited Pathway 2 lactation consultant training programs in lieu of those required for this program.

Policies on Transfer of Credits

All students are required to meet the prerequisites of the program as outlined in the Admissions Requirements and Procedure for Admission. Due to the unique structure of the program no other course, program, or credit will be accepted in lieu of the courses outlined by this program.

Policy on Credits for Experiential Learning

Students are required to meet course requirements regarding experiential learning throughout the semester in order to receive full credit for the course. This includes, but is not limited to receiving satisfactory reviews from clinical preceptors, participating and contributing to in-class discussions, participating and contributing to online discussions and assigned posts, progressing through clinical competency phases at an acceptable pace, and presenting clinical case study presentations and research findings per course outline.

Number of Credits Required for Program Completion

Successful completion of each class is required in order to receive full credit for the program and meet the qualifications of an accredited Pathway 2 lactation consultant training program and meet eligibility criteria to apply to sit for the certification exam. Students must successfully earn passing grades for each course, for a

total of 18 credits (9 credits in the fall semester and 9 credits in the spring semester). Failure to earn a B in each course will prohibit the student from completing the program

Course	Fall Semester	Spring Semester	Credits Earned
FCS 620	50 didactic hours	X	4
FCS 621	150.5 clinical hours	X	3
FCS 622	25 didactic hours	X	2
FCS 623	X	50 didactic hours	4
FCS 624	X	150.5 clinical hours	3
FCS 625	X	25 didactic hours	2
Program Totals			
Didactic Hours: 150 hours		Clinical Hours: 301+ hours	Credits Earned: 18 credits

Tuition, Fees, and Other Program Costs

The tuition and fees associated with this program are based on 9 credits per semester for two semesters. The chart below is reflective only of the tuition associated with 9 credit hours per semester for in-state and out-of-state tuition. It is not inclusive of the fees associated with room and board, and standard university fees. These additional fees are student-specific, based on their method of entry into the program, as a traditional or non-traditional student.

Additional fees that students can anticipate to incur may be: practicum fees, criminal background check fees, drug screening fees, relevant immunizations, parking fees associated with clinical or didactic experiences, BLS certification, liability insurance, and supplies related to class assignments and/or group projects.

In-State Graduate				
Hours	Tuition	Fees	Insurance	Total
1-2 Hours	\$ 593.13	\$ 609.74	\$ -	\$ 1,202.87
3-5 Hours	\$ 1,186.25	\$ 925.96	\$ -	\$ 2,112.21
6-7 Hours	\$ 1,779.38	\$ 1,242.20	\$ 1,308.40	\$ 4,329.98
8 Hours	\$ 1,779.38	\$ 1,558.41	\$ 1,308.40	\$ 4,646.19
9 Hours or more	\$ 2,372.50	\$ 1,558.41	\$ 1,308.40	\$ 5,239.31
Out-of-State Graduate				
Hours	Tuition	Fees	Insurance	Total
1-2 Hours	\$ 2,193.13	\$ 609.74	\$ -	\$ 2,802.87
3-5 Hours	\$ 4,386.25	\$ 925.96	\$ -	\$ 5,312.21
6-7 Hours	\$ 6,579.38	\$ 1,242.20	\$ 1,308.40	\$ 9,129.98
8 Hours	\$ 6,579.38	\$ 1,558.41	\$ 1,308.40	\$ 9,446.19
9 Hours or more	\$ 8,772.50	\$ 1,558.41	\$ 1,308.40	\$ 11,639.31

<https://hub.ncat.edu/administration/business-and-finance/comptroller/treasurers-office/2020-2021-summary-per-term.pdf>

Policies and Procedures for Student Withdrawal

Withdrawal from an Individual Course

The program will adhere to the policies of the University. A student may withdraw from any course or courses by submitting a Change of Schedule form to the Office of the Registrar on or before the last day to withdraw from an individual course, as published in the Academic Calendar. Change of Schedule forms are available at the Registrar's Office.

