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Central Piedmont Community College's Mission Statement

Central Piedmont Community College is an innovative and comprehensive college that advances the life-long educational development of students consistent with their needs, interests and abilities while strengthening the economic, social and cultural life of its diverse community.

The College accomplishes this purpose by providing high-quality, flexible pre-baccalaureate and career-focused educational programs and services which are academically, geographically and financially accessible. This purpose requires a fundamental commitment to teaching and learning excellence within a supportive environment.

Vision

Central Piedmont Community College intends to become the national leader in workforce development.

Strategic Goals

Goal 1 Student Learning and Success

Ensure student learning and success by promoting an innovative and supportive learning environment.

- 1.1 Offer and promote a variety of programs and services that address diverse cultures and prepare students for success in a global society.
- 1.2 Enhance teaching and learning experiences by increasing innovative techniques and interactive technologies.
- 1.3 Support successful student transitions to CPCC and then on to universities, the workforce and the community.
- 1.4 Engage students as responsible partners in the learning process.
- 1.5 Enhance communication and collaboration to support student learning and success.

Goal 2 Organizational Learning and Development

Foster an organizational culture that maximizes individual growth through expanded learning opportunities.

- 2.1 Recruit, retain, develop, reward and empower employees who share responsibility for student learning and success.
- 2.2 Ensure that part-time employees are engaged and supported in the learning environment at the College.
- 2.3 Facilitate a more collaborative and cohesive learning environment in line with the College's vision, mission and values.
- 2.4 Prepare employees to anticipate and respond appropriately to regional issues within a global framework.
- 2.5 Encourage the analysis and interpretation of data to inform decision making.

Goal 3 Community Catalyst

Be a catalyst for the educational and socio-economic development of the community through partnerships, coalitions, life-long learning and civic engagement.

- 3.1 Expand partnerships with business and industry to determine the future high-demand job growth areas and the skills needed for those jobs.
- 3.2 Develop bridges with business, industry and educational partners to benefit existing and emerging workers.
- 3.3 Increase public knowledge of the educational opportunities and services at CPCC.
- 3.4 Respond to the vocational and intellectual learning needs of an increasingly diverse community.

Goal 4 Organizational Capacity to Serve

Plan and manage human, physical, financial and technological resources so that College programs, services and infrastructure meet student and community needs.

- 4.1 Explore and implement ways to increase funding for educational opportunities for students and to establish and sustain programs.
- 4.2 Plan and manage growth to optimize organizational effectiveness.
- 4.3 Collaborate with business, education and other organizations to secure needed levels of public and private support.
- 4.4 Promote the effective and efficient utilization of human, physical, fiscal and technological resources to reinforce public trust.
- 4.5 Communicate the value and benefits of the College to increase community involvement and support.
- 4.6 Expand and manage facilities and operations in an environmentally and fiscally responsible manner.

Goal 5 Organizational Excellence and Innovation

Promote and sustain innovation, entrepreneurship and excellence throughout the organization.

5.1 Expand the use of collaborative teams to innovatively respond to emerging needs.

5.2 Institute strategies that measure outcomes and analyze results to improve organizational effectiveness and excellence.

5.3 Engage in continuous improvement and move toward a culture of evidence to effectively measure efforts and increase positive outcomes.

Institutional Values

Shared values and clear expectations affect how well CPCC succeeds in accomplishing its mission. Based upon this belief, we hold the following institutional values:

Learning

- How do we provide a supportive environment that is student-centered and promotes life-long learning?
- How do we place the needs of learners first?
- How do our resource allocations match the needs for student learning?
- How do we work together across the College to meet learners' needs?

Inclusiveness

- How do we encourage collaborative partnerships that enhance the economic vitality and quality of life in our community?
- How do we honor and promote diversity through our people, curricula and processes?
- How do we foster community within the College?
- How do we provide a welcoming and accepting environment?

Responsiveness

- How do we act upon learners' feedback on their learning experiences at the College?
- How do we create a work environment that fosters learning?
- How do we anticipate and respond to the needs of our students, community and business partners?

