SOUTH PIEDMONT COMMUNITY COLLEGE

Serving Anson and Union Counties

2016 - 2017 Catalog

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South Piedmont Community College
is a member
of the North Carolina Community College System

The official 2016-2017 College Catalog may be found on the website at www.spcc.edu.

ACCREDITATION

South Piedmont Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees, diplomas, and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of South Piedmont Community College.

The Commission may be contacted for the following reasons: 1) to learn about the accreditation status of South Piedmont Community College, 2) to file a third party comment at the time of the South Piedmont Community College decennial review, 3) to file a complaint against South Piedmont Community College for significant non-compliance with a standard or requirement.

Normal inquiries about South Piedmont Community College, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to South Piedmont Community College and not to the Commission on Colleges.

STATE AUTHORIZATION

South Piedmont Community College ensures compliance with State Authorization requirements prescribed by 34 CFR Part §600.9, regarding the offering of online/distance education programs, which states:

If an institution is offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, the institution must meet any State requirements for it to be legally offering postsecondary distance or correspondence education in that State. An institution must be able to document to the Secretary the State's approval upon request. (Authority: 20 U.S.C. 1001 and 1002)

NON-DISCRIMINATION STATEMENT

The Board of Trustees and the administration of South Piedmont Community College (SPCC) are fully committed to the principles and practice of equal employment and educational opportunities. Accordingly, SPCC does not practice or condone discrimination, in any form, against students, employees, or applicants on the grounds of race, color, national origin, religion, gender, age, disability, or political affiliation. SPCC commits itself to positive action to secure equal opportunity regardless of those characteristics. Should an employee or student feel his/her rights under Title VI, VII, or IX have been violated, he/she may submit a harassment complaint, including sexual harassment, to the Human Resources Office by mail at PO Box 126, Polkton, NC 28135. Complaints may also be faxed to 704-272-5336 or emailed to lsellers@spcc.edu or eclodfelter@spcc.edu. Correspondents will be directed to the Title IX Employee Coordinator, Lauren Sellers, Associate Vice President of Human Resources and Payroll and/or Title IX Student Coordinator, Elaine Clodfelter, Vice President of Student Services.

THE CATALOG

This catalog is effective July 1, 2016, to June 30, 2017. This catalog is for information only and does not constitute a contract between the student and the College. South Piedmont Community College has made every reasonable effort to determine that everything stated in this catalog is accurate at the time of printing. However, the NC General Assembly, the State Board of Community Colleges, and/or the SPCC Board of Trustees may make changes in policy, graduation requirements, fees and other charges, curriculum course structure and content, and other such matters after the publication of this catalog. The NC General Assembly may make changes in tuition without notice.

MESSAGE FROM THE PRESIDENT
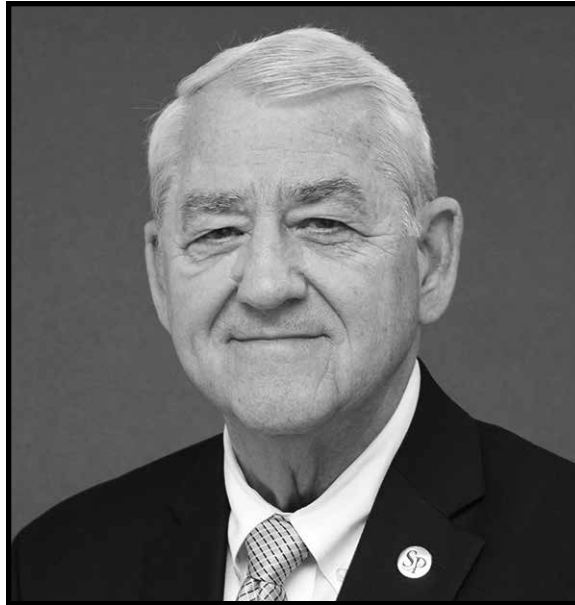
WELCOME TO SOUTH PIEDMONT COMMUNITY COLLEGE!

Congratulations on choosing South Piedmont Community College. SPCC has helped thousands of men and women conveniently and affordably reach their educational and professional goals. Whether your goal is to prepare for a great career quickly, enhance your skills to get the promotion you're after, or to transfer to a four-year university to earn your bachelor's degree, South Piedmont is a great investment in your future.

With more than 100 programs to choose from, SPCC has something for everyone. SPCC locations in Monroe, Polkton, and Wadesboro, as well as online courses, bring the classes you need close to home.

