# Commonwealth Technical Institute at the Hiram G. Andrews Center Campus



# Choose Your DireCTIon

## JANUARY 2025 CATALOG

# Commonwealth Technical Institute
# at the Hiram G. Andrews Center Campus

**727 Goucher Street | Johnstown, Pennsylvania 15905-3092**
**814.255.8200 Voice | 800.762.4211 Toll Free**
**814.255.5873 TTY | 814.255.5709 Fax**



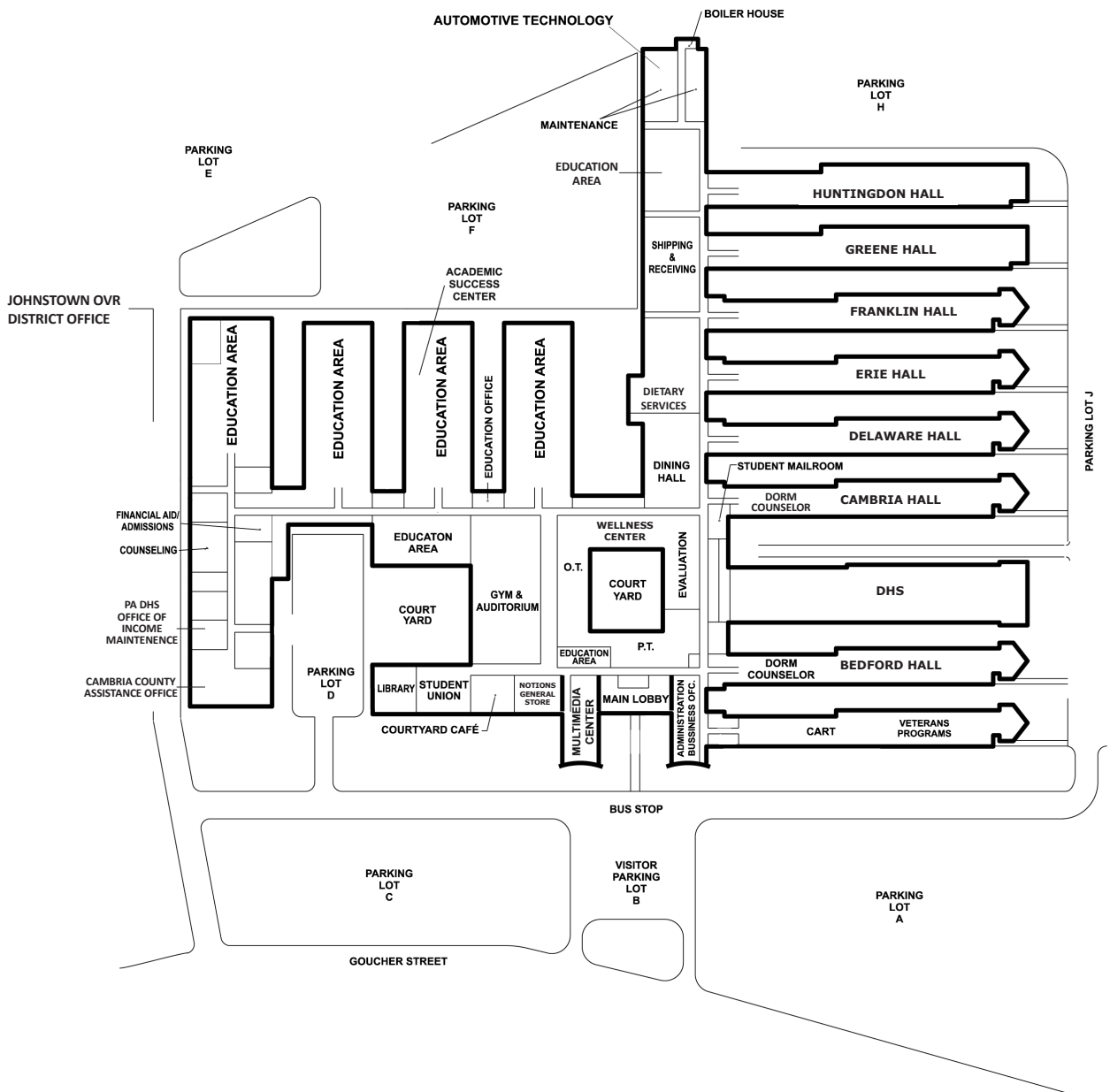### Pennsylvania
## Department of
## Labor & Industry

Commonwealth Technical Institute - Hiram G. Andrews Center

Operated by
**Commonwealth of Pennsylvania | Department of
Labor & Industry
Office of Vocational Rehabilitation**

**Bureau of Rehabilitation Center Operations**
Jill Moriconi, MS, CRC, Director

www.dli.pa.gov/CTI-HGAC

AUTOMOTIVE TECHNOLOGY

BOILER HOUSE

MAINTENANCE

EDUCATION AREA

PARKING LOT H

PARKING LOT E

PARKING LOT F

ACADEMIC SUCCESS CENTER

SHIPPING & RECEIVING

HUNTINGDON HALL

GREENE HALL

JOHNSTOWN OVR DISTRICT OFFICE

EDUCATION AREA

EDUCATION AREA

EDUCATION AREA

EDUCATION OFFICE

EDUCATION AREA

FRANKLIN HALL

ERIE HALL

DIETARY SERVICES

DELAWARE HALL

DINING HALL

STUDENT MAILROOM

CAMBRIA HALL

DORM COUNSELOR

PARKING LOT J

FINANCIAL AID/ ADMISSIONS

COUNSELING

EDUCATON AREA

WELLNESS CENTER

O.T.

COURT YARD

EVALUATION

PA DHS OFFICE OF INCOME MAINTENENCE

COURT YARD

GYM & AUDITORIUM

DHS

EDUCATION AREA

P.T.

CAMBRIA COUNTY ASSISTANCE OFFICE

PARKING LOT D

DORM COUNSELOR

BEDFORD HALL

LIBRARY

STUDENT UNION

NOTIONS GENERAL STORE

MULTIMEDIA CENTER

MAIN LOBBY

ADMINISTRATION BUSSINESS OFC.

CART

VETERANS PROGRAMS

COURTYARD CAFÉ

BUS STOP

PARKING LOT C

VISITOR PARKING LOT B

PARKING LOT A

GOUCHER STREET

# FLOOR PLAN

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"Photographs in this catalog were taken at the Commonwealth Technical Institute at the Hiram G. Andrews Center and show students and staff participating in classroom and related activities."

# *Administrative Staff*

**Administration**

Jill Moriconi, MS, CRC ........................ Director
Christopher Zakraysek, MS ................ Deputy Director of Operations
Christopher Miller ............................. Data Specialist

**Commonwealth Technical Institute**

James Thomas .................................. Director of Education
Kurtis Pierce, EdD, MBA, RRT .............. Education Supervisor
Pending .......................................... Education Supervisor
Rebecca Halza, PhD, CRC ................... Education Supervisor
Samantha Poraczky ........................... Career Services Supervisor

**Operations Staff**

Erin Noble ....................................... Director of Institutional and Business Management
Kristy Richardson, MRC ...................... Director of Institutional Development
William Pakstis ................................. Accountant
Becky Crum, MS, RD, LDN ................. Director of Dietetic Services

**Facilities Maintenance Staff**

Greg Tunstall ................................... Director of Facility Maintenance
Don Balzarano ................................. Building Maintenance Foreman
Doug Mull ....................................... Building Maintenance Foreman
Tim Williams .................................... Facility Safety Manager

**Transition Programs**

Stacie Andrews, MA ........................... Director of Transition Programs
Karen Dayton, MA ............................. Vocational Rehabilitation Specialist
Amanda Prince, MS ........................... Academic Success Center Director
Bobby Jo Allison, LSW ....................... Vocational Evaluation Supervisor

**Student Affairs**

Jason Gies, MA, CRC .......................... Director of Student Affairs
Martin Tran, MA, CRC ........................ Admissions Director/Counseling Supervisor
Sean Dixon ...................................... Dormitory Counselor Supervisor
Thomas R. Ellenberger, MD ................ Physician
Yevgeniy A. Suvorov, MD ................... Psychiatrist
Kenneth Miller, RN ............................ Nurse Supervisor
Lori Murphy, MSPT ............................ Physical Therapist

**Security Department**

Matt Raich ....................................... Security Officer III
Chad Sossong ................................... Security Officer II

Sarah Bantly...............................................Career Services Employment Facilitator
Aimee Barr, M ED...........................................Materials Management and Distribution
John Barr, AAS .............................................Building Maintenance
Jennifer Baxter, M ED .....................................Business Education
Joy L. Berezansky, BS......................................Essential Workplace Skills
Larry Koontz, DNP, RN ....................................Nurse Aide
Jane Chabon, CCS-P ........................................Medical Office Assistant
Jeanne Chaff, MS ED .......................................Networking Technology
Reese Deist, AAS. .........................................Culinary Arts
Nicholas Duranko, M ED ...................................Technical Math
Kimberely Fox, AAS ........................................Culinary Arts
John Gennett, CHEP ........................................Building Maintenance
Todd Gillott, BS...............................................Automotive Technology
Thomas Halza, CVI.........................................Building Maintenance
Allen Hockenberry, MHHS................................Career Services Employment Facilitator
Barry Jordan.................................................Welding Technology
Troy Jordan, BS .............................................Networking Technology
Ann Kelly.....................................................Early Childhood Education
Levi Kephart .................................................Welding Instructor
Timothy Kozak M ED........................................Business Education
Stacey Mihm, MLIS.........................................Librarian
Keith Reiter, MATE .........................................English Language Arts
Joseph Roach, BA...........................................Materials Management and Distribution
Lora Rusnak, BS .............................................Business Education
Dave Smith ..................................................Welding Technology
Brian Susko, M ED...........................................Building Maintenance
Lisa Walsh, BS ..............................................Math

# *Licenses - Approvals - Accreditations - Memberships - Partnerships*

## Licenses
- Pennsylvania State Board of Private Licensed Schools

## Approvals
- Pennsylvania Department of Education to award degrees of Associate in Specialized Technology and Associate in Specialized Business
- Bureau of Vocational Rehabilitation Services
- Office of Deaf and Hard of Hearing
- Bureau of Blindness and Visual Services
- Approved for the Education of Veterans
- Pennsylvania Act 101 Equal Educational Opportunity Program

## Accreditations
- Accrediting Commission of Career Schools and Colleges (ACCSC)
- Commission for the Accreditation of Rehabilitation Facilities (CARF) (certificates of licensure and accreditation are available for review)

## Memberships
- American Library Association (ALA)
- Cambria County Health and Welfare Council
- Cambria/Somerset Labor Management Committee (CSLMC)
- Council For Opportunity in Education
- Greater Johnstown YMCA
- Greater Johnstown/Cambria County Chamber of Commerce
- National Consortium of State Operated Comprehensive Rehabilitation Centers (SOCRC)
- National Fire Protection Association
- Pennsylvania Association of Career and Technical Administrators
- Pennsylvania Association of Student Financial Aid Administrators (PASFAA)
- Printing Industries of America/Graphic Arts Technical Foundation
- Somerset County Chamber of Commerce

## Partnerships
- University of Pittsburgh
- Veterans Leadership Program of Western Pennsylvania, Inc.
- Veterans Community Initiatives Program

# Commonwealth Technical Institute at the Hiram G. Andrews Center Campus History

Located in suburban Johnstown, Pennsylvania, the Commonwealth Technical Institute at the Hiram G. Andrews Center campus covers approximately 50 acres.

Taking three years to build, it was the world's first and largest rehabilitation facility especially designed to provide comprehensive rehabilitation services under one roof.

From its opening in April 1959, it has achieved worldwide recognition, attracted distinguished visitors from many countries, and has provided individualized educational and rehabilitation programs for resident and commuter students. An individual's program may include vocational evaluation, educational programming and health and wellness maximization.

As the only self-supporting government facility in Pennsylvania, it is not funded by direct legislative appropriations, but relies, instead, upon payment for services rendered.

### Mission
The mission of the Commonwealth Technical Institute at Hiram G. Andrews Center is to offer quality postsecondary education and support services to customers as they determine and pursue individual goals of employment and independence.

### Philosophy
At the Commonwealth Technical Institute at the Hiram G. Andrews Center, education is not confined to the classroom. While most of a student's time and attention is focused on education and training, job skills are only part of the learning experience. A continuum of support services, ranging from vocational evaluation and career exploration to independent living skills, combine to offer our students the skills they will need to live, work, and contribute to the community. This variety of services also enables the individual to examine personal behavior and make positive changes in preparing for entry-level employment.