Students who withdraw from a course or courses on or before the last day to withdraw from an individual course are assigned a grade of "W". Failure to attend class does not constitute a withdrawal from that course or courses. For withdrawals done beginning fall 2014, students are limited to a maximum of two (2) withdrawals per course, up to a maximum of sixteen (16) credit hours during the student's academic career. Upon a third (3) attempt in a single course, the student is not permitted to withdraw from the course and must receive a grade for the course.

A student who does not officially withdraw from a course or courses will be assigned a final grade in each course in which he or she was enrolled during the semester in question. Withdrawing from a course or courses without extenuating circumstances may affect a student's financial aid status, will count toward the tuition surcharge threshold, and may affect the student's progress toward degree completion.

Students withdrawing from a course or courses with extenuating circumstances may affect a student's financial aid status and may affect the student's progress toward degree completion; however, the course or courses will not count in the tuition surcharge calculations. Extenuating circumstances may include military deployment, medical, psychological, unanticipated life events, or administrative reasons. Students seeking to

withdraw from a course or courses due to extenuating circumstances must seek approval by completing the appropriate paperwork and providing appropriate documentation to the proper administrators specified in guidelines for course withdrawal for extenuating circumstances.

Students considering withdrawing from a courses or courses should consult their faculty advisor or academic unit advisor and the Office of Student Financial Aid.

Students cannot use a Change of Schedule form to withdraw from all of their classes or their remaining classes; in that instance, students must withdraw from the University.

Withdrawal from the University

Any student who is officially registered for classes and who wishes to withdraw from the University must complete a withdrawal form and submit it to the Registrar's Office on or before the last day to withdraw from the university as published in the academic calendar. Withdrawal forms are available at the Registrar's Office.

Students who withdraw from the University prior to the published withdrawal deadline shall receive a "W" in all classes in which they were enrolled. Failure to attend classes does not constitute a withdrawal from the University. A student who does not officially withdraw from the University will be assigned the final grade earned in each course in which he/she was enrolled during the semester in question.

The Registrar will not process withdrawal applications by students who have a pending judicial charge. Pending judicial charges must be cleared before a student may officially withdraw from the University.

Withdrawal from the University may have significant academic and/or financial aid implications. Students are strongly encouraged to seek advisement by their academic advisor or academic unit and financial aid officer before completing the withdrawal process.

Students withdrawing from the University with extenuating circumstances may affect a student's financial aid status and may affect a student's progress toward degree; however, the course or courses will not count in the tuition surcharge and in the number of maximum attempts. Extenuating circumstances include serious medical and psychological difficulties and may include military deployment, unanticipated life events, or administrative reasons.

Retroactive Withdrawal from the University

A student who was unable to initiate the process for withdrawal from the University by the last day to withdraw as published in the academic calendar may request a retroactive withdrawal. Requests for a retroactive withdrawal shall be considered on a case-by-case basis, and shall be based on the following:

- 1.serious illness or documented medical condition;
- 2.death of an immediate family member;
- 3.involuntary call to active military duty;
- 4.documented change in conditions of employment;
- 5.newly documented learning disability;
- 6.other emergency circumstances, legal requirements, or extraordinary situations.

Written requests must be submitted prior to the end of the semester immediately following the semester for which the retroactive withdrawal is being requested. Before the Accessibility Resource Center approves a retroactive withdrawal, the health care provider shall consult (with the student's consent and without providing medical details) with the college dean in the student's field of study for the dean's input.

Except under extraordinary circumstances or to comply with legal requirements, for retroactive withdrawals subsequent to the effective date of this policy, students are limited to one (1) retroactive withdrawal during their academic career.

<https://hub.ncat.edu/administration/legal/policies/sec2-acad-affairs/Retroactive%20Withdrawal%20from%20the%20University.pdf>

Unofficial Withdrawals

If a student leaves the university without official notification, the university may establish a withdrawal date by using the midpoint of the semester or using the student's last day of attendance as documented by an academically related activity.