As an SPCC student, you can expect to be supported by a faculty and staff that is focused on your success. You will also have access to campus resources to help you learn, and there will be plenty of opportunities for you to have fun and make life-long friends along the way. I encourage you to take advantage of it all.

Welcome to the SPCC family! We are happy to have you here. Please feel free to call or email me if I can help in any way.

Dr. Jerry McGee
SPCC Interim President

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HISTORY OF THE COLLEGE

South Piedmont is North Carolina's newest community college, having been created in 1999 by the North Carolina General Assembly. The legislature's action abolished Anson Community College and assigned the new college's service area as Anson and Union counties in south-central North Carolina.

South Piedmont is in the unique position of being a new institution with a proud history. The institution traces its roots to 1962, with the founding of the Ansonville unit of the Charlotte Industrial Education Center. In collaboration with Stanly Community College, it also provided years of service in Union County as Union Technical Education Center.

The institution was originally designated as the Ansonville Industrial Education Center in November 1962 by action of the State Department of Public Instruction. On December 2, 1967, the Anson County Board of Education and County Commissioners officially appointed a local Board of Trustees. As a result, the Ansonville Industrial Education Center became Anson Technical Institute, a unit of the Department of Community Colleges of North Carolina.

Further progress, larger enrollment, and additional support from the community, especially Polkton Mayor W. Cliff Martin, enabled Anson Technical Institute to acquire land, obtain additional funds, and complete construction of a 28,000-square-foot building in Polkton in 1977. To better reflect the offerings of the institution, the Board of Trustees on June 7, 1979, changed the name to Anson Technical College.

In 1981, Union Technical Education Consortium was created when Central Piedmont Community College voluntarily withdrew from Union County and the North Carolina Department of Community Colleges authorized service in the county by a consortium of Anson and Stanly community colleges.

Effective November 1, 1987, the official name of Anson Technical College was changed to Anson Community College.

On May 19, 1999, Gov. Jim Hunt signed a bill, based upon recommendations of an independent study team, that abolished Anson Community College and Union Technical Education Center and created North Carolina's newest community college. The signing of this bill created a single college with two campuses, one in Anson County and one in Union County, to serve the residents of both counties, and a new 14-member Board of Trustees was appointed.

The new college was named South Piedmont Community College on August 3, 1999, using one of the 441 different names suggested during a contest held during July.

South Piedmont expanded its operations, adding new buildings at the L. L. Polk Campus in Polkton, adding a new campus at Old Charlotte Highway, Monroe, and opening the Lockhart-Taylor Center in Wadesboro. The Center for Technology and Health Education was opened at the Old Charlotte Highway Campus in 2013.

New programs continue to be added to the College's offerings, and enrollment has continued to grow. In fall 2014, credit programs served 2,647 students, continuing education (non-credit) programs served 3,929, and adult literacy programs enrolled 1,485.

STRATEGIC PLAN
2013-2018

As a learning college, South Piedmont Community College (SPCC) promotes and celebrates learning as the process that changes and improves lives. This applies to our students, employees, and the college itself. We are an organization in which people continually expand their ability to grow and learn.

The Strategic Plan highlights this focus on learning through our Vision (what we want to be), Mission (who we are), Values (what directs our decisions), and Strategic Directions (what actions we will take to fulfill the Vision and Mission).

Our Vision is:
> To be the premier community college of choice, offering a full complement of general education, transfer pre-majors, career and technical education, and workforce and economic development programming to prepare students to be productive citizens in the global community.

Our Mission is:
> Learning, student success, and workforce and community development

We Value a Personal and Institutional Commitment to:
- Affordable, quality access to excellent educational opportunities
- Academic achievement and student success
- Public and private partnerships
- Lifelong learning
- Data-driven decision making
- Respect for individuals
- Transparency through accurate and reliable communication
- Integrity, accountability, and ethical conduct
- Highest levels of financial stewardship
- Responsiveness, adaptability, and flexibility
- Innovation
- Continuous improvement
- Collaboration and teamwork
- Diversity and inclusiveness
- Sustainability
- Extraordinary customer service
- Community outreach

Strategic Direction One
Expand Student Program Opportunities

Strategic Goal 1: SPCC will create and maintain innovative educational programming of the highest quality that supports the educational and career goals of students.