### Core Values
The Commonwealth Technical Institute at the Hiram G. Andrews Center strives to provide a community where every customer and employee is respected and supported. The organization is deeply committed to the following values:

- Customer success - creating a customer-centered environment where individuals are challenged, encouraged, and supported to achieve their highest educational, personal and employment potential.
- Accountability - Establishing individual performance standards, developing measures to document program effectiveness along with a commitment to continuous improvement in pursuit of excellence.
- Integrity and Ethics - Demonstrating high professional and personal standards in all personal interactions and business practices.
- Collaboration - Informing members of the organization and involving them in discussion and problem-solving, while listening to customer issues through close collaborations with individuals, student advisory committee members and stakeholders.

### Objectives
The Commonwealth Technical Institute at the Hiram G. Andrews Centers' major goal is to provide the resources and environment that will enhance the educational process leading to independence and self-sufficiency by:

- Encouraging students to evaluate their capabilities.
- Providing the support services needed by the student to pursue and complete an educational program.
- Providing a curriculum with the flexibility to allow for addressable needs.

## THE COMMUNITY

Johnstown, remembered for the tragic floods of 1889, 1936 and 1977, and renowned for its funicular inclined plane, is also recognized as the home of the world's first and largest comprehensive educational rehabilitation facility, the Hiram G. Andrews Center.

Located in the southwest corner of Cambria County, Johnstown has modern schools, ample shopping, unique eateries, plazas, and churches to serve the multiethnic community of more than 80,000 persons. A flood museum, symphony orchestra, community theater and artist series are some of the cultural activities available. Additionally, Johnstown was chosen as the site for the filming of two major motion pictures, "Slapshot" and "All the Right Moves." Johnstown is home to the All-American Amateur Baseball Tournament and the Susquehanna Amateur Golf Tournament. Culturally diverse, Johnstown hosts the Flood City Music Festival, the Ethnic Festival, the Log Cabin Arts Festival, and countless others during the summer and fall months.

Nearby are several of the state's largest recreational areas. Numerous streams and rivers, state parks, and forests offer various types of recreation in the summer and winter.

Johnstown's modern public transportation system, which includes buses with wheelchair lifts, affords all HGAC students the opportunity to take advantage of the city's many attractions.

## **FACILITIES AND EQUIPMENT**

The Commonwealth Technical Institute at the Hiram G. Andrews Center, a completely barrier-free facility, covers 12 acres (522,370 square feet) under one roof and sits on approximately 50 acres of property located in the Laurel Highlands region of Cambria County.

Each student is provided with an individual workstation, specialized adaptive tools, and equipment as needed to succeed in their enrolled program. The Commonwealth Technical Institute at the Hiram G. Andrews Center strives to stay current with all upcoming technology to maintain a state-of-the-art campus and facilities to provide a positive learning environment.

Interested applicants are encouraged to visit the school to explore its opportunities. Application for admission is possible by contacting the Admissions Office at 814-254-0565 or 1-800-762-4211 ext. 0565. Tours for individuals and groups can be arranged by appointment. Call 814-254-0582 or 1-800-762-4211 ext. 0582 (PA only).

Unless otherwise noted, normal business hours for most departments including Vocational Evaluation, Student Services and Education are 8:00 a.m. to 4:00 p.m.

## **CTI AT HGAC SECURITY**

The security office provides a safe and secure environment for CTI at HGAC. The campus has 24-hour coverage, card entrances and security cameras located throughout the building that record and monitor activity. Security makes frequent rounds inside and outside the building and is available for reporting and dealing with inappropriate or illegal behavior. In addition, the security office works closely with the local police department.

Campus crime statistics may be referenced at - 2024 annual security - fire report.pdf.

## **DINING SERVICES**

The Dining Hall experience at Commonwealth Technical Institute at the Hiram G. Andrews Center Campus offers a vibrant and welcoming atmosphere where students can enjoy a variety of delicious, well-balanced meals.  It's a place to not only fuel up but also to socialize, relax, and connect with peers. With a diverse menu that caters to different tastes and dietary preferences, students can always find something satisfying. Students with food allergies, religious beliefs or other specific dietary needs,  are able to meet one-on-one with our Dietitian, ensuring personalized meal options are available.  The space is designed to be comfortable and inclusive, promoting a sense of community and making mealtime a pleasant part of the day.

# Commonwealth Technical Institute at the Hiram G. Andrews Center Campus

## ADMISSIONS

Applications may be submitted to the CTI at HGAC admissions office throughout the year. Qualified applicants are accepted without regard to race, sex, religion, age, color, national origin, ancestry, disability, sexual orientation, or HIV/AIDS status.

**Requirements**

A certificate of graduation from a secondary education school or the recognized equivalent GED, a high school diploma or GED certificate, is required for admission to any of the post-secondary education programs.

In addition, there are some expectations or criteria for individuals who are referred for admissions. These are necessary characteristic for individuals to succeed while at CTI at HGAC and should be taken into consideration:

- Verbalizes a desire to obtain employment upon training completion.
- Wants to take an active role in their rehabilitation and vocational program.
- Verbalizes a motivation and a willingness to learn.
- Has a stabilized disability
- Seems to understand acceptable social behavior, including getting along with peers, following rules, and accepting supervision.
- Can live independently in a dormitory environment.
- Has the potential to exercise good judgment when balancing academic, social and leisure activities
- Does not have a history of harming self or others

**Procedures**

Applications to CTI may be made through, but not limited to the following:

- Direct application to the admissions office
- Bureau of Vocational Rehabilitation Services district offices
- Veterans Administration
- Bureau of Blindness and Visual Services
- Vocational rehabilitation agencies outside of Pennsylvania
- Private insurance companies
- Other state agencies

**Acceptance**

Applicants will be notified in writing or, if requested, alternate format, of their acceptance to CTI at HGAC. Any applicant refused admission has a right to appeal in writing to the Director of Admissions, 727 Goucher Street, Johnstown, Pennsylvania 15905.

## PROGRAM TRACKS

**Commonwealth Technical Institute**

- **Associate in Specialized Business**
  ASB Medical Office Assistant

- **Associate in Specialized Technology**
  AST Culinary Arts
  AST Networking Technology

- **Diploma**
  Automotive Technology
  Culinary Assistant
  Early Childhood Education
  Nurse Aide
  Welding Technology

**Customized Programs** - Customized programs are created specific to customer needs and can be the customer's primary program.

- **Customized Training**
  Customized training helps students enhance their career opportunities by enrolling in individual courses or completing defined competencies to meet an individual's needs, complement their abilities and increase employment opportunities.

  Customized Training is determined prior to an individual's enrollment and, if sponsored by OVR, written into the person's Individualized Plan for Employment (IPE) by the OVR Counselor.

- **Center for Assistive and Rehabilitative Technology Training (CART)**
  CART offers a customized program which provides more extensive assistive technology training for an individualized period of time, ranging from several days to several months, thus requiring a residential stay at CTI at HGAC. This program provides feedback on customers' abilities to function independently in a post-secondary school or work environment.

  The assistive technology needs required to achieve customers' individual goals are explored, modified and implemented in a variety of settings, such as CART training labs, work tryouts, and job shadowing experiences. Outcomes of the customized program are intended to assist customers to transition to school or work in the most effective and efficient manner.

- **Transitional Living**
  This program facilitates independence for individuals who happen to have severe physical disabilities but are cognitively alert and oriented. Participants live in private dorm rooms, developing independent living skills. Individuals learn personal care attendant management and play a major role in program planning. Focus is on advocacy and empowerment in the transitional living program, to meet the demands of independent living.

- **CART Transitional Living Coordination (TLC)**
  As students are transitioning from high school to college, their service needs can easily be overlooked. Students that require assistance with activities of daily living (ADL) skills often have those services provided through a family member or via attendant care providers through local agencies. This often results in funding dilemmas for payment for the attendant care services once the student goes to college due to either the consumer not applying for services, or not transferring their services to the college campus location.

  Transitional Living Coordination will assist a consumer in applying for and or transferring their attendant care services to meet their ADL needs while on campus. Additionally, our Center for Assistive and Rehabilitative Technology (CART) will complete in-home or on-campus assessments as indicated to evaluate accessibility and determine the need for any adaptive equipment they may require for ADL needs.

- **Driver Education**
  The Driver Education program offers the opportunity to acquire a valid Pennsylvania driver's license. Classroom instruction consists of 30 hours and driver training consists of a minimum of six hours of driving practice.

  In addition to learning how to drive, students learn of risks associated with driving and how to manage those risks. The goal of the Driver Education program is to provide students with the skills, confidence, and attitude to safely participate in the highway transportation system. Having a valid PA driver's license promotes independence and enables individuals to achieve competitive, integrated employment.

  It is possible in some cases for individuals who have severe physical disabilities and require advanced driving equipment to receive that training while residing at CTI at HGAC. Arrangements can be made to reside in the Transitional Living Wing with the assistance of a personal care attendant while receiving pre-arranged training.

## Pre-Employment Transition Services

### *Essential Workplace Skills Training*

Essential Workplace Skills training provides a foundation and preparation for the transition to employment and independence. This training is available in 8-week modules and uses a flexible model that allows students to choose skills needed for their career path. Through consultation with the Academic Advisor and Counselor, students may select basic skills training in the following areas. This training can be combined with other Essential Workplace Skills training.

**Essential Workplace Skills for Distribution and Warehousing** – Basic skills training in receiving, storing, sorting, packing, shipping, freight handling and/or controlling of products and materials.

**Essential Workplace Skills for Maintenance and Building Trades** – Basic skills training in trade labor skills, maintenance and repair, grounds keeping and commercial cleaning.

**Essential Workplace Skills for the Office** – Basic skills training in administrative, clerical, and recordkeeping office work.

*Center for Occupational Readiness (COR)* – 420 clock hours, 1 term (4 months) – open entrance/exit

The Center for Occupational Readiness offers students basic instruction in Language Arts, Math, Customer Service and Retail Sales Operations, Study Skills, and Essential Workplace Skills. Students learn professional workplace skills that will prepare them to enter the workforce or an education program.

**Customer Service and Retail Sales Operations** – Students develop skills to effectively interact with coworkers, supervisors, and customers. COR students will spend time in the store assisting customers with purchases, cleaning, stocking, and seasonal decorating.

**Essential Workplace Skills** – Provides instruction and activities on learning styles, note-taking, general health, financial/digital literacy, and Career Prepped modules.

**Trade Occupation Workplace Skills** – COR students with interest in trade occupations are introduced to the safety and health, basic tool and equipment usage, and related foundational workplace skills for the trade environment.

**Study Skills** – Provides study skills and general success strategies for postsecondary education and the workplace.

**Team Building and Collaboration** – Students engage in project-based learning activities to develop the interpersonal and teamwork skills for workplace success.

**Math** – Provides instruction in whole numbers, fractions, decimals, and percentages. Vocational-related units to achieve math competencies necessary for a vocational training area is also included.

**Language Arts** – Provide basic instruction in grammar and reading. Emphasis is on using trade-specific vocabulary to enhance learning prior to trade program start. Instruction in Communication prepares students to interact effectively in a workplace setting.

**Drivers Education** – Interested COR students can acquire a Pennsylvania driver's license. Students can participate in driver's education to prepare and test for a drivers permit, attended drivers education classroom instruction and/or behind-the-wheel drivers training and take the drivers exam.

### *Cognitive Skills Enhancement Program (CSEP)*

The Cognitive Skills Enhancement Program, in partnership with the University of Pittsburgh, focuses on preparing individuals with cognitive disabilities such as learning disabilities, autism spectrum disorders, attention-deficit hyperactivity disorder, cognitive disorders for vocational training and placement. CSEP is a one-term, stand-alone program.

A customer does not have to attend a vocational training program at CTI at HGAC to participate in CSEP. CSEP is a three-tier program.

**Tier I**: Individuals who participate in the one-term program (15 weeks)
**Tier II**: Follow-up services for individuals who completed Tier I and are enrolled in an CTI at HGAC training program.
**Tier III**: Students who are enrolled in a CTI at HGAC training program but did not participate in Tier I; these individuals are referred for consultation and/or cognitive rehabilitation in combination with their training program.

***Special Academies*** (requiring overnight/admissions screening) - CTI at HGAC accepts referrals to special transition programming for high school students, age 16 to 21, who may be Office of Vocational Rehabilitation customers, and meet CTI at HGAC admissions criteria.

*Access Planning & Strategies (APS) Academy*
The objective of this academy is to provide a foundation of various skills and topics critical for successful transitioning from high school to work or post-secondary education. Each participant will have opportunities for hands-on experience with programs and "apps" to support notetaking, reading, and time-management. Individual accommodations are addressed as needed. This is a four-day summer experience.

*Working On Readiness & Careers (WORC) Academy*
The WORC Academy offers a strengths-based opportunity to grow in the domain of work readiness. Participants will be engaged through interactive, psychoeducational groups and experiential community activities with the objectives of being able to 1) Define disability, identify different types of disabilities, and distinguish disability facts from myths, 2) Define self-advocacy, practice self-advocacy skills, and name potential reasonable accommodations and 3) Describe the differences between high school and post-secondary education and identify potential education or employment goals. Participants will work toward answering the question of, "How can I use my strengths and abilities to achieve my educational and vocational goals?"
This is a four-day summer experience.

