



Catalog Addendum

November 3, 2025

Pg. 5 – CHSI Degree Conferral Date Added

Degrees will be conferred for CHSI students on May 18

Pg. 31 –Atrium Health Forgivable Educational Loan

Remove section due to discontinuation of the loan program

Pg. 80 – Added Volunteer Requirement

Volunteer Requirement

Cabarrus College is committed to delivering progressive and exemplary healthcare education. As part of this mission, students are required to engage in volunteer community service to gain firsthand exposure to the social drivers of health. These experiences help students understand healthcare disparities and reflect on how they can contribute to addressing inequities in the communities they will serve.

All students are required to complete 15 volunteer hours prior to graduation. These hours must be submitted by Week 12 of the graduation semester, and students are advised to pace themselves—such as earning 5 hours per semester or completing half the requirement in the first year—to avoid last-minute stress. Failure to meet this requirement will result in a hold on the student's degree.

Students may choose from a list of preapproved nonprofit, government, and community-based organizations, or they may select their own volunteer sites that align with their interests and values. Guidelines are provided to help distinguish acceptable locations, and students are encouraged to explore opportunities that deepen their understanding of health-related social issues.

Volunteer hours are separate from course-specific service-learning requirements, although service-learning hours may count toward the volunteer requirement at the instructor's discretion. To promote deeper engagement, Cabarrus College offers incentives based on total hours completed:

- Tier I (15 hours): Base requirement
- Tier II (30 hours): Certificate
- Tier III (60 hours): Graduation cord

Pg. 144 – Bachelor of Science in Respiratory Therapy – Curriculum Update

RSP410 has been removed from the program plan and replaced with RSP401.

Pg. 158 – BIO311 Course Description Updated

BIO311 – Cross Sectional Anatomy and Pathophysiology

This is a study of human anatomy as seen in axial, sagittal, and coronal planes. Body structures will be examined using standardized anatomical nomenclature. Volumetric and three-dimensional images will be used to identify anatomical structures from multiple perspectives. Bony, muscular, vascular, organs and soft tissues of the following anatomical regions are studied: head, brain, neck chest, mediastinum, abdomen, pelvis, spine, and musculoskeletal system. Credit: 3 hours. *This course is offered in an online format.* Fall.

Pg. 168 – EDU410 Course Description Updated

EDU410- Educational Principles for Healthcare Professionals

This course introduces key educational concepts and adult learning principles relevant for healthcare professionals who provide education and training to clients, colleagues, or students. Learners will explore foundational principles of teaching and learning, with emphasis on applying learning theories to healthcare practice. The course emphasizes the development of effective training and educational experiences within clinical and academic settings. Participants will identify typical characteristics of adult learners and examine instructional methods appropriate for health professions education. Credit: 3 hours. *This course is offered in an online format.* Spring, as needed.

Pg. 169 – EDU510 Course Description Updated

EDU510- Educational Principles for Healthcare Professionals

This graduate-level course equips healthcare professionals with the pedagogical competencies necessary to serve as effective educators in both clinical and academic environments. Through critical examination of foundational teaching and learning principles, students will apply contemporary learning theories to healthcare practice and explore the developmental characteristics of adult learners across different life stages. Emphasis is placed on the construction of measurable behavioral objectives and the strategic design of instructional methods tailored to diverse clinical contexts. Learners will evaluate evidence-based approaches to adult education and develop advanced skills in facilitating meaningful, learner-centered educational experiences within healthcare settings. Credit: 3 hours. *This course is offered in an online format.* Spring.

Pg. 172 – HSL405 Course Description Updated

HSL405 – Leading Interprofessional Healthcare Team

In this course the student will integrate leadership strategies for the purpose of building and sustaining a collaborative interprofessional healthcare team. Analysis of the impact of behaviors and attitudes will illustrate the importance of interpersonal communication, group dynamics, and conflict management. The student will explore leadership skills and key competencies which support the diverse teams by fostering a collaborative work environment. Credit: 3 hours. *This course is offered in an online format.* Spring or as needed.

Pg. 178 – MAT201 Course Description Updated

MAT201 - Introductory Statistics

This course is an introductory statistic with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals, and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results. 3 credit hours. *This course may be offered on-campus and/or in an online format.* Fall - online, Spring – on campus/online, Summer - online.

Pg. 190 – Course Delivery Change

OTA125 – Documentation and Reimbursement

This course introduces students to professional documentation of skilled occupational therapy services for effective communication and reimbursement in clinical settings across the life span. Students apply an understanding of medical conditions and diagnoses to clearly explain rationale for billable occupational therapy services in addressing limitations to occupational performance. Using current standardized codes and reimbursement systems requirements, students relate professional documentation to quality assurance and enhancement of existing occupational therapy services. Corequisites: OTA110, OTA115, OTA120. Credit: 2 hours. *This course may be offered on-campus and/or in an online format.* Fall.