Key Strategies:
1-A   *Expand and improve the collaborative educational pipeline from Anson and Union public and private schools to increase the number of students earning transferable college credits, degrees, and/or industry-specific certifications.*
1-B   *Align the college curriculum with the K-12 curriculum.*
1-C   *Develop additional transfer pre-major opportunities, reflective of the needs and wants of students.*
1-D   *Develop additional joint educational programs, partnership programs, and articulation agreements*

with accredited institutions and public private entities to increase the number of course and degree options available to students.

1-E *Increase opportunities for co-op education, internships, and job placement.*

1-F *Develop new programs and courses that align with the changing needs of business and industry, including programs and services focused on agriculture.*

1-G *Create new programs and services which support developmental education needs of students and reduce the time spent in developmental education.*

1-H *Develop new educational programs and services that meet the needs of an aging community.*

Strategic Direction Two
Create a Culture of Innovative Learning

Strategic Goal 2: SPCC will develop a learner-centered culture that provides employees the resources to deliver quality instruction and support services that foster contextualized learning and allow for the measurement of academic success of learners.

Key Strategies:

2-A *Integrate appropriate general education competencies into gateway courses.*

2-B *Develop and implement an educational master plan.*

2-C *Expand student learning outcomes assessment to all programs and courses delivered by SPCC.*

2-D *Increase distance learning opportunities and services.*

2-E *Implement strategies that reduce student costs for educational materials.*

2-F *Create a faculty-driven instructional innovation and research center to identify and implement emerging educational trends and best practices.*

2-G *Increase professional development opportunities for all employees.*

2-H *Increase faculty innovation and educational programming through aggressive grant development.*

Strategic Direction Three
Increase Enrollment and Retention

Strategic Goal 3: SPCC will increase the enrollment, retention, persistence, and graduation rates through strengthening academic and student support services.

Key Strategies:

3-A *Implement recruitment and admission practices to increase the enrollment of all student populations.*

3-B *Provide intrusive and holistic interventions and engagement strategies to reach all student populations.*

3-C *Create and offer expanded test preparation and study skills workshops.*

3-D *Implement the Quality Enhancement Plan (QEP) to improve academic advising.*

3-E *Implement a First Year Experience (FYE) program.*

3-F *Strengthen tutoring and Supplemental Instruction (SI).*

3-G *Create and offer targeted test modules in mathematics, reading, English/writing.*

3-H *Increase library resources and targeted supplemental programming to support new and enhanced programs.*

Strategic Direction Four
Improve the Marketing Presence of the Institution

Strategic Goal 4: SPCC will ensure that it is recognized as the premier community college of choice in its service area.

Key Strategies:

4-A *Gather and utilize community input through focus groups, advisory boards, and community connections and involvement.*

4-B   *Develop a marketing plan to highlight the quality, value, and innovation that SPCC brings to students, business and industry, and the community.*

4-C   *Develop a relevant, meaningful, and consistent social media presence.*

4-D   *Create multiple aligned avenues to sustain dialogue with business, industry, education, and community partners.*

4-E   *Develop a diverse and meaningful community events series and publish a calendar to inform and encourage residents to participate in college-sponsored events.*

4-F   *Increase student activities to meet the interests and needs of students and encourage community participation.*

4-G   *Inform the community of the progress of the college and opportunities to assist through the SPCC Foundation.*

Strategic Direction Five
Improve the Quality of Operations and Services

Strategic Goal 5: **SPCC will improve the quality of its operations and services.**

Key Strategies:

5-A   *Create a strategic planning process that tracks and measures progress toward completion of key strategies.*

5-B   *Ensure the effectiveness of the institution through ongoing accreditation activities, quality improvement efforts, and data-driven-decision making.*

5-C   *Implement change to practices and programs based on evaluation of evidence provided to the Senior Leadership Team by the Planning Council.*

5-D   *Provide a technological infrastructure that effectively supports all formats of instructional delivery - classroom, distance learning, and a hybrid combination of the two.*

5-E   *Provide technology for the sudents, faculty, and staff that is mission and customer oriented, state of the art, robust, flexible, scalable, responsive, reliable, accessible, efficient, and secure.*

5-F   *Reduce institutional costs through research and implementation of appropriate education and industry-driven best practices.*

5-G   *Develop a "Quality Scorecard" to report on college progress to key constituent groups.*

5-H   *Provide consistent and accurate documentation, evaluation, and reporting of institutional data to all stakeholders in a timely manner.*

Strategic Direction Six
Create a Collaborative College Community

Strategic Goal 6: SPCC will cultivate and support a collaborative environment of civility and inclusion that respects individual differences and opinions.