*Deaf Shadowing*
The Shadowing Program is a three-day campus life experience for high school students who are Deaf or hard of hearing scheduled each spring, which focuses on career exploration, work readiness, and self-advocacy. Both life and job skills are evaluated, with particular emphasis on assistive technology and the role of the interpreter.

**_One Day Experiences_** (no admissions screening required)

*Annual Career & Transition Fair*
High School students, staff and families from across the state of Pennsylvania are invited to attend this yearly
3-day event, during which visitors can tour CTI at HGAC on any of the three days. Informational exhibits are set up in the gymnasium where visitors can speak with students, faculty and support staff regarding their experiences, programming, and services available. Guests may also dine in the dining hall during the event. This event is well-attended drawing on average nearly 1,000 visitors.

*Autism Awareness Resource Fair*
Each year during the month of April, CTI at HGAC's Autism Spectrum Group sponsors an organized fair and walk in observance of Autism Awareness Month at the campus. Local school students are invited to attend the event, in particular, those on the autism spectrum; however, anyone who wants to learn about autism, as well as support this dynamic population, is welcome. After the walk, guests are encouraged to visit information stations to learn more about Autism and CTI at HGAC.

*Accessibility, Advocacy & Awareness Fair*
Individuals with disabilities, including those using wheelchairs or experiencing vision loss and hearing impairments, may encounter challenges with daily tasks and public activities. They, along with their families, have ongoing concerns about accessibility to businesses and in their communities.

To make the public more aware of these challenges, the Commonwealth Technical Institute at the Hiram G. Andrews Center is sponsoring the Accessibility, Advocacy, and Awareness Fair. This fair will bring awareness to everyday barriers and how individuals can advocate for themselves and others in the community.

Highlighted at the event will be a variety of activities, including accessing public transportation, using wheelchairs or other mobility equipment, and completing problem-solving tasks with adaptive technology and equipment to see the world the way it is for a person with disabilities—barriers and all.

*Job Shadowing*
Job shadowing helps students understand potential careers by allowing them to observe and ask questions to workers, reinforcing what they learn in the classroom. The Hiram G. Andrews Center offers personalized vocational rehabilitation and post-secondary education through the Commonwealth Technical Institute.

## Evaluation

Vocational Evaluation is an empowering process that provides the individual with information necessary for sound vocational planning and career exploration. By participating in the evaluation process, individuals learn how to identify their vocational strengths and weaknesses and how to locate and use vocational reference materials.

Individuals receive information about various job requirements and about matching their abilities to those specific occupations. The vocational evaluator has the responsibility of selecting, administering, and interpreting test and work samples, and providing vocational counseling to help the individual choose a realistic vocational goal.

Individuals are discharged following completion of evaluation so that options can be further explored with the referral source.

*Group*
Two to three-week process during which participant is evaluated in a group setting in one of two tracks. Participant may experience situational assessments, commonly referred to as tryouts, in various CTI training programs during this time.

*Individual*
Two to three-week process during which participant works one-on-one with an evaluator during the evaluation process. Participant may experience situational assessments, commonly referred to as tryouts, in various CTI training programs during this time.

*Career Readiness Employment and Transition Exploration (CREATE)*
The CREATE Program offers high school students the opportunity to discover their strengths and abilities in both an individual and group setting, allowing them to become more prepared for their school-to-work transition. Students may use what they learn to mold and "create" their vocational future, ultimately becoming responsible "creators" of their independence. Individuals are dormitory residents, with highly structured and monitored day and evening programming provided. CREATE services include the following segments: Vocational Assessments, Career Exploration, Work Readiness, Independent Living Skills Assessment, Community-Based Activities, Residential/Leisure Skills.

# Support Services

### *Health and Wellness Services*

*Wellness Center*
The Wellness Center provides a comprehensive, caring atmosphere that encourages program participants to maintain a healthy lifestyle and helps them succeed in their vocational training. The Wellness Center maintains a medical file on all students. The following services, and more, are offered: treatment for acute/chronic conditions, emergency, and non-emergency situations, first aid, medication administration and monitoring, individual health teaching, group instruction, outside referrals and scheduling of diagnostic testing. A psychiatrist and a general practitioner are available to address individual concerns. Registered nurses staff the center from 6:30 a.m. to 10:30 p.m. daily.

*Physical Therapy*
Physical Therapy provides individualized treatment programs for persons with physical disabilities or conditions affecting their vocational objectives. Work hardening therapy includes lifting techniques, body mechanics, posture training, fitness, and conditioning. Prosthetic and orthotic training, mobilization, whirlpool, ultrasound, traction and electrical stimulation are provided with the goal of achieving maximum physical potential to achieve vocational goals. Supervised weight loss program to promote healthier weight, improve stamina and increased overall physical capacity in preparation for future employment is also available.

*Occupational Therapy*
Occupational Therapy, or OT, provides therapeutic intervention for individuals with disabilities. OT is used to meet educational goals and to maximize independence in Activities of Daily Living, or ADL's. Available services include work tolerance and physical capacity testing, perceptual motor evaluations, upper extremity activities, perceptual and cognitive retraining, and ADL treatment. The goal of OT is to help individuals improve functional capabilities to meet goals of independent living and vocation. The OT department handles a wide variety of referrals and requests from counselors, educators, and the CTI at HGAC team in general.

*Speech Therapy*
Individuals admitted to CTI at HGAC receive a speech and hearing test. If results show speech therapy is needed, it will be scheduled. Speech therapy services include speech and language evaluations, speech and hearing screenings, follow-ups and training.

*Therapeutic Services*
Both individual and group therapeutic services are provided by three psychological services associates. Individuals can maximize their potential by addressing social and emotional issues that may hinder the vocational process, self-advocacy and self-awareness.

### *Center for Assistive and Rehabilitative Services (CART)*

In the CART department, highly trained specialists evaluate customers' abilities and match them with appropriate assistive technology to maximize independence in the home, school and/or work environments. Assistive technology assessment is provided in the areas of positioning and mobility, computer access, environmental controls, driver assessment and vehicle modification, devices for activities of daily living, devices for visual and/or auditory impairments, and home/school/work modifications specific to architectural barriers and ergonomics. Assessment, equipment recommendations, and training needs are addressed by CART staff.

### *Vocational Rehabilitation Counseling*

The counseling component assists individuals to develop and reach their educational and personal goals. The Vocational Rehabilitation Counselor guides students and program participants through problem-solving and decision-making processes to increase self-advocacy skills and independence. Each program participant works with a Vocational Rehabilitation Counselor whose services include advocacy, vocational guidance, individual and group counseling, referrals for therapeutic programming, case management, facilitation of multidisciplinary staffings, and correspondence with referral source.

### *Deaf/Hard of Hearing Services*

The Deaf/Hard of Hearing Services unit, under the direction of a vocational rehabilitation manager, includes a Rehabilitation Counselor for the Deaf, and certified interpreters, all of whom are fluent in American Sign Language and are knowledgeable about the use of assistive listening devices. Vocational evaluation and remediation services are customized to meet the needs of individuals who are Deaf/Hard of Hearing. Specialized day and evening services are available.

### Services for Students with Visual Impairments

Accommodations for students who are blind or visually impaired are provided. The Evaluation Unit can provide vocational evaluations and, as in training programs, dorms, recreation and counseling, materials are provided in alternate formats such as braille, large print, electronic, and auditory.   Assistive technology and orientation to the campus is also available.

### Disability Support Services

Support services are provided to assist students with accommodations that may be needed during their programs. Services may include providing materials in alternate formats, note-taking assistance, testing accommodations, strategies in using assistive technology, and in time management. A peer counselor is also available to assist in mastering self-advocacy.

### Residential Life

#### Campus Dormitory Living
Seven dormitories offer single and double rooms, with a capacity for 350 residents. Dormitory Counselors provide 24-hour support for the residents with independent living activities in a residential setting. Light housekeeping services are provided, and laundry facilities are available, at no charge.

#### Transitional Living
Individuals with severe physical disabilities who can direct an attendant may reside in these private rooms and have personal care needs met while participating in programming.

#### Commuting
Individuals from the local area may choose to commute; lockers are provided for convenience.

### Student Activities

#### Evening Programming
Evening Programming implements individualized work-readiness programming to help customer in such areas as, self- awareness, self-advocacy, personal hygiene, self-esteem, social relationships, cultural diversity, social and communication skills and adjusting to the school setting. Guidance is provided in group sessions that emphasize social issues, and students participate in off-campus social events to practice their social skills.

#### Independent Living Skills
The Independent Living Skills program provides students with the opportunity to acquire independent skills needed to function in daily living and the world of work. The program identifies and addresses a variety of individual needs. Experiential learning activities are offered, including meal preparation, clothing care and selection, environmental care and the use of public transportation.

#### Student Enrichment
A spacious recreation hall with daily programs offers social opportunities through activities such as ceramics, bingo, dances, movies, crafts, pool tables and pool tournaments. These purposeful leisure activities provide enhancement of independence and self-awareness. A wide variety of team sports comprise the bulk of gymnasium activities. A safe and well-equipped weight room and fitness area provides individuals with a supervised conditioning program. Supervised, off-campus trips include concerts, bicycling trips, sporting events and special events occurring in the Johnstown area. Student Enrichment Department's hours of operation are Monday-Saturday, 3 p.m. to 11 p.m.; Sunday 1 p.m. to 11 p.m.

#### Student Leadership

- Student Advisory Committee - Students enrolled in CTI programs have the opportunity and responsibility of self-government. Dormitory and commuter students elect representatives to the Student Advisory Committee, which has the responsibility to conduct and coordinate its activities with managers and supervisors on issues of interest and concern. All students are eligible to take part in the election of officers and to attend meetings.

- Connections Mentorship Program – Newly-admitted evaluation participants are assigned a student mentor who provides the individual with a tour of the campus, focusing on socialization opportunities and assisting in initial adjustment.

- Dormitory Representatives – residents of each dormitory elect a student representative to act as a liaison between staff and students.

- Work Study – valuable work-readiness and work-based learning opportunities are available for students eligible for work study positions throughout the campus.

### Academic Support Programs

*Academic Success Center*
The Academic Success Center is geared to support and sustain CTI students as they adjust to a college learning environment. Staff is committed to helping students learn how to learn and to work toward their academic goals. Services include the following:

- Academic advising
- Open classrooms/lab hours during evenings and weekends
- Workshops in basic study skills
- Tutorial services - professional and peer
- Academic, financial and personal counseling
- Information about career options
- Study center tutoring area
- Academic collaboration with CTI faculty

*TRIO Student Support Services*
The Student Support Services, or SSS Program provides opportunities for academic development, assists with basic requirements and serves to motivate students to successfully complete postsecondary education. The goal of SSS is to increase retention and graduation rates, and to facilitate the process of transition from one level of higher education to the next.

*Eligibility:*
SSS projects may be sponsored only by institutions of higher education or combinations of institutions of higher education. The goal of SSS is to increase the college retention and graduation rates of its participants. To receive assistance, students must be enrolled or accepted for enrollment in a program of postsecondary education at a grantee institution. At CTI at HGAC, only students with a documented disability evidencing academic need are eligible to participate in SSS projects. One-third of the enrolled participants must also be low-income students.

### Career Services

The Career Services Department provides employment services and support to assist graduates to obtain employment in the field of their training and helps prepares graduates for the work environment following their education and training at CTI at HGAC.  Career Services works with students during their training to develop a resume and professional portfolio consisting of resume, curriculum and course description, certifications, awards, professional headshot photo and action/production photos. Career Services staff present professional workshops on SSI, ADA, professional communication, working in a team, self-awareness of social media presence, fiscal responsibility, professional work interactions, interviewing skills for in person and online, and other professional development and employment readiness topics.  Students engage in mock interviews, job search activities and job applications for employment in the graduate's intended field facilitated by Career Services staff.  Career Services works directly with OVR Counselors and CTI at HGAC faculty and staff to ensure each individual student's employment needs are met and individual job skills accentuated.

The Career Services Department also facilitates the post graduate externship program available to graduates to enhance and further develop the workplace knowledge, skills, and attitudes needed for success in the field of training.  This externship opportunity gives graduates some initial work experience with the advantage of living on campus and continuing to receive the services and support of CTI at HGAC.

### Travel Training

Each week, the local transit authority provides travel training to all newly admitted individuals at CTI at HGAC. Training includes a classroom portion and hands-on training by riding the bus throughout the city of Johnstown, with the goal for our students to access the community independently.

In Johnstown, persons with disabilities can ride city buses at reduced fares during non-peak hours during the day. An identification card must be presented when boarding to qualify for a reduced rate. This program is also applicable in additional cities throughout the state. Details of the program may be obtained from the Student Enrichment Department.