Excellence

- How do we deliver quality processes, services and learning experiences?
- How do we encourage faculty and staff to enhance their skills and knowledge?
- How do we demonstrate that we expect excellence for all students, faculty and staff?
- How do we recognize and celebrate achievements?

Integrity

- How do we provide an ethical and respectful environment?
- How do we foster honest and fair relationships?
- How do we recognize our obligation to be good stewards of our resources?
- How do we continue to earn the public's trust through principled leadership?

Accessibility

- How do we reduce financial, environmental, social and educational barriers to promote student learning and success?
- How do we ensure that a range of choices in programs and services is accessible to diverse learners?
- How do we create a positive environment that expands opportunities and experiences for all members of our community?

Innovation

- How do we foster an environment that encourages an open exchange of ideas?
- How do we encourage and reward exploration, inquiry, risk-taking and entrepreneurship?
- How do we anticipate change and respond with innovative programs and service to internal and external trends?

Learning College

In 2003, Central Piedmont Community College launched an institutional initiative to transform the College into a more learning-centered organization. A learning college places learning first in all decisions and shifts the focus to documented learning outcomes. At CPCC, it is not enough to transfer information. We are here to create learning environments that encourage students to think for themselves. We consider the entire College a community in learning and work collaboratively to create substantive change in all our learners. We consider ourselves successful only when improved learning can be documented.

Core Competencies

In support of the Learning College initiative, four core competencies have been identified as critical to the success of CPCC graduates. All graduates are expected to demonstrate achievement in each of the following competencies:

- **Communication:** the ability to read, write, speak, listen and use nonverbal skills effectively with different audiences
- **Critical Thinking:** the ability to think using analysis, synthesis, evaluation, problem solving, judgment and the creative process
- **Personal Growth & Responsibility:** the ability to understand and manage self, to function effectively in social and professional environments and to make reasoned judgments based on an understanding of the diversity of the world community
- **Information Technology & Quantitative Literacy:** the ability to locate, understand, evaluate and synthesize information and data in a technological and data driven society

History of the College

Central Piedmont Community College's history centers not so much on bricks and mortar, books, or research and development. The history centers more on the many people who have played a role in developing the College. A host of unsung heroes—from secretaries to counselors to faculty to administrators—has dedicated themselves to building the great institution that is CPCC.

Since its beginning, the College has been a national pacesetter in education. Standouts on the CPCC roster include a Pulitzer Prize winner, a Metropolitan Opera star, an Olympic gold medalist, a Congressional Medal of Honor winner, a television actress and a pro football player. Countless others—chefs, healthcare providers, technicians, real estate brokers, paralegals, firefighters, law enforcement officers, trades people and others who serve our community—share CPCC's proud tradition.

CPCC has been providing educational opportunities since 1963, the year that the North Carolina General Assembly passed the community college bill. Opening as a fully-integrated institution under the direction of Dr. Richard H. Hagemeyer, the founding president, the College combined the programs of Central Industrial Education Center on Elizabeth Avenue and Mecklenburg College on Beatties Ford Road. The College sold its property on Beatties Ford Road and developed a campus around the old Central High School complex. Starting with 3.94 acres, the College bought surrounding property, demolished buildings and closed streets to build the beautiful, tree shaded, 31-acre Central Campus that students and faculty now enjoy.

From its inception, the College was innovative in its teaching methods. CPCC soon garnered national recognition for its individualized instruction and computer-assisted instruction. In 1970, the College was invited to join the prestigious League for Innovation in the Community College.

After Dr. Hagemeyer's retirement in 1986, Dr. Ruth Shaw was selected as the College's second president. Under her leadership, the College added the Advanced Technologies Center and the Center for Automotive Technology and began acquiring land for additional campuses.

Dr. Tony Zeiss, CPCC's third president, has led the College since December 1992. He is devoted to the mission of CPCC and to serving students and the community through customized training and workforce development. Under his direction, CPCC became a multi-campus community college in 1996 with the conversion of the North Area Learning Center in Huntersville to the North Campus. Four other campuses subsequently opened; Levine Campus in 1998, the Harper Campus in 1999, the Harris Campus in 2001 and the Cato Campus in 2002. CPCC now has full-service campuses across Mecklenburg County.