Key Strategies:

6-A   *Create and support methods for college constituency groups to participate in the governance of the college.*

6-B   *Improve the method for measuring the internal climate of the college and demonstrate the use of results for quality improvement.*

6-C   *Develop and implement a plan to involve all employees, trustees, and foundation directors in sharing the SPCC story with the public.*

CORE SKILLS AND LEARNING OUTCOMES

South Piedmont Community College advocates <u>Thinking</u>, <u>Learning</u>, and <u>Interacting</u> as critical competencies for student achievement and lifelong learning in today's global economy. These critical competencies will be supported by six (6) core skills with identified measurable learning outcomes and integrated into the Learning College's instruction and activities.

To ensure the attainment of these core skills, South Piedmont Community College has established the following Core Skills Learning Outcomes:

Written Communication
  • The learner will organize and express ideas clearly through written communication in a manner appropriate for the intended audience.

Oral Communication
  • The learner will organize and express ideas clearly through oral communication in a manner appropriate for the intended audience.

Intercultural Competence
  • The learner will develop awareness, knowledge, and behaviors necessary for intercultural competence.

Technology
  • The learner will choose and utilize appropriate technologies to access, organize, analyze, and communicate information.

Analysis and Interpretation
  • The learner will apply the basic principles of interpretation and analysis to synthesize information.

Problem Solving
  • The learner will apply the basic principles of mathematics and/or scientific inquiry to identify, interpret, evaluate, and solve problems.

OUTCOMES AND ASSESSMENT

At SPCC, all students participate in the outcomes assessment process. This process helps answer the fundamental learning college question: Are you, as a student, learning? How do we, as an institution, and you, as a student, know? All curriculum programs at SPCC, from the Associate in Arts to Medical Assisting, have program outcomes, course learning outcomes, and core skill outcomes which are assessed.

Program Outcomes answer the question, "What should graduates of this program be able to do?" Program Outcome statements focus on the big picture. All programs have outcomes that are unique to that program. Contact your program advisor to see what will be learned in your program of choice.

Course Learning Outcomes are statements that describe what learning is expected in a course. These outcomes are found in course syllabi and state the knowledge, skills, or abilities students will gain upon successful course completion. SPCC's six (6) Core Skill Outcomes are assessed in every degree program, usually within general education courses.

Results of all assessments are analyzed by instructors to determine what students know and how learning can be improved. The College reserves the right to share samples of student work with regulatory and accrediting bodies.

Decisions about continuous improvement in learning are made in a systematic way using the data from the assessments submitted in TaskStream, the College's online assessment management system.

HOURS OF OPERATION

South Piedmont Community College offers classes, workshops, and seminars six days a week at various times and locations. The College's normal business hours are Monday through Thursday from 8 a.m. until 5 p.m. and Friday from 8 a.m. until 3 p.m. Hours may be extended during registration periods. Summer hours of operation may differ at all locations.

To obtain information regarding the College and its programs and services to the community, check our website, www.spcc.edu, or call:
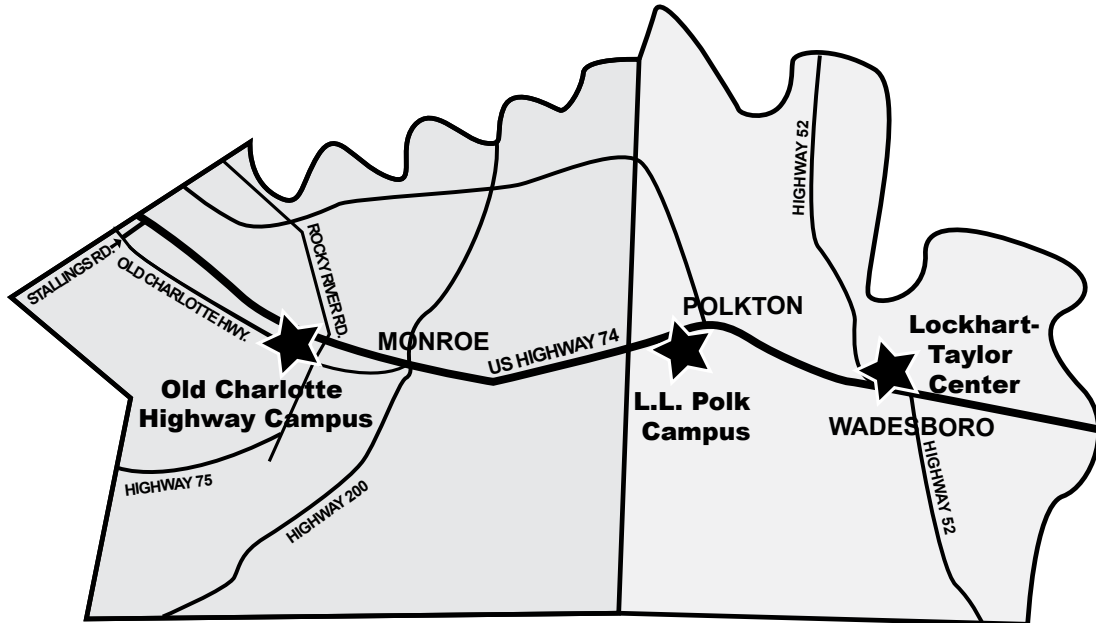
Union County