If a student earns all F's during a semester, it may be considered an unofficial withdrawal if the last date of attendance cannot be determined.

<https://www.ncat.edu/admissions/financial-aid/withdrawals-and-repayments.php>

<https://online.ncat.edu/registration.html>

Withdrawal from an Individual Course or All Courses Effective Fall 2014, students can only withdraw from a maximum of sixteen (16) credit hours over their academic career.

b) Undergraduate students may only have (2) withdrawals per course.

c) Upon a third (3) attempt in a single course, the student is not permitted to withdraw from the course and must receive a grade for the course.

d) A student may withdraw from any course or courses by submitting a *Change of Schedule Form* to the Office of the Registrar on or before the last day to withdraw from an individual course, as published in the Academic Calendar.

e) Students who withdraw from a course or courses on or before the last day to withdraw from an individual course, are assigned a grade of "W." Failure to attend class does not constitute a withdrawal from that course or courses.

f) If a student elects to withdraw from ALL courses enrolled, he or she will complete an *Official Student Withdrawal form*. This form is located in the [Office of the Registrar](#).

<https://www.ncat.edu/provost/academic-affairs/center-for-academic-excellence/academic-expectations.php>

International Students

International Students who plan to withdraw from North Carolina A&T or plan to take a leave of absence (or plan to be outside the U.S. for one or more semesters) should consult with the ISSO to discuss how these plans will affect their current and future immigration status. After the fact notification is not acceptable and will result in students being "out of status."

An international student who requests a leave of absence may be eligible to interrupt his/her program of study if certain procedures are followed.

Undergraduate Students

Undergraduate students may only interrupt the program of study by withdrawing from the University. You should consult with the ISSO regarding circumstances for withdrawal. The request for withdrawal is processed by the Counseling Services Office (Murphy Hall – Room 108). A signature from an ISSO Advisor must be on the Withdrawal Request Form. You will be advised as to the immigration ramifications of a withdrawal.

Graduate Students

Graduate students in good academic standing may interrupt their program of study for valid reasons (e.g. family, illness, etc.) by requesting a leave of absence from graduate study for a definite period of time not to exceed one (1) calendar year. The request for leave of absence must be coordinated through the academic department to the Graduate School. It is your responsibility to notify the ISSO of this recommendation and provide a copy of the official recommendation letter. An ISSO Advisor will then inform you as to how this leave of absence may affect your nonimmigrant status. The ISSO will notify the Graduate School that you have contacted the ISSO and have been counseled regarding any legal consequences of taking a leave of absence.

In order to resume your program of study, you will be required to apply for re-admission to N.C. A&T and complete a new Financial Guarantee Certification before a new Form I-20 (F-1) or DS-2019 (J-1) can be issued. If you have pending matters with the University, additional requirements may be requested.

<https://www.ncat.edu/academics/international-affairs/student-information/withdrawal.php>

Policies and Procedures for Refunds of Tuition/Fees

Refunds for Official Withdrawals

Students who wish to drop ALL courses for which they are registered must withdraw from the university prior to the first day of classes to avoid academic or financial responsibility. Any student who receives Non-Title IV Aid and withdraws from ALL of their courses (Official Withdrawal) may be entitled to a refund for paid tuition and fees dependent on the date of their withdrawal. Below is the refund schedule for Fall/Spring ONLY. No additional fees directly associated with the program will be refunded.

Withdrawal Dates Refund Percentage:

Week 1	90%
Week 2	90%
Week 3	50%
Week 4	50%
Week 5	25%
After Week 5	0%

Students who are awarded Federal Financial Aid and choose to withdraw will also be subject to the Return of Title IV Funds Policy. This may result in an unpaid balance due to the university. Federal Title IV Aid includes Stafford Loans, Perkins Loans, PLUS Loans, Pell Grants, and SEOG Grants among others.