CPCC has grown from a small College with a dozen programs serving 1,600 students to one with over 295 degree, diploma and certificate programs serving approximately 70,000 people in an array of credit and non-credit offerings. The College is the county's premier workforce development resource, offering its educational services throughout the area.

The College is currently embarking on more capital improvements and expansion to serve the growing region. As always, the College is growing because the citizens of Mecklenburg County know that their investment in CPCC is changing their lives for the better.

Educational Vision Statement

The College community envisions a future for this growing metropolitan area where there is a strong sense of community and life is rewarding - a future built upon the full participation and success of all citizens and the best possible use of human, financial and natural resources.

We will take a vigorous leadership role in identifying and addressing the issues which are pivotal in making this vision a reality, for we recognize that our present and future are closely entwined with the health and vitality of the greater Charlotte-Mecklenburg region.

Central to our effort is maintaining excellence as we adapt our comprehensive programs and services to meet the educational needs of a constantly changing, technologically advanced, interdependent and complex world. More than ever before, students need advanced communication and computational skills and the ability to acquire and apply knowledge throughout their lives. Students also need to develop attitudes which support personal development and ethical understandings which will build regional and global community. CPCC's leadership role requires us to explore new academic and administrative paths as we educate and support our students. As we grow and change, we will reflect on our efforts and demonstrate accountability for the proper and wise use of resources. We will continue to pursue innovative and improved methods to support and assess student learning.

CPCC's educational vision will be realized in an increasingly diverse community and world. Although diversity presents many challenges, we perceive diversity as a strength. Our students mirror the community, coming to us with differences in academic preparation and intent, demographic and socio-economic backgrounds and cultural/ethnic influences. In honoring our commitment to the open-door concept, we are determined to provide the appropriate support which gives meaning to access.

We realize we cannot achieve this vision alone; partnerships with other institutions, in our area and beyond, are critical factors in our success. We believe that building a teaching and learning community in its broadest and best sense encompasses a concern for the whole, for integration and collaboration, for openness and integrity and for inclusiveness and self-renewal.

Programs and Services

To carry out CPCC's mission, the College provides educational programs and services in the following areas:
Business, Community Service, Health and Technology Programs

The cornerstone of the Community College System in North Carolina is the preparation of students for a first career, career change and career advancement to meet individual goals and regional needs. The College provides career programs in a broad range of occupational areas. Associate in Applied Science (AAS) degrees and shorter-term diploma and certificate programs are offered. In support of these programs, the College continues to form major partnerships with business and industry.

AAS degree graduates develop marketable employment skills and college-level academic skills. In some cases, courses within the programs are transferable to colleges and universities. Students may reach other career goals such as updating job skills, career advancement and re-entry into the work force with marketable skills through these programs.

Transfer Programs

From its inception, the College has provided the first two years of study in the arts and sciences and pre-professional fields for those students who wish to transfer to four-year colleges and universities. Students are able to transfer courses or an associate degree to four-year colleges, prepared with the background and skills necessary to succeed in their further studies. Graduates have a foundation in their areas of specialization, have college-level academic skills and have successfully completed the general education core curriculum.

Comprehensive Articulation Agreement

The Comprehensive Articulation Agreement became effective in 1997. This agreement addresses the transfer of credits between institutions in the North Carolina Community College System and from that system to constituent institutions of the University of North Carolina. Community college graduates of the AA and AS programs who have completed the general education transfer core will be considered to have fulfilled the institution-wide, lower division general education requirements of the receiving institution.

Basic Skills Programs

A basic premise of the community college movement is the expansion of educational opportunities for all adults and basic skills programs are designed to provide the necessary skills and confidence for successful employment and further education. CPCC provides opportunities to learn basic literacy and functional living skills: Adult ESL enables students to master English as a Second Language, while Adult High School and GED programs assist students in completing high school.