Old Charlotte Hwy. Campus, Monroe
704-290-5100
800-766-0319
FAX: 704-290-5250

Center for Technology and Health Education
704-290-5100
800-766-0319
FAX: 704-290-5250

Anson County

L. L. Polk Campus, Polkton
704-272-5300
800-766-0319
FAX: 704-272-5350

Lockhart-Taylor Center, Wadesboro
704-272-5300
800-766-0319
FAX: 704-993-2435

South Piedmont Community College observes the following holidays: New Year's Day, Martin Luther King, Jr. Day, Easter, Memorial Day, Independence Day, Labor Day, Veterans Day, Thanksgiving, and Christmas

PERFORMANCE MEASURES AND STANDARDS

In February 1999, the North Carolina State Board of Community Colleges adopted 12 performance measures for accountability. Amended in 2007, the performance measures for accountability were modified to eight (8) measures. Effective 2013 the Performance Measures for Student Success Report utilizes new measures, goals, and baselines adopted and approved June 2012. The baselines and goals will remain static for three years and will be reset in 2016.

All community colleges are required to publish their performance on the measures annually in their electronic catalog or on the Internet and in their printed catalog. The Performance Measures and the results for the 2014-2015 fiscal year are as follows:

Data Source: 2016 Performance Measures for Student Success

Performance Measure	System Goal / Baseline	SPCC's Performance
Basic Skills Student Progress	68.3% / 34.5%	53.0%
Student Success Rate in College-Level English courses	55.9% / 23.8%	41.0%
Student Success Rate in College-Level Math Courses	32.5% / 10.1%	15.9%
First Year Progression	75.0% / 54.1%	67.4%
Curriculum Student Completion Rate	51.9% / 35.9%	44.0%
Licensure and Certification Passing Rate	90.9% / 69.9%	84.1%
College Transfer Performance	87.6% / 65.1%	88.7%

The North Carolina Community College System website, www.nccommunitycolleges.edu, contains details about the Performance Measures and Standards.

Visit www.nccommunitycolleges.edu/Publications/index.html. Click on 2016 Performance Measures for Student Success Report.

ACADEMIC CALENDAR 2016 - 2017

SCHEDULE CHANGES WILL BE PERMITTED PRIOR TO CLASS CENSUS DATE (10 PERCENT POINT);
DROP CLASS WITH REFUND WILL BE PERMITTED ON OR PRIOR TO CLASS CENSUS DATE

FALL SEMESTER 2016 (16 Weeks)

August 15	First Day of Classes
September 5	Labor Day Holiday (College Closed)
October 11	Student Break (No Classes)
October 12	Classes Resume
October 21	Financial Aid Withdrawal Penalty Period Ends (16-Week Session)
November 2	Last Day for Student Initiated Withdrawal (16-Week Session)
November 21 - 27	Fall Break (No Classes)
November 21 - 27	Thanksgiving Holidays (College Closed)
November 28	Classes Resume
December 13	Fall Semester Ends

FALL SEMESTER 2016 (12 Weeks)

September 13	First Day of 12-Week Session
October 11	Student Break (No Classes)
November 2	Financial Aid Withdrawal Penalty Period Ends (12-Week Session)
November 10	Last Day for Student Initiated Withdrawal (12-Week Session)
November 21 - 27	Fall Break (No Classes)
December 13	End of 12-Week Session