<https://hub.ncat.edu/administration/business-and-finance/comptroller/treasurer/student-refunds/index.php>

Academic Calendar

This program runs from mid-August through May, and for the most part, follows the NCAT academic calendar. There is a mini-workshop immediately prior to the start of the program in mid-August, and another prior to the start of the Spring semester in early January. Students will be made aware of the workshop dates upon acceptance to the program for Fall semester and 30 day in advance for the Spring semester. Attendance at these workshops is mandatory. **Didactic classes are held on Friday each week. FCS 620 and FCS 623 9:00am – 12:30 pm and FCS 622 and FCS 625: 2:00 pm – 3:40 pm. (Class times are subject to change for 2022-2023 academic year)**

Clinical days are assigned by the Program Director, based on the preferences listed by accepted students every 6 weeks. An effort is made to meet the needs of the students, however there may be days where students need to make accommodations to meet the needs of the program. **Clinical days are typically 8-10 hour days and schedules range from 0730-2300, Sunday-Sunday.**

Due to the need to meet the program total of 300+ required clinical hours, on weeks where there are University holidays, clinical days may need to be adjusted to keep the student on target. These adjustments will be made at the discretion of the Program Director.

<https://www.ncat.edu/registrar/academic-calendar-pdfs/index.php>

Student Grievance Procedure

Student Appeals of Academic Dishonesty Charges

A student who feels unfairly treated as a result of an academic dishonesty matter may appeal the action, in writing, to the university Conduct Tribunal. The written notice of appeal must be submitted by the student within one week (seven calendar days) of the decision date to the tribunal chairperson (contact the Office of the Provost for the current chairperson). An appeal submitted by any third party, including an attorney or parent, will not be accepted.

Allegations of Misconduct and Filing of Charges

Any member of the university community may initiate a complaint against a student or student organization for an alleged violation of the Student Conduct Regulations. Complaints must be filed within six months of the date of the misconduct alleged in the complaint; except that alleged sexual misconduct complaints may be filed at any time after the date of the alleged misconduct. The university member may personally submit a written report or inform a faculty or staff member, or university police officer, who will submit a written report to the vice chancellor for student affairs or, in cases of academic dishonesty, to the provost/vice chancellor for academic affairs, or his/her designee. The person reporting the violation is expected to appear and present evidence at any resulting conduct proceeding(s). This requirement may be waived in exceptional cases where the identity of the person reporting the violation needs to be protected. For allegations of sexual

misconduct (including, but not limited to, rape, sexual assault, sexual harassment, and sexual violence), the university's Title IX coordinator and law enforcement will be notified of the complaint. See the Student Sexual Misconduct Policy for filing and hearing procedures when the alleged misconduct is by a student and the Sexual Misconduct Policy for filing and hearing procedures when the alleged misconduct is by an employee, faculty member or other university guest.

Please reference the following link:

<https://www.ncat.edu/campus-life/student-affairs/departments/health-services/about-us/policies-and-guidelines/grievance-policy-students.php>

Criteria for Successful Completion of Each Segment of the Program

FCS 620: Didactic Instruction for Breastfeeding I

Assignments	Description	Points
1. Participation/Discussions (10pts x 14wks)	Students will demonstrate active participation in all aspects of the course. This includes participation and discussion during didactic sessions in the form of active listening and purposeful questioning of peers and Program Director and guest lecturers.	140
2. Weekly Assignments (25pts x 14wks)	Students will select 2 peer reviewed articles each week and comment on two classmates' posts via Blackboard. One of the clinical articles must be focused on the topic for the week and the other must be centered around lactation for marginalized populations. Each class, 1 or 2 students will be selected to lead a group discussion based on one of their case studies.*post must include APA citation	350
3. Semester Projects (300pts for Group Project)	Students will work on a group project on Policy, related to the ABM Protocols. Information will come from peer- reviewed sources and the students will present to the class.	300
4. Quizzes/Examinations (4 quizzes at 10pts each) (1 final exam at 170 pts) 50 multiple choice + 35 picture= 85	Participants will be given 4 quizzes and a written final exam	210
Total		1000