# COST OF TRAINING & FINANCIAL AID

## Estimated Cost of Training

Tuition and room and board are charged on a per-term basis and are applied equally to all programs. The cost of tools, texts and uniforms vary for each program and are included in the tuition. Support services are provided as needed and charged according to usage. Itemized charges are presented monthly to be paid by the 20th of the succeeding month. Support Services charge is subject to change with a two-month notice. To determine the total tuition for specific programs, multiply the cost of one term by the number of terms stated on the program page.

## Cost of Training

Tuition ............................................. $6,588 per term

Dorm & Dietary ................................ $5,978 per term (stated refund policy applies)

## Cost of Support Services

Evaluation ........................................ $216 per day

Physical Restoration .......................... $91 per unit

Assistive Technology ......................... $80 per unit

Driver Education Classroom ................ $60 per unit

Driver Education BTW ........................ $85 per unit

Transitional Living ............................ $250 per day

Student Activity/Technology Fee ......... $75 per term

Charges for support services are provided as needed and charged according to usage. A fraction of a day or a fraction of an hour will be construed to mean a complete day or a full hour when billings are calculated. Additional charges will be incurred for Specialized Services. Rates for Specialized Services are available upon request.

| Program | Credential Awarded | Tuition | *Student Activity and Technology Fee |
|---------|-------------------|---------|--------------------------------------|
| ASB Medical Office Assistant | Associate in Specialized Business | $26,352 | $300 |
| AST Culinary Arts | Associate in Specialized Technology | $26,352 | $300 |
| AST Networking Technology | Associate in Specialized Technology | $26,352 | $300 |
| Automotive Technology | Diploma | $19,764 | $225 |
| Culinary Assistant | Diploma | $13,176 | $150 |
| Early Childhood Education | Diploma | $19,764 | $225 |
| Nurse Aide | Diploma | $6,588 | $75 |
| Welding Technology | Diploma | $19,764 | $225 |
| Essential Workplace Skills for the Office | Certificate | $3,294 | $75 |
| Essential Workplace Skills Distribution and Warehousing | Certificate | $3,294 | $75 |
| Essential Workplace Skills Maintenance and Building Trades | Certificate | $3,294 | $75 |

*The non -refundable Student Activity and Technology Fee - The Student Activity & Technology Fee funds various activities, programs, and events to benefit the student population, as well as the wireless technology used in the dormitories and classrooms. When a student enters a Commonwealth Technical Institute academic program, the student will be assessed a $75.00 non-refundable Student Activity & Technology Fee. The Student Activity & Technology Fee is assessed per term, per eligible student, regardless of living status (residential or commuter).

Dormitory and Dietary Services - $5,978 per term

The cost of tools, texts and uniforms vary for each program and are included in the tuition.

## Comparable Information

Comparable information related to tuition, fees and program length can be acquired from the Accrediting Commission of Career Schools and Colleges, 2101 Wilson Blvd., Suite 302, Arlington, Va. 22201, Telephone (703) 247-4212.

**Student Financial Aid**

Financial aid is available to all qualifying students enrolled in eligible programs based on their expected family contribution (EFC) as determined by the federal processor. The Financial Aid Office administers the following need-based grant programs: Federal Pell grant, Federal Supplemental Educational Opportunity grant (FSEOG), and the Pennsylvania Higher Education Assistance Agency (PHEAA) grant.

In addition to the above aid, eligible students can receive aid for education-related expenses by participating in the Federal Work Study (FWS) Program. The Federal work Study Program provides employment during the academic year to students as indicated on their award letter.

All students enrolled in an eligible program are required to apply for financial aid. The student must complete the Free Application for Federal Student Aid (FAFSA) each year. Students can apply for financial aid for up to 150 percent of attempted credits for their program. Students who change majors will be allotted the amount of time needed to complete their new program without regard to time spent in previous coursework. Financial Aid personnel are available to answer questions during regular business hours.

**Enrollment Status**

Full time: continuous enrollment for a minimum of 12 credit hours per term in program areas.
Part time: continuous enrollment for less than 12 credit hours per term in program areas.

# FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS

Students who were awarded a grant (Federal Pell, Federal Supplemental Educational Opportunity, or Federal Work Study) must attain satisfactory academic progress in their course of study to continue to receive financial aid.

Students must maintain a minimum grade point average (GPA) of 2.0; successfully complete 67 percent of all attempted credits when conventional rounding is applied; and meet the standards of the CTI at HGAC attendance policy.

The Financial Aid Office checks progress at the end of each term. Courses with a "W" (withdrawal) or an "F" grade will be considered as courses attempted but not successfully completed.

**Financial Aid Warning Status**

If at the end of the term, the student has not met either the minimum GPA of 2.0 or the 67 percent rounded completion standard, the student will be notified in writing that they are being placed on a warning status for one term and the conditions to return to good standing. The student will still be eligible to receive financial aid.

If at the end of the warning period, the student meets both criteria of cumulative GPA and cumulative completion percentage standards, then the warning status will end; and the student is returned to good standing.

Students who fail to achieve satisfactory academic progress following their warning term will have their financial aid suspended and will be notified in writing unless they receive an approved satisfactory academic progress appeal by the Financial Aid Office.

**Financial Aid Appeal and Reinstatement**

A student who fails to make the satisfactory academic progress and has their financial aid suspended has the right to appeal based on unusual, special, or extenuating circumstances causing undue hardship such as: death of a relative, personal injury or illness, physical disability, documentation that standards are not being met, or any other extraordinary circumstance.

The appeal must be submitted in writing on a form that is available in the Financial Aid Office and be submitted within 15 days. The appeal must include the explanation of the circumstances causing the hardship preventing the student from making satisfactory academic progress and what has changed to prevent a recurrence. Supporting documentation is encouraged.

Initial consideration is determined by the Financial Aid Director. If denied, it may be resubmitted for consideration by an Appeal Committee consisting of the Financial Aid Director, Education Supervisor and Counselor. The student is notified in writing if the appeal is accepted or denied, and any financial aid will be awarded at the time of reinstatement. Appeals that are approved may contain an academic plan that if followed ensures the student would be able to meet satisfactory academic progress standards by a specific time period.

# PROGRAM OF STUDY AND ARTICULATION FOR ADVANCED CREDIT TRANSFER

The Program of Study incorporates secondary and postsecondary education elements including coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary and postsecondary education to adequately prepare students to succeed in postsecondary education.

Programs of Study may include the opportunity for secondary students to participate in dual or concurrent enrollment programs, acquire college-level credit or equivalent clock hours, leading to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Articulation for advanced credit transfer is possible when Perkins-allocated, postsecondary institutions and Pennsylvania secondary schools offering Students Occupationally and Academically Ready (SOAR) Programs of Study agree to the terms and conditions stated in the Perkins Statewide Articulation Agreement. This agreement outlines the conditions between secondary and postsecondary institutions and student qualification measures allowing the student to acquire postsecondary education credits leading to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree.

# REFUND POLICY

**Rejection and Starting Date**
An applicant rejected by the school shall be entitled to a refund of all money paid. In the unlikely event the school's start date is postponed, alternative plans and start date will be instituted, or, if not practical, full refunds will be issued within 30 days of the cancellation date.

**Cancellation Policy**
An applicant who cancels enrollment after five days of signing an enrollment agreement will be entitled to a full refund of all money paid. An applicant who has not visited the school prior to enrollment will have the opportunity to withdraw without penalty within three business days following either the regularly scheduled orientation procedures or following a tour of the school facilities and inspection of equipment where training and services are provided. This refund policy applies to the stated program price attributable to each term for withdrawal or termination. Refundsa will be issued within 30 days of the cancellation date.

**Withdrawal**
For official withdrawals, the student must notify their assigned counselor in writing or orally. The counselor and the student will meet with the academic advisor to finalize the withdrawal. The date the notification is received is the date of determination (DOD). The counselor will begin the withdrawal process. For unofficial withdrawals, the school has 14 days from the last date of attendance to determine if the student is no longer enrolled. This is the date of determination. Refunds will be issued within 30 days of the last date of attendance regardless of the date of determination.

Refunds are calculated on a pro rate basis from the first day of the term to the last date of attendance for tuition, room and board, and any specialized services fee unless the student's residency is longer than their last day of attendance then the pro rate basis for room and board and any specialized services fee will be from the last day of residency. Refunds will be issued within 30 days from the last date of attendance for tuition, room and board, and any other fees unless the student's residency is longer than their last day of attendance, then the refund will be 30 days from the last day of residency for room and board and any specialized services fee.

Students who are in degree programs and that have been awarded a state Pennsylvania Higher Education Assistance Agency (PHEAA) grant hat has been credited will have their refund calculated on a pro rate basis from the first day of the term to the last date of attendance. If funds were not credited, the grant will be returned to PHEAA. Refunds will be issued within 30 days from the last date of attendance.

Any other financial assistance funding received other than federal, or state funding will be calculated on a pro rate basis from the first day of the term to the last date of attendance.

# TITLE IV RETURN OF AID AND REPAYMENT POLICY

Federal statute requires the use of the Title IV funds formula (R2T4) when an eligible student receiving federal aid withdraws at any point during a term (payment period). If a student does not start or begin attendance at the Commonwealth Technical Institute (CTI), the R2T4 formula does not apply.

For official withdrawals, the student must notify their assigned counselor in writing or orally. The counselor and the student will meet with the academic advisor to finalize the withdrawal. The date the notification is received is the date of determination. The counselor will begin the withdrawal process. For unofficial withdrawals, the school has 14 days from the last date of attendance to determine if the student is no longer enrolled. This is the date of determination (DOD).

If a student is on an approved leave of absence, no return calculation is necessary for Title IV funds. However, if a student does not meet the criteria for an approved leave of absence, we will consider the student to have stopped attendance and withdrawn from school and a return calculation will be completed for any Title IV funds.

CTI must calculate the portion of federal financial aid funds that a student has earned and is entitled to, which is based on the day of the student's withdrawal from school or last date of attendance in class for a student who stops attending classes or unofficially withdraws from the school in the term.

The federal formula requires a Return of Title IV calculation if the student received or could have received (based on eligibility criteria) federal financial assistance for a Pell grant, Federal Supplemental Educational Opportunity grant, or any other Title IV assistance grants for which the return of funds is required during the term.

The percentage of Title IV aid earned is equal to the percentage of the term that was completed as of the withdrawal date if this occurs on or before the 60% point of time. After the 60% point of the term, the student is considered to have earned 100% of the aid for that term. The percentage that has not been earned is calculated by subtracting the percentage of Title IV aid earned from 100%.

The percentage of the term completed is calculated by the days completed in the term of the withdrawal date divided by the scheduled days in the term. The amount to be returned is calculated by subtracting the amount of Title IV assistance earned from the amount of the Title IV aid that was disbursed as of the withdrawal date.

If the student receives less Title IV funds than the amount earned, CTI will offer the student a post withdrawal disbursement for the difference. If there are current educational costs still due to CTI at the time of the withdrawal, a Pell grant post-withdrawal disbursement will be credited to the student's account.

Any remaining Pell funds must be released to the student without the student having to take any action. The funds must be released as soon as possible but no more than 30 days after the date of determination.

If the student still has a credit balance on their account after the R2T4 and refund calculations are done, the credit balance will be used to pay any grant overpayment that may exist based on the current withdrawal within 14 days from the date that the R2T4 calculation was performed. The overpayment must be eliminated prior to offering a credit balance to a student.

The following Title IV return distribution is used for all FSA students:

1. Federal Pell Grant
2. Federal Supplemental Educational Opportunity Grant (FSEOG)
3. Iraq Afghanistan Service Grant
4. Other state, private, or institutional financial assistance
5. Student

Returns must be made as soon as possible to any federal programs but no later than 30 days from the last date of attendance.

The student is responsible for all unearned Title IV program assistance that CTI is not required to return. This is determined by subtracting the amount returned by CTI from the total amount of unearned Title IV funds to be returned.

Period of refund. Tuition charges are predicated upon a 16-week term. Refunds shall be made within 30 calendar days from the last date of attendance.

Support services. No refund will be made for support services fees payable in the current term. This applies to all terminations, for any reason, by either party.

The PHEAA grant and other outside aid will be reduced by the unearned percentage but not to create a debit balance on the student's account. Institutional aid will be reduced by unearned percentage times the aid program's percentage of the aid as compared to total aid but not to create a debit balance. If less aid is disbursed than was earned, the student may receive a late disbursement for the difference.

## SCHOOL REGULATIONS

**Conduct**
Students and program participants are expected to conduct themselves in a manner which will permit personal and educational growth for themselves and others, and to follow the CTI at HGAC Student Code of Conduct issued to each student or program participant at orientation.

**Attendance and Tardiness**
Attendance is a priority to achieve success in the school and work environments therefore, students are expected to attend all scheduled classes. No system of class cuts is recognized as an approved absence. An emergency absence is one due to personal illness, illness or death in the immediate family, or other emergency circumstances which will be reviewed on a case-by-case basis. Missed assignments must be made up. Tardiness of ten minutes or more may be counted as a full clock hour of absence.