FALL SEMESTER 2016 (8-Week Sessions)

August 15	First Day of 1st 8-Week Session
September 5	Labor Day Holiday (College Closed)
September 16	Financial Aid Withdrawal Penalty Period Ends (1st 8-Week Session)
September 22	Last Day for Student Initiated Withdrawal (1st 8-Week Session)
October 10	End of 1st 8-Week Session
October 11	Student Break (No Classes)
October 12	First Day of 2nd 8-Week Session
November 14	Financial Aid Withdrawal Penalty Period Ends (2nd 8-Week Session)
November 18	Last Day for Student Initiated Withdrawal (2nd 8-Week Session)
November 21 - 27	Fall Break (No Classes)
December 13	End of 2nd 8-Week Session

FALL SEMESTER 2016 (5-Week Sessions)

August 15	First Day of 1st 5-Week Session
September 2	Financial Aid Withdrawal Penalty Period Ends (1st 5-Week Session)
September 5	Labor Day Holiday (College Closed)

September 8......................Last Day for Student Initiated Withdrawal (1st 5-Week Session)
September 19....................End of 1st 5-Week Session
September 20....................First Day of 2nd 5-Week Session
October 10........................Financial Aid Withdrawal Penalty Period Ends (2nd 5-Week Session)
October 11.........................Student Break (No Classes)
October 14........................Last Day for Student Initiated Withdrawal (2nd 5-Week Session)
October 25........................End of 2nd 5-Week Session
October 26 ....First Day of 3rd 5-Week Session
November 15.....................Financial Aid Withdrawal Penalty Period Ends (3rd 5-Week Session)
November 18.....................Last Day for Student Initiated Withdrawal (3rd 5-Week Session)
November 21 - 27..............Fall Break (No Classes)
December 6.......................End of 3rd 5-Week Session

FALL SEMESTER 2016 (4-Week Sessions)

August 15 ....First Day of 1st 4-Week Session
August 30 ....Financial Aid Withdrawal Penalty Period Ends (1st 4-Week Session)
September 1......................Last Day for Student Initiated Withdrawal (1st 4-Week Session)
September 5......................Labor Day Holiday (College Closed)
September 12....................End of 1st 4-Week Session
September 13....................First Day of 2nd 4-Week Session
September 28....................Financial Aid Withdrawal Penalty Period Ends (2nd 4-Week Session)
September 30....................Last Day for Student Initiated Withdrawal (2nd 4-Week Session)
October 10........................End of 2nd 4-Week Session
October 11.........................Student Break (No Classes)
October 12........................First Day of 3rd 4-Week Session
October 27........................Financial Aid Withdrawal Penalty Period Ends (3rd 4-Week Session)
October 31........................Last Day for Student Initiated Withdrawal (3rd 4-Week Session)
November 8.......................End of 3rd 4-Week Session
November 9.......................First Day of 4th 4-Week Session
November 21 - 27..............Fall Break (No Classes)
December 1.......................Financial Aid Withdrawal Penalty Period Ends (4th 4-Week Session)
December 5.......................Last Day for Student Initiated Withdrawal (4th 4-Week Session)
December 13....................End of 4th 4-Week Session

SPRING SEMESTER 2017 (16 Weeks)

January 9 ....First Day of Classes
January 16........................Martin Luther King Jr. Holiday (College Closed)
March 7 ....Student Break (No Classes)
March 8 ....Classes Resume
March 17...........................Financial Aid Withdrawal Penalty Period Ends (16-Week Session)
March 29 ....Last Day for Student Initiated Withdrawal (16-Week Session)
April 10 - 15 ....Spring Break (No Classes)
April 14 - 16 ....Easter Holiday (College Closed)

April 17 ....Classes Resume

May 9................................Spring Semester Ends

May 11 ....Graduation

SPRING SEMESTER 2017 (12 Weeks)

February 7 ....First Day of 12-Week Session

March 29 ....Financial Aid Withdrawal Penalty Period Ends (12-Week Session)

April 6 ....Last Day for Student Initiated Withdrawal (12-Week Session)

April 10 - 15 ....Spring Break (No Classes)

April 14 - 16 ....Easter Holiday (College Closed)

May 9................................End of 12-Week Session

SPRING SEMESTER 2017 (8-Week Sessions)