Corporate & Continuing Education

Corporate & Continuing Education (CCE) contributes to the workforce and economic development of the Charlotte-Mecklenburg region by providing programs and services specifically designed to meet the training and re-training needs of business and industry. CCE offers continuing education and re-training for both individuals and businesses. The formation of dynamic partnerships with community organizations and business and industry is often a critical component in meeting these needs.

The College also provides programs and services for the general adult population that stress life-long learning in the areas of academic, cultural, social, recreational and personal development.

Community Service

Service to the Charlotte-Mecklenburg community has long been one of the core values of CPCC. The College offers a wide range of high quality speakers and cultural and artistic events; responds to community needs by providing civic education and professional and technical assistance and shares College facilities with the local community. Additionally, the College has a Service-Learning Center whose mission is to promote civic engagement and develop a culture of service on the campus among students, faculty and staff. This program has supported the efforts of hundreds of local agencies and assisted our students in becoming more engaged citizens and learners.

International Programs and Services

In 1999, CPCC combined many of its programs and services to meet the needs of the region's growing international population. Students from many nations may access several levels of credit English language classes through the International Programs and Services Office.

Enrollment and Student Services

Enrollment and Student Services (ESS) is committed to providing quality educational support to ensure student success for a diverse student population. Services provided include recruitment; enrollment; financial aid; academic advising and tutoring; career and personal counseling; disability services; international services; testing; and student activities. ESS works collaboratively with academic units to support the mission of the College through comprehensive student-centered initiatives.

Instructional Development

CPCC is a leader among community colleges in instructional development and support. Experimentation and innovation in instruction and the use of alternative instructional delivery systems remain major initiatives. The College provides support for instructors to experiment with non-traditional modes of teaching and learning through classroom research, through the use of technology incorporated into the classroom and through alternative delivery systems and scheduling. The Instructional Support area provides media and learning services that give support to instructors and students to enhance the teaching and learning process.

Administrative Support

CPCC administration provides effective leadership by setting the tone and direction for the College and by granting employees the authority and resources to carry out their duties. The College efficiently and effectively expends its resources and is committed to maintaining a leadership role in its utilization of personnel and facilities. These effective administrative processes allow the College to focus on its primary mission of providing the highest quality educational programs and services.

Accreditation

Central Piedmont Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; 404.679.4501) to award associate degrees, diplomas and certificates. The College is also accredited by the following organizations:

- American Bar Association - Paralegal Technology Program
- American Culinary Federation Foundation Accrediting Commission
 - Culinary Technology Program
- American Dental Association Commission on Dental Accreditation
 - Dental Hygiene
 - Dental Assisting
- Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)
 - Health Information Technology
- American Heart Association
 - Cardiopulmonary Resuscitation
 - Advanced Cardiac Life Support
 - Pediatric Advanced Life Support
- Association of Surgical Technologists (AST)
- Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA) The Commission on Accreditation in Physical Therapy Education, Department of Accreditation (APTA, 1111 North Fairfax Street, Alexandria, VA 22314; 703.706.3245; www.apta.org/CAPTE)
 - Physical Therapist Assisting
- Commission on Accreditation of Allied Health Education Programs (CAAHEP) Accreditation Review Committee on Surgical Technology (ART-ST)
 - Surgical Technology
- Commission on Accreditation of Allied Health Education Programs (CAAHEP) on Recommendation of the Cytotechnology Program Review Committee (CPRC) of the American Society of Cytopathology (ASC)
 - Cytotechnology