FCS 621: Clinical Instruction for Breastfeeding I

Assignments	Description	Points
1. Participation (14wks x 40pts)	Students will demonstrate active participation in all aspects of the program. This includes participation and discussion and active listening, shadowing, and asking questions during clinical sessions. Qualtrics survey results from Clinical Preceptor will weigh into this part of the grade in addition to the weekly clinical rubric grade.	560
2. Weekly/Monthly Assignments (14wks x 25pts)	Students will be expected to present clinical case studies over the course of the semester during most weeks. They will also be required to submit Clinical and External Experiences Logs each Monday by 11:59pm EST.	350
3. Semester Projects	Students will ensure they reach their 150.5+ direct clinical hrs each semester.	90
Total		1000

FCS 622: Cultural Diversity and Communication in Healthcare I

Assignments	Description	Points
1. Participation (14wks x 20pts)	Students will demonstrate active participation in all aspects of the course. This includes participation in the class discussion board on a weekly basis responding to classmates' opinions and ideas.	280
2. Weekly Assignments (14wks x 40pts)	Students will select 1 peer reviewed article each week centered around the assigned topic by the Program Director for Friday's lecture, and comment on at least two classmates' posts via Blackboard. Discussion boards are set up to share your thoughts and ideas with your colleagues. Responses should be posed to encourage critical thinking and allow you to engage with classmates in a constructive and respectful manner. Students will also take the assigned (if applicable) Harvard Implicit Attitude Tests and write a 1 paragraph journal entry on their thoughts.	560
3. Semester Projects (160 pts)	Students will submit their reflection journals	160

Total		1000
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FCS 623: Didactic Instruction for Breastfeeding II

Assignments	Description	Percentages
1. Participation (5pts x 14wks)	Students will demonstrate active participation in all aspects of the course. This includes participation and discussion during didactic sessions.	70
2. Weekly Assignments (20pts x 14wks) + (40pts for Clinical Case Study Presentation)	Students will select one clinical case they encountered during clinicals for the week and discuss via Blackboard (Discussion Board). They are to de-identify any patient specific information and create a SOAP note. Each student must comment on at least one classmates' post to engage in thought-provoking conversations concerning feeding plans, etc.	320
3. Semester Projects (220pts for Group Project)	Students will work in groups to build an overall study guide of the IBLCE Exam Blueprint and will present at the end of the semester. Each group will provide the class with a downloadable version of their guide. There is no rubric for this semester project.	220
4. Quizzes/Examinations (4 quizzes at 10pts each) (1 final exam at 350 pts) (175 questions @2pts each)	Participants will be given 4 quizzes and a written final exam	390
Total		1000

FCS 624: Clinical Instruction for Breastfeeding II

Assignments	Description	Percentages
1. Participation (14wks x 40pts)	Students will demonstrate active participation in all aspects of the program. This includes participation and discussion and active listening, shadowing, and asking questions during clinical sessions. Qualtrics survey results from Clinical Preceptor will weigh into this part of the grade in addition to the weekly clinical rubric grade.	560
2. Weekly/Monthly Assignments (14wks x 25pts)	Students will be expected to present clinical case studies over the course of the semester during most weeks. They will also be required to submit Clinical and External Experiences Logs each Monday by 11:59pm EST.	350
3. Semester Projects	Students will ensure they reach their 150.5+ direct clinical hrs each semester.	90
Total		1000