January 9 ....First Day of 1st 8-Week Session

January 16.........................Martin Luther King Jr. Holiday (College Closed)

February 10 ....Financial Aid Withdrawal Penalty Period Ends (1st 8-Week Session)

February 16 ....Last Day for Student Initiated Withdrawal (1st 8-Week Session)

March 6 ....End of 1st 8-Week Session

March 8 ....First Day of 2nd 8-Week Session

April 10 - 15 ....Spring Break (No Classes)

April 14 - 16 ....Easter Holiday (College Closed)

April 17 ....Financial Aid Withdrawal Penalty Period Ends (2nd 8-Week Session)

April 21 ....Last Day for Student Initiated Withdrawal (2nd 8-Week Session)

May 9................................End of 2nd 8-Week Session

SPRING SEMESTER 2017 (5-Week Sessions)

January 9 ....First Day of 1st 5-Week Session

January 16.........................Martin Luther King Jr. Holiday (College Closed)

January 30 ....Financial Aid Withdrawal Penalty Period Ends (1st 5-Week Session)

February 2.........................Last Day for Student Initiated Withdrawal (1st 5-Week Session)

February 13 ....End of 1st 5-Week Session

February 14 ....First Day of 2nd 5-Week Session

March 6 ....Financial Aid Withdrawal Penalty Period Ends (2nd 5-Week Session)

March 10 ....Last Day for Student Initiated Withdrawal (2nd 5-Week Session)

March 21 ....End of 2nd 5-Week Session

March 22 ....First Day of 3rd 5-Week Session

April 10 - 15 ....Spring Break (No Classes)

April 14 - 16 ....Easter Holiday (College Closed)

April 18 ....Financial Aid Withdrawal Penalty Period Ends (3rd 5-Week Session)

April 21 ....Last Day for Student Initiated Withdrawal (3rd 5-Week Session)

May 2................................End of 3rd 5-Week Session

SPRING SEMESTER 2017 (4-Week Sessions)

January 9 ....First Day of 1st 4-Week Session
January 16.........................Martin Luther King Jr. Holiday (College Closed)
January 25 ....Financial Aid Withdrawal Penalty Period Ends (1st 4-Week Session)
January 27 ....Last Day for Student Initiated Withdrawal (1st 4-Week Session)
February 6..........................End of 1st 4-Week Session
February 7 ....First Day of 2nd 4-Week Session
February 22........................Financial Aid Withdrawal Penalty Period Ends (2nd 4-Week Session)
February 24.......................Last Day for Student Initiated Withdrawal (2nd 4-Week Session)
March 6 ....End of 2nd 4-Week Session
March 7 ....Student Break (No Classes)
March 8 ....First Day of 3rd 4-Week Session
March 23 ....Financial Aid Withdrawal Penalty Period Ends (3rd 4-Week Session)
March 27 ....Last Day for Student Initiated Withdrawal (3rd 4-Week Session)
April 4 ....End of 3rd 4-Week Session
April 5 ....First Day of 4th 4-Week Session
April 10 - 15 ....Spring Break (No Classes)
April 14 - 16 ....Easter Holiday (College Closed)
April 27 ....Financial Aid Withdrawal Penalty Period Ends (4th 4-Week Session)
May 1.................................Last Day for Student Initiated Withdrawal (4th 4-Week Session)
May 9.................................End of 4th 4-Week Session

SUMMER TERM 2017 (8 WEEKS)

May 29...............................Memorial Day Holiday (College Closed)
May 30...............................First Day of Classes
July 3 ....Financial Aid Withdrawal Penalty Period Ends (8-Week Session)
July 4 ....Independence Day Holiday (College Closed)
July 10 ....Last Day for Student Initiated Withdrawal (8-Week Session)
July 25 ....End of Summer Term

SUMMER TERM 2017 (4-WEEK SESSIONS)

May 30...............................First Day of Classes
June 14..............................Financial Aid Withdrawal Penalty Period Ends (1st 4-Week Session)
June 19..............................Last Day for Student Initiated Withdrawal (1st 4-Week Session)
June 26..............................End of 1st 4-Week Session
June 27..............................First Day of 2nd 4-Week Session
July 4 ....Independence Day Holiday (College Closed)
July 13 ....Financial Aid Withdrawal Penalty Period Ends (2nd 4-Week Session)
July 18 ....Last Day for Student Initiated Withdrawal (2nd 4-Week Session)
July 25 ....End of Summer Term