- Commission on Accreditation of Allied Health Education Programs (CAAHEP) on Recommendation of the Committee on Accreditation for Respiratory Care (CAAHEP, 1361 Park St. Clearwater, FL, 33756; 727.210.2350; COARC 1248 Harwood Rd., Bedford, TX 76021 817.283.2835)
 - Respiratory Therapy
- The Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB). Commission on Accreditation of Allied Health Education Programs, 1361 Park Street, Clearwater, FL 33756; 727.210.2350.
 - Medical Assisting
- Commission on Accreditation of Allied Health Education
 - Programs (CAAHEP) upon the recommendation of the Joint Review Committee on Education in Cardiovascular Technology (JRC-CVT) at the associate degree level in the Non-Invasive Cardiology concentration and the Invasive Cardiology concentration. CAAHEP, 1361 Park Street, Clearwater, Florida 33756, (727)210-2350.
 - Non-Invasive Cardiology
 - Invasive Cardiology
- Emergency Care and Safety Institute (ESCI)
- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
 - Medical Laboratory Technology
- National Association for the Education of Young Children
 - Wachovia Early Childhood Education Program
- National Automotive Technician Education Foundation
 - Automotive Technology
 - Chrysler Apprenticeship Program
 - Co-operative Automotive Service Technology
 - General Motors Automotive Service Educational -Program
 - Toyota Technical Education Network Program
- National Board for Certified Counselors certifies some courses in:
 - Human Services Technology
 - Substance Abuse
 - Developmental Disabilities
- North Carolina Criminal Justice Education and Training Standards Commission
 - Basic Law Enforcement Training Technology
 - Criminal Justice Technology
 - General Instructor Training
 - Lidar Certification/Recertification
 - Radar Certification/Recertification
 - Time/Distance Certification/Recertification
- North Carolina Department of Health and Human Services, Division of Health Service Regulation, Center for Aide Regulation and Education (CARE)
 - Nurse Aide
- North Carolina Fire and Rescue Commission
 - Firefighter Training
- North Carolina State Board of Community Colleges
- North Carolina State Board of Nursing
 - Christa A. Overcash Associate Degree Nursing Program
- NC Substance Abuse Professional Practice Board
 - Substance Abuse Program
- Technology Accreditation Commission of ABET, Inc., 111 Market Place, Suite 1050, Baltimore, MD 21202; 410.347.7700
 - Computer Engineering Technology
 - Electrical Engineering Technology
 - Electronics Engineering Technology
 - Mechanical Engineering Technology

Memberships

Central Piedmont Community College is a member of the following educational associations and agencies:

- American Association for Paralegal Education
- American Association for Adult and Continuing Education
- American Association of Community Colleges
- American Association of Community Colleges Presidents' Academy
- American Association for Women in Community Colleges
- American Mathematical Association of Two-Year Colleges
- American College Personnel Association
- American Society for Engineering Education
- American Society of Non-Destructive Testing
- American Society on Aging
- American Welding Society
- Association of Community College Trustees
- Association for Communications Technology Professionals in Higher Education
- Association of Collegiate Schools of Architecture
- Association of Community College Business Officials
- Association of Fundraising Professionals
- Association of Professional Researchers for Advancement
- Association of Professional Researchers for Advancement-Carolinas
- Association of Surgical Technologists
- Chair Academy, The
- Charlotte Area Educational Consortium
- Charlotte Chamber of Commerce
- Charlotte Regional Workforce Development Partnership
- Charlotte-Mecklenburg Workforce Development Board
- Cisco Networking Academy
- College and University Professional Association for Human Resources
- COMBASE
- Community College Business Officers
- Council for Advancement and Support of Education
- Council for Resource Development
- Culinary Hospitality Tourism Educators' Alliance
- Dietary Manager Association
- EDUCAUSE
- Hospitality Tourism Alliance
- International Economic Development Council
- International Special Events Society
- Latin American Chamber of Commerce
- League for Innovation in the Community College
- Manufacturers' Business Alliance
- Mecklenburg County Area Mental Health Authority
- Developmental Disabilities Self Determination Board
- Mecklenburg Disability Action Collaborative
- Mecklenburg Partnership for Children
- Metrolina Association of Volunteer Administrators
- Metrolina Theatre Association
- Microsoft IT Academy
- National Academic Advising Association
- National Alliance of Community and Technical Colleges
- National Articulation and Transfer Network
- National Association for Community College Entrepreneurship
- National Association for the Education of Young Children
- National Association of Catering Executives
- National Association of College and University Business Officers
- National Association of Colleges and Employers

