

6.1 Program Classification

Last Revised: October 2024

Policy: Piedmont Community College (PCC) offers comprehensive educational opportunities to citizens of Person and Caswell Counties by offering a variety of programs classified according to the North Carolina State Board of Community Colleges (SBCC).

Purpose/Definitions:

Purpose

The purpose of this policy is to describe the types of educational opportunities offered at the College to meet the diverse needs of the region.

Definitions

Continuing Education—consistent with 1D SBCCC 300.1(a), programs that provide education and training opportunities for targeted audiences. Courses are non-credit, short-term, and are offered in a variety of instructional delivery modes and locations.

College and Career Readiness (CCR)

Adult Basic Education (ABE)—a program designed for adults who are functioning at or below the eighth-grade educational level. The major objectives of the program are to enable adults to acquire the basic educational skills necessary to be a fully competent in our society, to improve their ability to benefit from occupational training and to have greater opportunities for more productive and profitable employment, and to meet their own objectives for enrolling in the program. Classes are offered and focus on fundamental skills such as reading, writing, speaking, computing, critical thinking, and problem solving.

Compensatory Education (CED)—a program designed for adults with intellectual disability. The program is highly individualized and fosters a maximum level of independent living commensurate with personal ability. Instruction is offered in math, language, social science, health, community living, consumer education and vocational education.

English as a Second Language (ESL)—a program that offers classes that accommodate the varied needs of the immigrant and refugee populations. Attention is given to both

cultural and linguistic needs as instruction is focused upon the formation of accurate, appropriate communication skills and upon the student's ability to function in the adult American community. Classes are offered at the beginning through the advanced levels of ESL. The curriculum is designed to develop the basic language skills of reading, writing, speaking, and listening. Instruction integrates the English language with topics that prepare students for everyday life, employment, and citizenship.

General Educational Development (GED®)/HiSet testing programs—consist of classroom instruction or learning laboratory courses, or a combination of both designed to qualify a student to demonstrate competency on the GED® or HiSet test and to receive a High School Diploma equivalency from the State Board. The State Board is responsible for the administration of the GED®/HiSet testing program in cooperation with the Office on educational Credit of the American Council on Education. The HiSet is administered by Educational Testing Services (ETS).

High School Equivalency programs—with the understanding that the State Board and the community college system shall encourage persons to complete high school rather than seek testing for the High School Diploma Equivalency, high school equivalency programs consist of classroom instruction, learning laboratory courses, or a combination of activities designed to qualify a student for an adult high school diploma. An Agreement of Affiliation with a local public school system is required for minors sixteen or seventeen years old. No agreement is required for adults eighteen years old and older.

Community Service Courses

Community Service courses—single courses, each complete in itself; that focus on an individual's personal or leisure needs rather than an occupational or professional employment.

The cultural and civic, and visiting artist component of this program meets community needs through lecture and concert series, art shows, the use of college facilities by community groups, providing speakers to community organizations, and providing visiting artist activities for college communities. Visiting artists may be provided an opportunity to work as artist in residence to enhance local arts resources and promote the various visual, performing and literary arts in communities throughout North Carolina.

Customized Training Programs

Customized Training—addresses company-specific training customized for job growth, technology investment, or productivity enhancement. Based on needs specified in N.C.G.S. 115D-5.1, Customized Training Programs shall address job-specific training.

Small Business Center—provides training, counseling and referral services especially designed in content and delivery modes for small businesses, both existing and prospective.

Human Resources Development (HRD)—provides skill assessment services, employability skills training, and career development counseling to unemployed and underemployed adults. These courses shall address six core components as follows:

- assessment of an individual's assets and limitations
- development of a positive self-concept
- development of employability skills
- development of communications skills
- development of problem-solving skills
- awareness of the impact of information technology in the workplace.

Learning Laboratory—programs that consist of self-instruction using programmed text, audiovisual equipment, tutoring, and other self-instructed materials. A learning laboratory coordinator has the function of bringing the available instructional media and the student together on the basis of objective and subjective evaluation; counsel, supervise, and encourage students in the lab.

Occupational Extension courses—consist of single courses, each complete in itself, designed for the specific purpose of training an individual for full- or part-time employment, upgrading the skills of persons presently employed, and retraining others for new employment in occupational fields.

Self-Supporting Programs

Recreational programs—self-supporting courses which the college may provide at the request of the community but for which the college receives no budgetary credit. Funds

appropriated as operating expenses for allocation to the college shall not be used to support recreation courses. The financing of these courses by a college shall be on a self-supporting basis, and membership hours produced from these activities shall not be counted when computing full-time equivalent students for use in budget-funding formulas at the state level.

Self-supporting class—a class where the student pays a pro-rated share of the cost of conducting the class, and thus is not reported to the state for budget FTE.

Curriculum Program—consistent with 1D SBCCC 400.3(a), an organized sequence of courses leading to an associate degree, diploma, or certificate. All curriculum programs are designed to provide education, training, or retraining for the work force or to prepare students for transfer to institutions offering baccalaureate degrees.

Associate degree programs—planned programs of study culminating in an associate in applied science, associate in arts, associate in fine arts, associate in science, or associate in general education degree.

Associate in applied science degree programs—are designed to prepare individuals for employment. These programs involve the application of scientific principles in research, design, development, production, distribution, or service.

Associate in arts, associate in fine arts, and associate in science degree programs—are designed to prepare students for transfer to institutions offering baccalaureate degrees.

Associate in general education degree programs—are designed for the academic enrichment of students who desire to broaden their education with emphasis on personal interest, growth, and development.

Certificate programs—designed to lead to employment or to provide skills upgrading or retraining for individuals already in the workforce. A certificate program may be a stand-alone curriculum title or a certificate under an approved degree or diploma curriculum program containing a series of courses taken from the approved program of study and structured so that a student may complete additional non-duplicative coursework to receive a diploma or an associate degree.

Developmental Education programs—consist of courses and support services, which include diagnostic assessment and placement, tutoring, advising, and writing assistance. Developmental education consists of transition and co-requisite classes that prepare students for the gateway English and math classes. These programs are designed to address

academic preparedness, workforce retraining, development of general and discipline-specific learning strategies, and affective barriers to learning. Developmental courses do not earn credit toward a degree, diploma, or certificate.

Diploma programs—designed to provide entry-level employment training. A diploma program may be a stand-alone curriculum program title or a diploma under an approved associate degree curriculum program. A diploma under an associate degree is a series of courses taken from an approved program of study and structured so that a student may complete additional non-duplicative coursework to receive an associate degree.

Approval Authority/Monitoring Authority: Piedmont Community College’s Board of Trustees has approval authority for this policy. The Vice President, Instruction has monitoring authority.

Procedure: N/A

Legal Citation: [1D SBCCC 200.3](#), [1D SBCCC 300.1](#), [1D SBCCC 500.1](#)

History: Effective October 2010; Revised January 2014, March 2021, May 2022—updated definitions, January 2024, October 2024