All absences and tardiness are recorded by the instructor in each program. If at any point in a term or program an instructor determines that satisfactory progress is being impeded because of absences and/or tardiness, a program review conference with the counselor, student and instructor will be held. Considering the student's academic and attendance history, the conference may result in a warning, probation, or termination.

- Student missing 6% or more of their scheduled classes for a term will receive written notification of their attendance.
- Students missing 10% or more of their scheduled classes for a term will receive written notification of potential risk of not successfully completing term and engage in a program review conference that may result in warning, probation, or termination.

To be eligible for a specialized associate degree or diploma, students must attend at least 90 percent of their scheduled classes.

## Leave of Absence

A leave of absence (LOA) is granted to students who wish to temporarily interrupt their training for personal reasons. Examples of acceptable reasons why a student can request a leave of absence include but are not limited to, medical reasons, recurrence of a disability, or personal reasons. Requests for LOA must be submitted in writing, signed, dated, and include the reason for the student's request a minimum of 48 hours in advance to their counselor for approval. The counselor and student will then meet with the academic advisor to finalize the LOA. The period of the LOA may not begin until the student has submitted the request in writing and the school has approved a written and signed request for an approved LOA. A leave of absence period may not exceed 180 days within any 12-month period.

In cases where CTI at HGAC grants a leave of absence to a student who could not provide a request prior to the leave of absence period due to unforeseen circumstances, CTI at HGAC will secure at a later date, the request and the reason(s) for the leave of absence along with documentation to show that the leave of absence could not have been requested and approved in advance. In these cases, the beginning date of the leave of absence period can be no earlier than the date that the circumstances prevented the student from attending school.

CTI at HGAC may grant more than one LOA if unforeseen circumstances arise, provided that the combined leaves of absence do not exceed 180 days within the 12-month period. Students are permitted to return early from LOA; however, the days that the student spends in class before the courses reach the point at which the student began their LOA are counted in the 180-day maximum for an approved LOA. If the student does not return following the leave of absence, CTI at HGAC will terminate the student and any refunds will subsequently be applied in accordance with school's refund policy.

## Make-Up Time

Classroom work missed during an emergency absence can be made up through arrangements with the instructor. Students who have their training interrupted and want to return must make arrangements through the Counseling and Admissions Offices. There is no charge for make-up work.

## Reasons for Termination of Training

- Unsatisfactory progress
- Excessive absences
- Failure to comply with the provisions of the Student Code of Conduct
- Failure to fulfill outstanding financial or other obligations to CTI at HGAC

If a student is terminated from HGAC for disciplinary reasons, the student is also terminated from CTI.

## Rights and Notices

State licensing requirements regarding advance notice to students, as well as licensing board approvals for program changes, will be followed. Students will be notified in advance of any changes that affect their program.

CTI at HGAC is released and relieved of all student claims that may arise as a result of the school's failure to perform hereunder as a result of acts of nature, strikes or other circumstances beyond its control and cannot assume responsibility for student property on or off the premises.

The Family Educational Rights and Privacy Act of 1974 provides students with the right to inspect educational records maintained about them by CTI at HGAC, the right to a hearing to challenge the contents and to make explanation for challenged information. The law also provides that CTI at HGAC will maintain confidentiality of student records except with respect to special cases as noted in the legislation. CTI at HGAC, at its discretion, may provide information in accordance with the provisions of the act. Students who request educational information after graduation must do so in writing.

CTI at HGAC, in compliance with existing federal and state laws and regulations, does not discriminate against or exclude from participation in any benefits or activities of any staff member or student, on the grounds of race, sex, religion, age, color, sexual orientation, national origin, ancestry or disability.

Individuals with AIDS or a positive HIV antibody test shall not be denied admission or continued enrollment at CTI at HGAC. This policy and implementation thereof is based upon current guidelines of the Center for Disease Control and American College Health Association.

## Public Information Regarding Students

As required by the Family Education Rights and Privacy Act, CTI at HGAC has designed the following student information as public or "directory information." This information may be disclosed by CTI at HGAC at its discretion to individuals, agencies, and institutions for purposes relating to activities approved by and associated with CTI at HGAC: name, address, telephone number, date and place of birth, programs of study, dates of attendance and award(s) received.

Students currently enrolled have the right to withhold disclosure of all categories of public information. Written notification must be received in the Education Office prior to the end of the second week of the term in which the withholding of directory information is to take effect. Students are cautioned that withholding information can have adverse consequences when CTI at HGAC is unable to verify attendance, specialized degrees or diplomas to agencies, insurance companies, or prospective employers. Former students and alumni are not covered under the Family Education Rights and Privacy Act and therefore, CTI at HGAC is not obligated to honor requests for nondisclosure of public information from former students.

**Illegal Drug Use**
CTI at HGAC maintains a drug-free school and workplace. The unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited in the school and all its auxiliary sites. There are opportunities to learn about the dangers of drugs and alcohol.  The campus maintains a list of approved drug and alcohol counseling and rehabilitation programs, and they are available to all students and employees. Students and employees must read and sign the drug-free policy.

**Nondiscrimination Policy**
The Commonwealth Technical Institute at the Hiram G. Andrews Center prohibits discrimination and harassment based on race, color, creed, religion, sex, gender, national origin, citizenship, ethnicity, marital status, age, disability, sexual orientation, gender identity and gender expression, genetic information, veteran status, or any other status protected by applicable law to the extent prohibited by law.
Any applicant or customer to or of CTI at HGAC who believes he or she is being discriminated against may contact the following address:

Commonwealth Technical Institute at the Hiram G. Andrews Center
Director's Office

    727 Goucher Street
    Johnstown, PA 15905
    Telephone 814-255-8200
    Toll Free 800-762-4211

**Complaint/Grievance Procedure**
Individuals participating in CTI at HGAC programming wishing to initiate a complaint are asked to follow the chain of command on page 40 to expedite a resolution. However, please note that security is always available for reporting and dealing with inappropriate or illegal behavior.

# Title IX and Sexual Misconduct Policy Statement

Full information is available at https://www.dli.pa.gov/Individuals/Disability-Services/CTI-HGAC/TitleIX/Pages/default.aspx in electronic version or available in print upon request to: Hiram G. Andrews Center, 727 Goucher Street, Johnstown, PA 15905 or by calling 814-255-8200 or Toll Free 800-762-4211.

Title IX of the Education Amendments of 1972 ("Title IX") protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

The U.S. Department of Education, which enforces Title IX, has long defined the meaning of Title IX's prohibition on sex discrimination broadly to include various forms of sexual harassment and sexual violence that interfere with a student's ability to equally access educational programs and opportunities.

On May 19, 2020, the U.S. Department of Education issued a Final Rule under Title IX of the Education Amendments of 1972 that:

- Defines the meaning of "sexual harassment" (including forms of sex-based violence) that are reflected in the definitions of Regulatory Quid Pro Quo, Regulatory Hostile Environment Sexual Harassment, Regulatory Dating Violence, Regulatory Domestic Violence, Regulatory Sexual Assault and Regulatory Stalking included as Regulatory Prohibited Conduct under this Policy

- Addresses how the Institution must respond to reports of misconduct falling within the definitions of Regulatory Prohibited Conduct under this Policy, and

- Mandates a grievance (or resolution) process the Institution must follow before issuing disciplinary sanctions against a person accused of Regulatory Prohibited Conduct under this Policy.

In addition to federal legislative requirements, Act 16 of 2019 of the General Assembly of Pennsylvania requires all postsecondary institutions in the Commonwealth of Pennsylvania to adopt a clear, understandable written policy on sexual harassment and sexual violence that informs victims of their rights under federal and state law, including the crime victims bill of rights.

The Commonwealth Technical Institute at the Hiram G. Andrews Center not only complies with the letter of Title IX's requirements but also endorses the law's intent and spirit. The Institution is committed to compliance in all areas addressed by Title IX, including access to higher education, career education, math and science, standardized testing, athletics, education for pregnant and parenting students, learning environment, and technology, as well as sexual harassment and sexual violence.

The purpose of this policy is to ensure that the Institution's policies are applied and interpreted in ways consistent with Title IX and other applicable law.

It is the policy of the Institution to provide educational, preventative and training programs regarding sexual or gender-based harassment; to encourage reporting of incidents; to prevent incidents of sexual and gender-based harassment from denying or limiting an individual's ability to participate in or benefit from the Center's programs; to make available timely services for those who have been affected by discrimination; to provide prompt and equitable methods of investigation and resolution to stop discrimination, remedy any harm, and prevent its recurrence. Violations of this policy may result in the imposition of sanctions up to, and including, termination, dismissal, or expulsion, as determined by the appropriate officials at the Commonwealth Technical Institute.

Additionally, Commonwealth Technical Institute at the Hiram G. Andrews Center has entered into agreement with Victim Services, Inc. a sexual assault, domestic violence, and violent crimes center serving Cambria and Somerset Counties in Pennsylvania to provide additional resources and support to CTI at HGAC students and employees. Victim Services, Inc. provides free, confidential services including a 24-hour hotline (1-800-755-1983), an emergency shelter, counseling, trauma therapy, medical and legal advocacy, community education and training for professionals. Victim Services, Inc. provides empowerment-based services that focus on healing, support, and justice for victims of sexual assault, domestic violence, and other violent crimes.

## Discrimination

The Commonwealth Technical Institute at the Hiram G. Andrews Center prohibits discrimination and harassment based on race, color, creed, religion, sex, gender, national origin, citizenship, ethnicity, marital status, age, disability, sexual orientation, gender identity and gender expression, genetic information, veteran status, or any other status protected by applicable law to the extent prohibited by law.

Commonwealth Technical Institute at the Hiram G. Andrews Center also complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act, as amended by the Violence Against Women Act (VAWA). Title IX prohibits retaliation for asserting or otherwise participating in claims of sex discrimination. VAWA imposes additional duties on universities and colleges to investigate and respond to reports of sexual assault, stalking, and dating or domestic violence, and to publish policies and procedures related to the way these reports are handled. The Commonwealth Technical Institute at the Hiram G. Andrews Center has designated a Title IX Officer to ensure compliance and respond to reports of violations. The Institution's Title IX Officer is:

**Commonwealth Technical Institute at the Hiram G. Andrews Center**

**TITLE IX Officer**
Amanda Prince
Vocation Rehabilitation Specialist
727 Goucher St.
Johnstown, Pa. 15905
(814)254-0617

Commonwealth Technical Institute at the Hiram G. Andrews Center is committed to protecting the privacy of all individuals involved in a report of sexual misconduct. Every effort will be made to protect the privacy interests of all individuals involved. This Policy does not alter any obligations of the Institution under federal disability laws including the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Parties may request reasonable accommodations for disclosed disabilities to the Title IX Coordinator at any point before or during the resolution process that do not fundamentally alter the process. This policy applies to all on campus and off-campus conduct that is likely to have a substantial adverse effect on any member of the Institution community. There is no time limit for reporting allegations of sexual misconduct, however, the institution strongly encourages the prompt reporting of sexual misconduct to allow the Institution to respond promptly and effectively.

## REGULATIONS PERTAINING TO VETERANS RECEIVING ASSISTANCE

**Covered Individual**
A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits.

- Any Covered Individual is permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a 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 e-Benefits, 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. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

- The Commonwealth Technical Institute will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligation to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

**Leave of Absence**
A leave of absence (LOA) is granted to students who wish to temporarily interrupt their training for personal reasons. A request must be made 48 hours in advance and in writing. The period of the LOA may not begin until the student has submitted the request in writing and the school has approved a written and signed request for an approved LOA. A leave of absence period may not exceed 180 days within any 12-month period. CTI may grant more than one LOA in the event that unforeseen circumstances arise provided that the combined leaves of absence do not exceed 180 days within the 12-month period. If the student does not return following the leave of absence, CTI will terminate the student and apply the school's refund policy in accordance with CTI's refund policy.

**Class Cuts**
Class cuts are not permitted and shall be recorded as absences.

**Absence**
In order to attain satisfactory progress, students must meet the standards of the CTI at HGAC attendance policy.

**Make-Up Work**
Make-up work is not permitted for the purposes of receiving VA training allowance.

**Unsatisfactory Progress**
When a student has failed to maintain prescribed standards for progress, the VA will be promptly notified so educational assistance benefits can be discontinued in accordance with the law.

**Recertification**
Students whose VA benefits have been terminated because of unsatisfactory progress, may apply for re-entry according to school policy. The school must approve the student's reenrollment and notify the VA.

**Credit for Previous Education and Training**
Appropriate credit will be given for comparable previous education and training, and the training period will be shortened accordingly.

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# SCHOOL CALENDAR

**Term Dates**
All program areas have term dates as listed:

- 2025 Spring Term – Jan. 6 – Apr. 25
- 2025 Summer Term – May 5 – Aug. 22
- 2025 Fall Term - Sept. 2 - Dec. 19

**Term**
One term consists of 16 weeks.

**Academic Year**
An academic year consists of two consecutive terms. Students must complete a minimum of 24 credits over two consecutive terms or complete a minimum of 384 clock hours over two consecutive terms.