Pg. 191 – Course Delivery Change

OTA160 - Kinesiology

This course will explore the analysis of functional tasks, and gross and fine motor muscle function. A strong emphasis is placed on the upper body with a focus on bony prominences, joint motions, primary muscles and ligaments, bones, nerve innervations, origins, and insertions. The Occupational Therapy Practice Framework: Domain and Process, and use of scholarly materials will be incorporated in classroom. Prerequisites: OTA150, BIO220. Credit: 3 hours. *This course may be offered on-campus and/or in a hybrid format.* Summer II.

Pg. 204 – New Course Addition

RSP401 – Clinical Seminar

Students will prepare for the National Board for Respiratory Care (NBRC) credentialing examination. Emphasis will be placed on test-taking strategies, content review, clinical application, and critical thinking. Students will complete practice exams, engage in case-based simulations, and assess readiness through feedback. Credit: 3 hours. Summer.

Pg. 209-210 – Update Academic Leadership

Remove:

Nancy Green, MHA, OTR/L, RYT 200, CIMI, HTP/A Program Chair, Occupational Therapy Assistant

MHA, Pfeiffer University, Misenheimer, NC
BS, Western Michigan University, Kalamazoo, MI

Add:

Kathleen Subasic, PhD , OTR/L, CAPS, ECHM Program Chair, Occupational Therapy Assistant

PhD, Nova Southeastern University, Fort Lauderdale, FL
MS, Towson University, Towson, MD
BS, Saint Francis University, Loretto, PA

Pg. 211-219 – Update Faculty Listing

Remove:

Ashton Jens, MSN, RNNursing

MSN, Gardner-Webb University, Boiling Springs, NC
BSN, Gardner-Webb University, Boiling Springs, NC
ADN, Gardner-Webb University, Boiling Springs, NC

Kathleen Subasic, PhD , OTR/L, CAPS, ECHM Program Chair, Occupational Therapy Assistant

PhD, Nova Southeastern University, Fort Lauderdale, FL
MS, Towson University, Towson, MD
BS, Saint Francis University, Loretto, PA

Add:

LaDonna Baldwin, MEd.....General Education

MEd, Winthrop University, Rock Hill, NC
BA, University of North Carolina at Chapel Hill, Chapel Hill NC

Brittany Harris, BSNNursing

BSN, Grand Canyon University, Phoenix, AZ

I-Chun Hsing, BSN Nursing

BSN, National Cheng Kung University, Tainan, Taiwan

Tori Knoss.....Respiratory Therapy

BA, Green Mountain College, Poultney, VT
BS, Green Mountain College, Poultney, VT
AS, Miami-Dade College, Miami, FL

Nicole Low, MBA, BSN.....Nursing

MBA, Mahsa University, Kuala Lumpur. Malaysia
BSN, Northumbria University, Kuala Lumpur, Malaysia

Laura LeBanik, BSN.....Nursing

BSN, Winston-Salem State University, Winston-Salem, NC
BA, Allegheny College, Meadville, PA

Haley Malin, MSN.....Nursing

MSN, Western Governors University, Millcreek, UT
BSN, University of Connecticut, Storrs, CT

Pg. 220-222 – Update Faculty Listing

Remove:

Tabitha Harris Instructional Technologist/Developer

BA, The Art Institute of Philadelphia, Philadelphia, PA

Matthew Wade, MS..... Alumni Relations & Development

MS, Purdue University
BA, South Carolina State University, Orangeburg, SC

Add:

Krystale Anderson, MBAAssociate Director of Financial Aid

MBA, Southern New Hampshire University, Manchester, NH
BS, Marist College, Poughkeepsie, NY

Erin Giacomini, MHA**Coordinator, Admissions and Recruitment**
MHA, Franklin University, Columbus, OH
BS, BA, University of North Carolina at Charlotte, Charlotte, NC
AA, Central Piedmont Community College, Charlotte, NC

Scott Smith, Ed.D...... **Director, Digital and Instructional Innovation**
Ed.D, University of North Carolina at Chapel Hill, Chapel Hill, NC
MA, Appalachian State University, Boone, NC
BS, Appalachian State University, Boone, NC

Update Title:

Curtis Wilson, MA**Director, Student Success and Engagement**
MA, Appalachian State University, Boone, NC
BS, East Carolina University, Greenville, NC

November 10, 2025

Pg. 36 – G.I. Bill® Trademark Added

The College will permit any individual entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 G.I. Bill® benefits to attend or participate in the course of education during the period beginning the date the individual provides to the College a VA certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a certificate of eligibility” can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. Ninety (90) days after the date the institution certified tuition and fees following the receipt of certificate of eligibility.

January 9, 2026

Pg. 55 – Graduation Rate Disclosure Statement added

The calculation of graduation rates below are listed as the percentage of diploma/degree-seeking students in a particular year (entering cohort) completing their program on time (150%).