FCS 625: Cultural Diversity and Communication in Healthcare II

Assignments	Description	Percentages
1. Participation (14wks x 20pts)	Students will demonstrate active participation in all aspects of the course. This includes participation in the class discussion board on a weekly basis responding to classmates' opinions and ideas.	280
2. Weekly Assignments (14wks x 40pts)	Students will select 1 peer reviewed article each week centered around the assigned topic by the Program Director, and comment on at least one classmates' post. Discussion boards are set up to share your thoughts and ideas with your colleagues. Responses should be posed to encourage critical thinking and allow you to engage with classmates in a constructive and respectful manner. Students will also take the assigned Harvard Implicit Attitude Test for the week and write a 1 paragraph journal entry on their thoughts. Students will submit their Reflection Journals when due.	560
3. Semester Projects (160 pts)	Students will formally present their Self-Reflections using their personal experiences, thoughts, ideas, and growth concerning the topics covered during this course and FCS 622 from the Fall semester, in order to demonstrate their knowledge of cultural awareness in healthcare.	160
Total		1000

Criteria for Graduation

This two-semester program is structured to provide supervised breastfeeding support education in the context of clinical lactation services with a focus on cultural competency and public health. Students will be expected to complete 300+ hours of supervised clinical experience and 150 hours of didactic lactation education to comply with the requirements of the program and be in compliance with the requirements of an accredited Pathway 2 Training Program, which requires 95 hours didactic and 300+ hours of clinical experience.

Successful completion of all clinical coursework, competencies, and passing grades of B or better for all courses (FCS 620-625) are required for graduation from the program. Clinical logs will be kept on file to demonstrate the meeting of the Pathway 2 guidelines for clinical experience.

Once the student has successfully completed the program and fulfilled all financial and programmatic obligations, the Program Director will issue each student a letter of verification of completion of the program that may be submitted to the International Board of Lactation Consultant Examiners (IBLCE) to apply to sit for the exam.

Policies for Performing Service Work While Enrolled in the Program/Student Status

Clinical hours will only be generated from course approved clinical experiences. Students may not count time at places of personal employment towards the required clinical hours. Program participants are to remain in student status for the duration of the program and may not be counted as lactation educators or staff members for patient census purposes. Questions about specific policies should be directed towards the Lead Clinical Preceptor(s) at the sites as well as the Program Director.

Non-Discrimination Policy for Faculty Employment

North Carolina A&T does not discriminate against employees, students, or applicants on the basis of age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, genetic information, veteran status, or any other basis protected by law. For inquiries regarding non-discrimination policies, contact the Title IX Coordinator at titleixcoordinator@ncat.edu.

<https://www.ncat.edu/tgc/continuing-students/nondiscrimination-and-academic-misconduct-policies-3-d.php>

<https://hub.ncat.edu/administration/legal/policies/sec3-human-resources/Equal-Opportunity-and-Nondiscrimination.pdf>

<https://www.ncat.edu/tgc/continuing-students/nondiscrimination-and-academic-misconduct-policies-3-d.php>

(please note that these links provide information related to employees and students)

Policies and Procedures for Processing Faculty Grievances

The program will adhere to the University policy for processing faculty grievances.

https://hub.ncat.edu/files/administrative/shra_grievance_policy-1.pdf. It is important to note that the only employed faculty person for the program is the Program Director. All clinical preceptors and didactic guest lecturers are not affiliated with the University and are providing their services free of charge to the program. Any issues should be brought to the attention of the Program Director immediately. Any concerns or grievances brought against a clinical preceptor or guest didactic lecturer would be addressed with their respective chain of command and/or organization.

Policies and Procedures to Safeguard Student Health and Safety

The program has a legal and ethical responsibility to protect members of the public and the health care community from unsafe or unprofessional practices during all aspects of the program. Any student who demonstrates practices that endanger the public or who is unable to comply with the programmatic Essential Standards for Admission, Progression and Graduation will be subjected to a review as to whether they may remain in the program. The Program Director will engage with the appropriate University services and will defer to University policies when determining the best course of action.

The program places a high value on the health and safety of its students in the clinical and didactic arenas. The program adheres to all related policies of the University and the clinical sites. The list of policies below is not all-inclusive, please refer to the NCAT Student Handbook for policies in their entirety.