**Term Breaks**
There will be a minimum one week break between terms.

**Observance of Federal and State Holidays**

New Year's Day
Martin Luther King Day
Presidents' Day
Memorial Day
Juneteenth
Independence Day
Labor Day
Columbus Day
Veterans Day
Thanksgiving Break
Christmas Day

**Schedules**
Generally, students attend classes from 8 a.m. - 4 p.m., five days per week, with an hour for lunch and two 15-minute breaks. Program lengths vary according to program. Credits and clock hours are listed within each program description.

# STUDENT PERFORMANCE

**Grading System**

| | | | | |
|---|---|---|---|---|
| A | = | 90-100 | = | Outstanding Achievement |
| B | = | 80-89 | = | Above Average Performance |
| C | = | 70-79 | = | Average Performance |
| D | = | 60-69 | = | Below Average Performance |
| F | = | Below 60 | = | Unsatisfactory |
| W | = | Withdrawal | | |
| I | = | Incomplete | | |
| SE | = | Satisfied by Exam | | |
| T | = | Transferred Credits | | |
| AU | = | Audited Class | No Credit Awarded | |
| S | = | Satisfactory | No Credit Awarded | |
| U | = | Unsatisfactory | Non-Credit Course | |

An "I" grade is given for incomplete term work due to emergency circumstances. Time frames and work to be completed are determined by the instructor. If terms of the agreement are not satisfied, the "I" grade will be converted to an "F" grade.

Course withdrawals are not included in computing the GPA. Withdrawal from courses may occur through the first 12 weeks of the term with the approval of the counselor and instructor. Depending upon the circumstances, withdrawal after the 12th week may result in an "F" grade.

Successful completion of all course work is required for graduation. Any repeated courses and/or changes to students' anticipated graduation date will be reflected on the student schedule and transcript.

**Quality Points**

    A = 4 quality points
    B = 3 quality points
    C = 2 quality points
    D =1 quality point
    F = 0 quality points

The cumulative quality point average, or CQPA, is determined by dividing the total number of quality points earned by the total number of credits attempted while in the training area. A "D" or "F" grade will not be considered in the CQPA if the course is repeated and a passing grade is received.

Computation of the quality point average, QPA or GPA, is determined by dividing quality points earned by the number of credits attempted in the term. Credit hours for CTI training programs are measured in semester hours.

**Grade Reports and Transcripts**
Course grades are entered at midterm and the end of each term and communicated to students. Transcripts are available upon written request.

**Satisfactory Academic Progress**
Students must maintain satisfactory academic progress toward the timely completion of their programs to remain eligible to continue to receive financial aid (Federal Pell grant, Federal Supplemental Educational Opportunity grant, Federal Work Study, or other Title IV funds)

Satisfactory academic progress is defined as:

- Maintaining a minimum Grade Point Average (GPA) of 2.0
- Successfully completing a minimum of 67 percent of all attempted credits when conventional rounding is applied
- Meeting the standards of the CTI at HGAC attendance policy
- Complying with all the rules and regulations relative to the school and the CTI at HGAC Code of Conduct

Satisfactory academic progress is reviewed for all students at the end of each term.

- Course withdrawals are not included in computing the GPA. If a course is repeated, the higher grade is used in computing the GPA. Non-credit remedial courses are not included in computing the GPA.
- Courses with a "W" (withdrawal) or an "F" grade will be considered as courses attempted but not successfully completed.
- The completion percent is determined by dividing credits successfully completed by total credits attempted.
- The maximum time frame for completion of any program is limited by federal regulation to 150% of the published length of the program. Utilizing the maximum time frame of 150% to complete a program would equate to only 67 percent rounded of credits attempted being successfully completed.

**Academic Probation and Financial Aid Warning Status**

If at the end of a term, a student falls below the minimum GPA of 2.0, the minimum 67 percent rounded completion standard, the student will be notified in writing that they are being placed on academic probation and financial aid warning for one term and the conditions to return to good standing. The student will remain eligible to receive financial aid for this term.

- If at the end of the probationary and warning term, the student meets the conditions and minimum GPA, completion percent, and attendance standard, the probation and warning ends and the student is returned to good standing.
- Students who fail to meet the conditions and minimum standards for satisfactory academic progress at the end of the probationary and warning term will be notified in writing their financial aid will be suspended and they may be terminated from school unless they receive an approved satisfactory academic progress appeal.

**Satisfactory Academic Progress Appeal and Financial Aid Reinstatement**

Students who fail to make satisfactory academic progress and have their financial aid suspended and are subject to termination from school have the right to appeal based on unusual, special, or extenuating circumstances causing undue hardship such as: death of a relative, personal injury or illness, disability, documentation that standards are not being met, or any other extraordinary circumstance.

- The appeal must be submitted in writing on a form that is available in the Financial Aid Office and be submitted within 15 days. The appeal must include the explanation of the circumstances causing the hardship preventing the student from making satisfactory academic progress and what has changed to prevent a recurrence. Supporting documentation is encouraged.
- Initial consideration is determined by the Financial Aid Director. If denied, it may be resubmitted for consideration by an Appeal Committee consisting of the Financial Aid Director, Education Supervisor and Counselor. The student is notified in writing if the appeal is accepted or denied, and any financial aid will be awarded at the time of reinstatement.
- Appeals that are approved will result in academic probation containing an academic plan that if followed ensures the student would be able to meet satisfactory academic progress standards by a specific time period.

**Advanced Standing and Transfer of Credit**

The director of education determines whether to accept credits requested for transfer. No more than 20 percent of program credits can be completed through transfer of credit or credit-by-exam.

Specific questions relative to the transferability of credit-by-exam should be directed to the Commonwealth Technical Institute Director of Education prior to admission to CTI.

A student may transfer credit and receive advanced standing by one of the following methods.

1. A "B" or higher grade may be transferred from another accredited postsecondary school if the credit for a course is equal in content to the CTI course and satisfies a CTI program requirement. An official transcript and course description must be submitted to the CTI education director for review prior to admission.
2. For the purpose of reviewing the student's request, the CTI education director or designee will assist the student with the completion of a Transcript Evaluation and Credit Transfer Application.
3. Credits submitted for consideration must have been completed no more than 10 years prior to the request.
4. CTI reserves the right to test proficiency of any student in course work transferred from another institution and to disallow credit in courses in which the student cannot demonstrate satisfactory proficiency.
5. Petition for credit-by-exam for "program related" courses must be approved by the CTI education director. The student must earn a "B" or higher in order to receive credit.
6. Advanced standing may be available through articulation agreements with secondary career and technical schools. CTI follows the Pennsylvania Department of Education's Bureau of Career and Technical Education guidelines relative to "Programs of Study."
7. Advanced standing and transfer of credit requests must take place prior to admission or during the first week of class. No credit requests will be considered after the first week of the class.

**Portfolio Assessments for Former Diploma Graduates of CTI**

Under certain circumstances, advanced placement through portfolio assessment can be awarded to CTI alumni who wish to apply training and/or practical work experience, subsequent to graduation, toward upgrading their diploma to specialized associate degree status.

The following procedures and rules apply to this process:

1. The student must be a graduate of CTI who has received a diploma in a training program and wants to upgrade completed diploma credential to a specialized associate degree in the field related to the program.
2. The student will need to send a requesting "Letter of Intent" to the CTI Director of Education outlining the request to have a portfolio assessment conducted.
3. The director of education will review the student's status and determine if additional training and/or work experience are needed to receive the specialized associate degree. Requirements will be provided, in writing, to the student. The student will be required to provide documentary proof of all training and or work experiences subsequent to graduating from CTI. This documentation will become part of a portfolio that will be kept as a permanent student record. Decisions of the director of education will be final.
4. The director of education will issue the specialized associate degree award.

**Change of Program**

A change of program must be initiated by the student and/or counselor with input from the instructor and, with sponsoring agency approval, an add/drop form must be completed and processed.

**Knowledge of Requirements**
Advisors will help with course and program selection; however, the responsibility for knowledge of requirements, course prerequisites and verification of records remains with the student. Students should be familiar with this catalog and monitor their progress toward graduation.

**Specialized Degrees and Diplomas**
CTI at HGAC awards two types of academic awards, specialized degrees, and specialized diplomas. These are occupational degrees and diplomas and intended to be terminal in nature and direct preparation for employment. Any potential transfer of CTI credit would be at the discretion of the receiving institution and is in no way intended, implied, or guaranteed.

**Specialized Degree**
To receive an Associate in Specialized Business or Associate in Specialized Technology Degree, a student must enroll in a Specialized Degree Program, maintain a cumulative QPA of 2.0 or better, complete the minimum hours and credits and satisfy attendance requirements.

**Diploma**
To receive a diploma, the student must complete the required instructional units and attain a cumulative QPA of 2.0 or better and satisfy attendance requirements.

**Graduation Requirements**

### A. Specialized Associate Degree Programs

1. Completion of the AST or ASB curriculum
2. A cumulative QPA of 2.0 or better
3. Fulfillment of financial and other obligations to CTI, HGAC or related service provider
4. Satisfaction of attendance requirements

### B. Diploma Programs

1. Completion of the diploma curriculum
2. A cumulative QPA of 2.0 or better
3. Fulfillment of financial and other obligations to CTI, HGAC or related service provider
4. Satisfaction of attendance requirements

**Placement**
Prior to graduation, students are referred to job preparedness classes. This program focuses on completing applications, resumé writing, interviewing skills, videotaped mock job interviews, and making employer contacts.

The employment facilitator, rehabilitation counselors and the instructors are actively involved in finding employers and making referrals to prepare students for specific job vacancies. Graduating students are assisted in developing a network of potential employer contacts. Graduates may schedule an appointment with the employment facilitator to use resources to find job placement. Graduation from this school does not guarantee employment.

**Student Complaint/Grievance Procedure**
Questions or concerns regarding the school's terms of the enrollment agreement should be directed to the education director at the Commonwealth Technical Institute.

Questions or concerns that are not satisfactorily addressed by the education director may be brought to the attention of the State Board of Private Licensed Schools, 333 Market St., 12th Floor, Harrisburg, Pa. 17126-0333.

Schools accredited by the Accrediting Commission of Career Schools and Colleges must have a procedure and operational plan for handling student complaints. If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints reviewed by the Commission must be in written form and should grant permission for the Commission to forward a copy of the complaint to the school for a response. This can be accomplished by filing the ACCSC Complaint Form. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to:

Accrediting Commission of Career Schools & Colleges
2101 Wilson Boulevard, Suite 302
Arlington, VA 22201
(703) 247-4212
www.accsc.org | complaints@accsc.org

A copy of the ACCSC Complaint Form is available at the school and may be obtained by contacting complaints@ accsc.org or at
https://www.accsc.org/Student-Corner/Complaints.aspx.

Students encountering a problem while at CTI at HGAC are asked to use the following chain of command to expedite a resolution. However, please note that security is always available for reporting and dealing with inappropriate or illegal behavior.

# ASB Medical Office Assistant

1,800 clock hours, 71 semester credit hours, 4 terms (16 months)   Maximum class size: 15

The Associate in Specialized Business Medical Office Assistant program develops a high degree of competency in the essentials required of a medical office assistant. The program emphasizes office responsibilities, not clinical skills.

## Entrance Requirements
High school diploma, GED certificate or a high school transcript indicating graduation, is required prior to admission.

## Instructional Equipment
Instructional equipment includes, but is not limited to, microcomputers, transcribers, calculators, audio/visual equipment, fax machines and copiers.

## Employment Opportunities
The ASB Medical Office Assistant program provides entry-level opportunities for medical office assistant clerical positions such as Medical Secretary, Medical Administrative Assistant, Billing/ Coding Clerk, Medical Scheduler, Patient Registration Representative, Medical Receptionist, Patient Intake Specialist, and Medical Transcriptionist in hospitals, pharmacies, medical clinics, physicians' offices, social services agencies, health departments and insurance companies. Graduates of this program may also find employment with government agencies and companies with medical facilities.

| TERM I | | Credits |
|---|---|---|
| BE-13 | Medical Terminology/Anatomy I | 6 |
| BE-18 | Machine Transcription | 3 |
| BE-20 | Medical Office Procedures | 3 |
| BE-11 | Microsoft Office Suite | 3 |
| MA-90 | Foundations of Mathematics | 3 |
| | | **18** |

| TERM II | | Credits |
|---|---|---|
| BE-14 | Medical Terminology/Anatomy II | 6 |
| BE-19 | Medical Transcription | 3 |
| BE-24 | Office Applications | 3 |
| RS-01 | Business Communications | 3 |
| CP-010 | Career Prepped: Soft Skills | 3 |
| | | **18** |

| TERM III | | Credits |
|---|---|---|
| BE-23 | Records Management | 3 |
| BE-42 | Intro to Billing & Coding | 3 |
| BE-48 | Computerized Medical Office | 5 |
| BE-38 | Spreadsheet Applications | 3 |
| CP-020 | Career Prepped: Employment | 3 |
| | | **17** |

| TERM IV | | Credits |
|---|---|---|
| BE-47 | Medical Insurance Billing & Coding | 6 |
| BE-49 | Medical Office Assistant Procedures | 6 |
| BE-35 | Effective Business Presentations | 3 |
| RS-02 | Personal Finance | 3 |
| | | **18** |
| | | **TOTAL 71** |

# AST Culinary Arts

1,800 clock hours, 68 semester credit hours, 4 terms (16 months)   Maximum class size: 24

The Associate in Specialized Technology Culinary Arts program builds on the entry level skills of the Culinary Assistant Diploma program providing more advanced instruction in food service as well as management skills such as menu development, inventory purchasing and inventory control, and personnel supervision. Training is complete once the student is able to independently prepare appetizers, entrees, and desserts in the commercial and institutional kitchen.