- National Association of Educational Procurement
- National Association of Student Personnel Administrators
- National Board for Certified Counselors
- National Business Incubation Association
- National Coalition of Advanced Technology Centers
- National Council for Continuing Education and Training
- National Council of Instructional Administrators
- National Council on Black American Affairs
- National Institute for Staff and Organizational Development
- National Organization for Human Services
- National Restaurant Association
- North Carolina Association for Persons in Supported Employment-The Network on Employment
- North Carolina Association of Colleges and Employers
- North Carolina Association of Community College Business Officers
- North Carolina Association of Community College Presidents
- North Carolina Association of Community College Trustees
- North Carolina Business Incubation Association
- North Carolina Campus Compact
- North Carolina Center for Public Policy Research
- North Carolina Chamber of Commerce
- North Carolina Community College Adult Educators' Association
- North Carolina Community College Student Development Professionals Association
- North Carolina Community College Student Leadership Institute
- North Carolina Comprehensive Community College Student Government Association
- North Carolina Computer Instructors' Association
- North Carolina Department of Health and Human Services
- Division of Facilities Services
- North Carolina Restaurant Association
- Partners for Parks
- Servicemembers Opportunity College
- Small Business Center Network
- Southeastern Theatre Conference
- Southern Association of Colleges and Schools
- Southern Association of Colleges and University Business Officers
- Southern Association of Community, Junior and Technical Colleges
- Southern Organization for Human Services
- Students in Free Enterprise
- Tau Upsilon Alpha National Organization for Human Services Honor Society

Charlotte Area Educational Consortium

CPCC is a member of the Charlotte Area Educational Consortium (CAEC). Among several CAEC activities is a cross-registration program that enables students to take certain courses not offered at CPCC at other Consortium schools. For information, call 704.330.2722 ext. 3648. CAEC colleges and universities are:

- Belmont Abbey College, Belmont, NC
- Cabarrus College of Health Sciences, Concord, NC
- Carolinas College of Health Sciences, Charlotte, NC
- Catawba College, Salisbury, NC
- Catawba Valley Community College, Hickory, NC
- Cleveland Community College, Shelby, NC
- Davidson College, Davidson, NC
- Gardner-Webb University, Boiling Springs, NC
- Gaston College, Dallas, NC
- Gordon-Conwell Theological Seminary, Charlotte, NC
- Johnson C. Smith University, Charlotte, NC
- Lenoir-Rhyne College, Hickory, NC
- Livingstone College, Salisbury, NC
- Mitchell Community College, Statesville, NC

- Pfeiffer University, Charlotte, NC
- Queens University, Charlotte, NC
- South Piedmont Community College, Polkton, NC
- Stanly Community College, Albemarle, NC
- University of North Carolina at Charlotte, Charlotte, NC
- University of South Carolina at Lancaster, Lancaster, SC
- Wingate University, Wingate, NC
- Winthrop University, Rock Hill, SC
- York Technical College, Rock Hill, SC

CPCC Foundation, Inc.

The CPCC Foundation exists solely for the benefit of the College and its students. The Foundation solicits gifts from individuals, corporations and other foundations. These gifts are used for student scholarships, instructional equipment, capital projects, new program funds, innovation and recognition awards, endowment funds and a variety of other needs not met through traditional funding sources.

The annual CPCC Charlotte Skyline Run and a sporting clays event are sponsored by the Foundation to raise support and visibility for the College. The Foundation also works to engage College alumni in the life of their alma mater.

Additional ways to support the work of the Foundation include gifts of cash or securities, bequests, estate plans, honorariums and memorial funds. Contributions may be designated for specific programs and projects and may be given outright or through a pledge extended over a period of time.

All donations for the College should be directed to the Central Piedmont Community College Foundation, a 501(c)(3) organization, qualified to receive tax-deductible contributions.

The address is:

The CPCC Foundation, Inc.
Post Office Box 35009
Charlotte, NC 28235-5009

For more information, call 704.330.6869 or visit www.cpcc.edu/foundation/.