<https://www.ncat.edu/campus-life/pdfs/student-handbook-19-20.pdf>

Alcohol and Drug Policy

N.C. A&T strives to provide an educational environment that enhances and supports the intellectual process. Academic communities, including students, faculty and staff, have the collective responsibility to ensure that the environment is conducive to healthy, intellectual growth. Illegal use of harmful and addictive chemical substances poses a threat to the educational environment. Each member of the university family is reminded that, in addition to being subject to university regulations and sanctions regarding illegal drugs and chemicals, they are also subject to state and national laws. This policy has been developed in accordance with the UNC Policy on Illegal Drugs, adopted by the board of governors on January 15, 1988. It established the framework for programs designed to educate the campus community on the harmful effects of illegal substances and assist persons in their efforts to become rehabilitated. It also provided guidance for punishing violators.

The University is dedicated to maintaining a drug-free workplace. In accordance with the N.C. A&T Drug-Free Schools and Campus Act, (DAAP). If you report to work under the influence of alcohol or illegal drugs, or use alcohol or illegal drugs on campus, you will be subject to the University's disciplinary policies, which includes separation from employment. In addition to disciplinary action by the University, drug abuse may be cause for criminal prosecution by government agencies. The link to the Drug and Alcohol Education Policy can be found here: <https://hub.ncat.edu/files/administrative/drug-free-schools-and-campus-act-notification-083118.pdf>

The program will follow the University policies on alcohol and drugs. The program recognizes the significant impact that alcohol and drug use can have on the quality of patient care and interactions both in the

classroom and clinical setting. Any student who is taking a legal drug (or alcohol-containing cough syrup) which the prescribing physician or pharmacist indicates might impair the student's ability to safely perform functions of their duties must advise a clinical preceptor and Program Director before reporting to clinical.

<https://www.ncat.edu/campus-life/pdfs/student-handbook-19-20.pdf>

Endangering One's Own Physical Well-being

Students who endanger their own physical well-being, or disrupt the campus community, including threatening or attempting suicide, may be issued an interim suspension from residence halls and/or the university. To be considered for reinstatement to residence halls and/or the university, students may be asked to provide the Office of the Dean of Students with a psychiatric evaluation form completed and signed by a licensed mental health professional indicating that a student is not a threat to himself/herself or the campus community. Additionally, parents, legal guardians and/or students are advised that threatening and/or attempting suicide is a violation of the misconduct prohibited by the university and may result in disciplinary action.

<https://www.ncat.edu/campus-life/pdfs/student-handbook-19-20.pdf>

Disruptive Conduct Statement

N.C. A&T has long honored the right of free discussion and expression, peaceful picketing and demonstrations, and the right to petition and peaceful assembly. Without question, these rights are a part of the fabric of the university and they must remain secure. However, in a community of learning, willful disruption of the educational process, destruction of property and interference with the rights of other members of the community cannot be tolerated. Accordingly, it shall be the practice of the university to deal with any such disruption, destruction or interference expediently without regard to age, color, disability, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, veteran status, or any other basis protected by law.

Any member of the university community who attempts to obstruct or disrupt normal operations or functions of the university, engage or incite others to engage individual or collective conduct, which destroys or significantly damages any university property, or which impairs or threatens impairment of the physical well-being of any member of the university community, of which, because of its violent, forceful, threatening, or intimidating nature, or because it restrains freedom of lawful movement or otherwise prevents any member of the university community from conducting his/her normal activities, shall be subject to prompt and appropriate disciplinary action, which may include suspension or expulsion from the university.

<https://www.ncat.edu/campus-life/pdfs/student-handbook-19-20.pdf>

Disruptive Students in the Classroom

During instances when students exhibit disruptive behavior in the classroom, a faculty member should attempt to defuse the student's anger and/or resolve the problem while maintaining a tone of calmness and professional objectivity. If the situation appears to be escalating out of control, the faculty member should contact campus security, request that another student in the class contact campus security, or go to the nearest administrative office to contact campus security for assistance in bringing the matter under control. If a student's behavior has been unreasonable or inappropriate (e.g., use of profanity, threatened the faculty member or another student, etc.), the faculty member may request that the student be administratively

withdrawn from the course. This action is consistent with the procedure on Disruptive Behavior in the Classroom (see Appendix D).