## Entrance Requirements
High school diploma, GED certificate or a high school transcript indicating graduation is required prior to admission. Successful completion of the Culinary Assistant Diploma program. A grade of 3.0/B or higher in courses CA-010 Careers in Food Service, CA-100 Foods I, CA-102 Weights & Measures, CA-105 Baking I. Score of 90% or higher on a Qualifying Skills Exam conducted during Term II.

## Instructional Equipment
Instructional equipment includes, but is not limited to, flat-top range, overhead broiler, convection oven, steam-jacketed kettle, various audio/visual equipment, and computers.

## Employment Opportunities
Graduates will be qualified to work in entry-level positions in commercial and institutional kitchens such as Cook, Line Cook, Prep Cook, Banquet Cook, Short-Order Cook, deli Cook, Fry Cook, Pizza Maker, Caterer, Baker, Dietary Worker and Food Service Worker in schools, hospitals, hotels, restaurants, fast- food outlets, and caterers.

| TERM I Culinary Assistant Diploma Program | | Credits |
|---|---|---|
| CA-010 | Careers In Food Service | 3 |
| CA-060 | Intro to Prep & Service of Food | 3 |
| CA-101 | Tools and Stationary Equipment | 3 |
| CA-113 | Culinary Nutrition | 3 |
| CA-135 | Food Sanitation and Safety | 3 |
| CA-205 | Table Service | 3 |
| | | **18** |

| TERM I Culinary Assistant Diploma Program | | Credits |
|---|---|---|
| CA-100 | Foods I | 3 |
| CA-102 | Weights & Measures/Recipe Conv | 3 |
| CA-105 | Baking I | 3 |
| BE-11 | Microsoft Office Suite | 3 |
| MA-90 | Foundations of Mathematics | 3 |
| CP-010 | Career Prepped: Soft Skills | 3 |
| | | **18** |

| TERM III | | Credits |
|---|---|---|
| CA-119 | Food Service Math | 3 |
| CA-200 | Foods II | 3 |
| CA-204 | Marketing and Menu Writing | 3 |
| CA-206 | Supervisory Management | 3 |
| RS-01 | Business Communications | 3 |
| CP-020 | Career Prepped: Employment | 3 |
| | | **18** |

| TERM IV | | Credits |
|---|---|---|
| CA-208 | Baking II | 5 |
| CA-209 | Cooking Practicum | 3 |
| CA-300 | Foods III | 3 |
| RS-02 | Personal Finance | 3 |
| | | **14** |
| | | **TOTAL 68** |

# AST Networking Technology

1,800 clock hours, 66 semester credit hours, 4 terms (16 months)   Maximum class size: 30

The Associate in Specialized Technology Networking Technology program provides instruction in basic and advanced training in diagnosing and solving network problems.

**Entrance Requirements**
High school diploma, GED certificate or a high school transcript indicating graduation, is required prior to admission.

**Instructional Equipment**
Instructional equipment includes, but is not limited to, volt-Ohm meters, computer labs, various copper and fiber cable testers and several anti-virus and utility software packages.

**Employment Opportunities**
Graduates will be qualified for entry-level employment in positions such as Computer Service Technician, Computer Network Specialist, Computer Support Specialist, Help Desk Technician, Technical Support Specialist, Hardware/Software Installer, Install and Repair Technician, Field Technician, Service Technician, and Network Technician.



| TERM I | | Credits |
|---|---|---|
| CS-2 | Computer Architecture I | 5 |
| CS-3 | Intro to Web Development | 3 |
| CS-14 | Network Fundamentals I | 3 |
| CS-18 | Emerging Technologies | 3 |
| MA-101 | Pre-Algebra | 3 |
| | | **17** |

| TERM II | | Credits |
|---|---|---|
| CS-4 | Computer Architecture II | 5 |
| CS-11 | Operating Systems | 6 |
| CS-15 | Network Fundamentals II | 3 |
| BE-11 | Microsoft Office Suite | 3 |
| | | **17** |

| TERM III | | Credits |
|---|---|---|
| CS-12 | Server Technology I | 3 |
| CS-13 | Computing Essentials | 3 |
| CS-16 | Networking Infrastructure I | 5 |
| CP-020 | Career Prepped: Employment | 3 |
| RS-01 | Business Communications | 3 |
| | | **17** |

| TERM IV | | Credits |
|---|---|---|
| CS-8 | Practicum | 3 |
| CS-17 | Server Technology II | 3 |
| CS-19 | Network Infrastructure II | 3 |
| BE-38 | Spreadsheet Applications | 3 |
| RS-02 | Personal Finance | 3 |
| | | **15** |
| | | **TOTAL 66** |

# *Automotive Technology*

1,350 clock hours, 50 semester credit hours, 3 terms (12 months)   Maximum class size: 15

The Automotive Technology diploma program provides instruction in entry-level skills in parts replacement, troubleshooting, minor repairs, general engine tune-up and preparation for state inspection of motor vehicles. Students will be eligible to take the Pennsylvania Motor Vehicle State Inspection Examination as part of their training. Proper tool handling, equipment and safety procedures are emphasized throughout the program.

**Entrance Requirements**
High school diploma, GED certificate or a high school transcript indicating graduation, is required prior to admission. A valid driver's license is required.

**Instructional Equipment**
Changing machine, starter generator tester, alternator tester, brake lathe and computers.

**Employment Opportunities**
Graduates qualify for entry-level employment in positions such as Automotive Technician, Automobile Mechanic, Maintenance Technician, Fleet Mechanic, Service Technician, Lube Technician, Quick Service Technician, Alignment Technician, Tire Installer, and Tire Shop Mechanic at service stations, independent garages, car dealerships, and retail outlets offering automotive service.

| TERM I | | Credits |
|---|---|---|
| AT-101 | Shop Fundamentals | 3 |
| AT-102 | Engine Repair | 3 |
| AT-104 | Brake Systems | 5 |
| AT-106 | Vehicle Service/Maintenance | 5 |
| | | **16** |

| TERM II | | Credits |
|---|---|---|
| AT-203 | Electrical/Electronics I | 5.5 |
| AT-205 | Steering/Suspension | 5.5 |
| AT-207 | Engine Performance I | 3 |
| AT-208 | PA Vehicle Safety Certification | 3 |
| | | **17** |

| TERM III | | Credits |
|---|---|---|
| AT-303 | Electrical/Electronics II | 3 |
| AT-307 | Engine Performance II | 3 |
| AT-309 | Manual Drive Train and Axles | 3 |
| AT-311 | Practical Auto Technology Operations | 5 |
| CA-207 | Career Prepped: Employment | 3 |
| | | **17** |
| | | **TOTAL 50** |

# Culinary Assistant

900 clock hours, 36 semester credit hours, 2 terms (8 months)     Maximum class size: 12

The Culinary Assistant diploma program provides instruction in entry level skills essential in kitchen maintenance, sanitation, production, and safety necessary for employment in food service operations.

**Entrance Requirements**
High school diploma, GED certificate or a high school transcript indicating graduation, is required prior to admission.

**Instructional Equipment**
Instructional equipment includes, but is not limited to, flat-top range, deep fryer, convection oven, steam-jacketed kettle, and various audio/visual equipment.

**Employment Opportunities**
Graduates are qualified for entry-level culinary positions such as Food Service Worker, Food Service Assistant, Food Server, Server, Banquet Server, Cafeteria Worker, Sandwich Artist, Snack Bar Attendant, Deli Clerk, Deli Worker, Prep Cook, Cook, Dietary Assistant, Kitchen Helper, Dishwasher, Dish Machine Operator, and Kitchen Steward with schools, hospitals, restaurants, fast-food outlets, caterers, and other retail food service operations.

| TERM I | | Credits |
|---|---|---|
| CA-010 | Careers In Food Service | 3 |
| CA-060 | Intro to Prep & Service of Food | 3 |
| CA-101 | Tools and Stationary Equipment | 3 |
| CA-113 | Culinary Nutrition | 3 |
| CA-135 | Food Sanitation and Safety | 3 |
| CA-205 | Table Service | 3 |
| | | **18** |

| TERM II | | Credits |
|---|---|---|
| CA-100 | Foods I | 3 |
| CA-102 | Weights & Measures/Recipe Conv | 3 |
| CA-105 | Baking I | 3 |
| BE-11 | Microsoft Office Suite | 3 |
| MA-90 | Foundations of Mathematics | 3 |
| CP-010 | Career Prepped: Soft Skills | 3 |
| | | **18** |
| | | **TOTAL 36** |

*Students who successfully complete the Culinary Assistant Diploma program and meet some other entrance requirements are eligible to continue their education in the Culinary Arts AST program. See the AST Culinary Arts program description.

# *Early Childhood Education*

1,425 clock hours, 45 semester credit hours, 3 terms (12 months)    Maximum class size: 10

The Early Childhood diploma program provides instruction in fundamental, entry-level skills based on a set of nationally recognized competency standards that guide early childhood professionals towards becoming qualified educators of young children. Students will receive a minimum of 120 hours of training across eight subject areas and over 480 hours of practical experience working with young children. Upon completion of the Early Childhood program, students will be CDA-Ready and have the opportunity to obtain a Child Development Associate (CDA) Credential.

**Entrance Requirements**
High school diploma, GED certificate or high school transcript indicating graduation, all students must successfully pass a criminal background investigation, have documentation of a physical examination (within the previous year) indicating no evidence of communicable disease and a negative two step Mantoux test for tuberculosis prior to admission to the program.



**Instructional Equipment**
Instructional equipment includes, but is not limited to, computers, diaper changing station, age-appropriate indoor and outdoor furniture used to create learning centers in childcare facilities.

**Employment Opportunities**
Graduates of this program will be qualified for PA Early Childhood Career Pathway entry-level and level A careers. Employment opportunities with infants, toddlers, and preschooler age children include Child Care Aide, Special Education Aide, Paraprofessional, Early Head Start Teacher, PA Pre K Counts Teacher Assistant, Early Head Start Home Visitor, Head Start Assistant Teacher, or Aide.

| TERM I | | Credits |
|---|---|---|
| RS-01 | Business Communications | 3 |
| RS-02 | Personal Finance | 3 |
| BE-11 | Microsoft Office Suite | 3 |
| EC-010 | Intro to Early Childhood and the CDA Credential | 3 |
| EC-020 | Health and Safety in Early Childhood Programs | 3 |
| EC-030 | Child Dev. and Developmentally Appropriate Practice | 3 |
| | | **18** |

| TERM II | | Credits |
|---|---|---|
| EC-040 | Social/Emotional Development and Positive Guidance | 4 |
| EC-050 | Using Assessment to Plan Effective Curriculum | 4 |
| EC-060 | Early Childhood Practicum I | 6 |
| | | **14** |

| TERM III | | Credits |
|---|---|---|
| EC-065 | Early Childhood Practicum II | 10 |
| EC-070 | Early Childhood Capstone | 3 |
| | | **13** |
| | | **TOTAL 45** |

**Note:** This program is not accredited through the Accrediting Commission of Career Schools and Colleges

# *Nurse Aide*

348 clock hours, 1 term (4 months)                    Maximum class size: 10

The Nurse Aide diploma program provides instruction in basic nursing assistant skills and principles of restorative care. The overall objective is to provide the training necessary to deliver caring service and respect to residents of a care facility. Students participate in a clinical experience.

**Entrance Requirements**
High school diploma, GED certificate or a high school transcript indicating graduation, is required prior to admission. All students must successfully pass a criminal background investigation, have documentation of a physical examination (within the previous year) indicating no evidence of communicable disease and a negative Two step Mantoux test for tuberculosis prior to admission to the program.

**Instructional Equipment**
Instructional equipment includes, but is not limited to, manual and electric hospital beds, patient mannequins, mechanical patient lifts, wheelchairs, computers, and vital signs equipment.