Any student who is involved in classroom disruption is subject to receive penalties described in the Policy on Disruptive Students in the Classroom and may also be charged with a disciplinary violation of the misconduct prohibited by the university.

<https://www.ncat.edu/campus-life/pdfs/student-handbook-19-20.pdf>

Social Media Policy

Students will adhere to the Social Media policies outlined by the University as well as those defined and outlined within clinical facility orientation documents.

<https://www.ncat.edu/campus-life/pdfs/student-handbook-19-20.pdf>

Dress and Appearance in the Clinical Setting

NOTE: Individual sites may have dress codes policies specific to their site. The standards listed below are the minimum of the program.

Business casual is the standard and is always appropriate. When visiting another clinical site, follow or exceed their standards. (<https://www.thebalancecareers.com/what-is-business-casual-attire-2061168>)

- Wear your lab coat to all sites.
- Shoes should be close-toed and comfortable.
- No denim is allowed.
- Wear your hospital issued ID badge at all times when at a clinical site.
- Jewelry and other accessories must be conservative and not interfere with the performance of job duties or pose a safety hazard (avoid wearing hoop earrings). No wrist jewelry or watches that will prevent you from scrubbing your hands and arms when washing your hands.
- Excellent personal hygiene is expected. Nails must be clean, neat, trimmed and short enough so that if you look at your palms, you cannot see your nails from the other side. Fingernail polish and fake nails are not permitted.
- Avoid: perfumes, strong-smelling lotion, hair spray, etc.
- Hands should be washed and sanitized frequently. Students should follow individual site protocols for hand hygiene.

Infectious/Communicable Disease Policy

NCAT P2P students will receive instruction on infection control, standard precautions and hospital safety during the mandatory Fall orientation and throughout the program. Students must abide by any facility-specific guidelines at clinical sites. (Wearing masks, gloves, face shields, etc.)

Students who are exposed to bloodborne pathogens during their clinical rotations or in cases of student-to-patient transmission of bloodborne pathogens are required to follow facility protocol. Students must immediately inform the Director of Training and the Lead Clinical Instructor of any such incidents.

University resources will be utilized in these circumstances to ensure students receive adequate assistance in dealing with these matters.

During the clinical portion of the NCAT P2P, students may come into contact with individuals who have known or unknown communicable diseases. While transmission of communicable diseases is rare if students use proper preventive measures, students need to be aware that there is always a slight risk of transmission. Pregnant students may wish to consult with their health care providers regarding the implications of this risk for their unborn child.

University Policies and Procedures Concerning Weapons on Campus

Illegal possession or use of a weapon on university-owned or leased property is in violation of the student code of conduct and North Carolina General Statute 14-269.2 pertaining to weapons on-campus or other educational property. This policy does not contravene with any part of North Carolina general statutes. A student-violator is subject to both prosecution and punishment in accordance with state criminal law and procedures, and to disciplinary proceedings by the university.

Sexual Misconduct Policy

This policy prohibits discrimination and harassment based on sex, sexual orientation, gender, gender identity, and gender expression. This policy also prohibits sexual assault, sexual exploitation, stalking and dating/domestic violence. In addition, this policy addresses retaliation against a person who assists or reports an act that violates this Policy.

More information: [***Sexual Misconduct: Discrimination, Harassment & Sexual Assault***](#)

https://hub.ncat.edu/files/administrative/sexual_misconduct_discrimination_harassment_sexual_assault-1.pdf

Student Code of Conduct

<https://www.ncat.edu/campus-life/pdfs/student-handbook-19-20.pdf>