**Employment Opportunities**
Graduates are prepared for entry-level positions as Certified Nurse Aide (CNA),



Nursing Assistants in skilled nursing facilities, personal care homes, rehabilitation facilities, hospitals, home health nursing, hospice, private-duty care, and attendant care. Graduates will be able to sit for the "Competency Evaluations for Nurses' Aides in Pennsylvania" examination. Successful completion of the competency test meets Omnibus Budget Reconciliation Act (1987) regulations and will certify the graduate for entry level employment in skilled nursing and long-term care facilities.

| TERM I | | Credits |
|---|---|---|
| NA-11 | Introduction to Health Care | 45.8 hours |
| NA-12 | Personal Care and Basic Nursing Skills | 156.2 hours |
| NA-13 | Principles of Restorative Care | 28 hours |
| NA-14 | Mental Health/Social Service Needs | 22 hours |
| NA-15 | Clinical Training | 96 hours |
| | | **348 hours** |

# *Welding Technology*

1,350 clock hours, 49 semester credit hours, 3 terms (12 months)   Maximum class size: 20

The Welding Technology diploma program provides instruction in basic, entry-level skills and knowledge in the welding and fabrication industry. Hands-on training follows classroom instruction.

## Entrance Requirements
High school diploma, GED certificate or a high school transcript indicating graduation, is required prior to admission.

## Instructional Equipment
Instructional equipment includes, but is not limited to, 3D Virtual Reality Augmented Welder, CNC Torchmate Plasma Cutter, Non-Destructive and Destructive Testing Equipment, Lincoln Welding Machines, Break Press, Drill Press and Hydraulic Sheer.

## Employment Opportunities
Graduates of the Welding Technology program are qualified for entry-level positions such as Welder, Maintenance Welder, MIG Welder, TIG Welder, Welding Shop Assistant, Welder-Fabricator, Fabricator, Fitter, Jig/Fixture Builder, Welder Helper and Fitter Helper.

| TERM I | | Credits |
|---|---|---|
| WT-101 | Welding Fundamentals I | 5 |
| WT-102 | Safety in Welding | 3 |
| WT-103 | Fabrication Math I | 5 |
| WT-104 | Economics of Welding | 3 |
| | | **16** |

| TERM II | | Credits |
|---|---|---|
| WT-201 | Welding Fundamentals II | 5 |
| WT-202 | Understanding Welding Symbols | 3 |
| WT-203 | Fabrication Math II | 5 |
| WT-204 | Metallurgy I | 3 |
| | | **16** |

| TERM III | | Credits |
|---|---|---|
| WT-301 | Welding Fundamentals III | 5 |
| WT-302 | Destructive Testing | 3 |
| WT-303 | Science of Non-Destructive Testing | 3 |
| WT-304 | Metallurgy II | 3 |
| CA-207 | Career Prepped: Employment | 3 |
| | | **17** |

**TOTAL 49**

*Students will be eligible to take the AWS Certification Test at the completion of the program. The first attempt is covered in the cost of tuition. Subsequent re-takes will be at the student's expense.

# Course Descriptions
*Course hours may vary due to program requirements*

**AT-101 Shop Fundamentals** (3 credits)
Course provides introductory instruction in automotive shop safety, tool identification, measurements, and restoration of threads.

**AT-102 Engine Repair** (3 credits)
Course provides instruction in automobile engine and oil types and purposes, how to disassemble/reassemble complete engines and identify cooling system components.

**AT-104 Brake Systems** (5 credits)
Course provides introductory instruction in the identification of automobile brake systems.

**AT-106 Vehicle Service/Maintenance** (5 credits)
Course provides instruction in the servicing of automobiles including checking/changing of fluids, identifying tire wear and basic automobile care.

**AT-203 Electrical/Electronics I** (5.5 credits)
Course provides instruction in charging and starting systems including repairing and/or replacing batteries, starters, generators, and alternators.

**AT-205 Steering/Suspension** (5.5 credits)
Course provides instruction in the repair and maintenance of the chassis and suspension systems of an automobile ranging from lubrication to linkage, ball joints and shocks.

**AT-207 Engine Performance I** (3 credits)
Course provides instruction in fuel, engine and exhaust systems and their relationship to engine performance.

**AT-208 PA Vehicle Safety Certification** (3 credits)
Course provides instruction in the Pennsylvania Motor Vehicle Inspection Code and preparation for certification in the inspection of Class I vehicles.

**AT-303 Electrical/Electronics II** (3 credits)
Course provides instruction in the diagnosis and repair of the automobile charging system.
(Prerequisite: AT-203 Electrical/Electronics I)

**AT-307 Engine Performance II** (3 credits)
Course provides instruction in troubleshooting the fuel system, computerized engine controls and exhaust systems of the automobile.
(Prerequisite: AT-207 Engine Performance I)

**AT-309 Manual Drive Train & Axles** (3 credits)
Course provides instruction in the servicing of standard and/or automatic transmissions, clutch service, U-Joint and axle bearings.

**AT-311 Practical Automotive Technology Operations** (5 credits)
Course provides instruction in service writing skills, labor operations, estimating, customer relations and job site preparedness skills.

**BE-11 Microsoft Office Suite** (3 credits)
Applied general education course provides introductory instruction in and application of Microsoft Office Suite including MS Outlook, Word, Excel, and Publisher.

**BE-13 Medical Terminology/Anatomy & Physiology I** (6 credits)
Course provides instruction in medical terminology and anatomy and physiology of the human body to including spelling, root words, suffixes, prefixes, and definitions relating to the integration and function of muscular, circulatory, nervous, and respiratory systems including cellular composition.

**BE-14 Medical Terminology/Anatomy & Physiology II** (6 credits)
Course provides intermediate instruction in medical terminology and anatomy and physiology of the human body including word components and their application to the digestive, urinary, musculoskeletal, nervous, lymphatic, cardiovascular, and integumentary systems.
(Prerequisite: BE-13 Medical Terminology/Anatomy & Physiology I)

**BE-18 Machine Transcription** (3 credits)
Course provides introductory instruction in transcription.

**BE-19 Medical Transcription** (3 credits)
Course provides instruction in the use of transcription devices to transcribe healthcare dictation and prepare patient care documents.
(Prerequisite: BE-18 Machine Transcription)

**BE-20 Medical Office Procedures** (3 credits)
This introductory course provides instruction in the history of medicine, professional behavior in the medical office, office environment and daily operations in a medical office, telephone techniques, scheduling appointments manually and by computer, healthcare law and ethics.

**BE-23 Records Management** (3 credits)
Course provides instruction in filing rules which pertain to cards and correspondence in alphabetic, geographic, and numeric filing systems.

**BE-24 Office Applications** (3 credits)
Course provides instruction in office procedures including business transactions, the operation and maintenance of office equipment and telephone techniques.

**BE-35 Effective Business Presentations** (3 credits)
Course provides instructions in the basics of presentation concepts including how to plan, develop, and give a presentation.

**BE-38 Spreadsheet Applications** (3 credits)
Applied general education course provides instruction in the use and design of electronic spreadsheets, databases, and graphics.

**BE-42 Introduction to Billing & Coding** (3 credits)
Course provides introductory instruction on the Patient Health Record, the framework of a medical charting system, the use of an Electronic Health Record (EHR).
(Prerequisite: BE-20 Medical Office Procedures)

**BE-47 Medical Insurance Billing & Coding** (6 credits)
Course provides instruction in insurance form preparation for Medicare and Medicaid including universal claim forms

used by Blue Shield, private and nonprofit insurance agencies and workers compensation insurance applying ICD-10 CM and CPT coding system. (Prerequisite: BE-42 Introduction to Billing & Coding)

**BE-48 Computerized Medical Office** (5 credits)
Course provides instruction in the use of an integrated medical practice management and electronic health record system (PM/EHR) in a medical office setting. Students will learn the general flow of information in a medical office and the required software tasks across the total patient encounter. (Prerequisite: BE-42 Introduction to Billing & Coding)

**BE-49 Medical Office Assistant Procedures**
(6 credits)
Course provides instruction in CPR, basic first aid, vital signs, basic electro-cardiography and patient preparation. In addition, students will review previously introduced competencies in preparation to sit for the Certified Medical Administration Assistant exam with National Healthcareer Association.

**CA-010 Careers in Food Service** (3 credit)
Course provides instruction in types of restaurants, institutional establishments, and career opportunities in the food service industry.

**CA-060 Introduction to Preparation & Service of Food** (3 credits)
Course provides instruction in pre-preparation, basic preparation, and serving/portioning of food.

**CA-100 Foods I** (3 credits)
Course provides instruction for entry-level practical preparation of food including pre-preparation of ingredients and preparing, portioning, and serving stocks, soup, sandwiches, meats, seafood, breakfast items, salads/ salad dressings, vegetables, and potatoes/ pasta/rice.

**CA-101 Tools and Stationary Equipment** (3 credit)
Course provides instruction in the identification and safe use of tools and stationary equipment.

**CA-102 Weights and Measures/Recipe Conversion**
(3 credits)
Course provides instruction and application in the use of scales, volume measuring devices and conversion of formulas and recipes.

**CA-105 Baking I** (3 credits)
Course provides instruction in the preparation of pies, cakes, rolls, breads, pastries, and quick breads.

**CA-113 Culinary Nutrition** (3 credits)
Course provides instruction in the principles of nutrition including identifying and utilizing nutrition, storage, the use and issuing of documents and mathematical computations.

**CA-119 Food Service Math** (3 credits)
Applied general education course provides instruction in Food Service Math principles necessary for advanced/ supervisory/ management Culinary Arts personnel including math principles, operational procedures, budget management and purchasing.

**CA-135 Food Sanitation and Safety** (3 credits)
Course provides instruction in food service sanitation and safety including the identification and application of proper food sanitation and safety practices including ServSafe Sanitation Certification training.

**CA-200 Foods II** (3 credits)
Course provides intermediate instruction in the preparation and serving of food items.
(Prerequisite: CA-100 Foods I)

**CA-204 Marketing and Menu Writing** (3 credits)
Course provides instruction in the principles of menu writing and marketing.

**CA-205 Table Service** (3 credits)
Course provides instruction and application in the principles of table service

**CA-206 Supervisory Management** (3 credits)
Applied general education course provides instruction in the principles and techniques necessary to manage personnel, budgets and purchasing.

**CA-208 Baking II** (5 credits)
Course provides intermediate instruction in bakeshop production. (Prerequisite: CA-105 Baking I)

**CA-209 Cooking Practicum** (3 credits)
Course provides instruction and the supervised application of culinary arts techniques for maximizing occupational competence.

**CA-300 Foods III** (3 credits)
Course provides advanced instruction and application of techniques for food preparation. (Prerequisite: CA-200 Foods II)

**CP-010 Career Prepped: Soft Skills, Teamwork and Leadership** (3 credits)
Course provides work readiness instruction to help students develop the skills needed for employment in their chosen field of study including managing interpersonal conflict, nonverbal communication, and working productively in a team.

**CP-020 Career Prepped: Employment Readiness**
(3 credits)
Course provides work readiness instruction to help students develop the skills needed for employment in their chosen field of study including developing a portfolio, preparing resumes and cover letters, job search and application, and interviewing.

**CS-2 Computer Architecture I** (5 credits)
Course provides an introduction into the theory of computer systems operations and the integration of computer components.

**CS-3 Intro to Web Development** (3 credits)
Course provides instruction on the foundations of web page design using the fundamental building blocks of HTML and CSS (Cascading Style Sheets).

**CS-4 Computer Architecture II** (5 credits)
Course provides instruction in the practical application and operations of computer systems operation and the integration of computer components. (Prerequisite: CS-2 Computer Architecture I)

**CS-8 Practicum** (3 credits)
This work-based learning experience course provides instruction and application of AST Networking Technology curriculum and theory through hands-on experience in field service work as it applies to the computer and networking market.

**CS-11 Operating Systems** (6 credits)
Course provides instruction in operating systems used for microcomputers.

**CS-12 Server Technology I** (3 credits)
Course provides instruction in the working knowledge of Windows Server Architecture, Active Directory Services, Security Services, Network Services, Availability Services, File and Print Services and Application Services.

**CS-13 Computing Essentials** (3 credits)
Course provides instruction on overall foundation of computers and information technology and how to apply it in today's business, including people, privacy, ethics, and environment.

**CS-14 Network Fundamentals I** (3 credits)
Course provides instruction on the fundamentals of networks, including types of networks, network models, protocols, architecture, media, and topologies.

**CS-15 Network Fundamentals II** (3 credits)
Course provides instruction on the fundamentals of networks, including servers and services fundamentals, networking services, security, and network management. (Prerequisite: CS-14 Network Fundamentals I)

**CS-16 Network Infrastructure I** (5 credits)
Course provides instruction in the technology supporting LAN, WAN, MAN, Wi-Fi, and Telecommunication PBX Telcom Systems.

**CS-17 Server Technology II** (3 credits)
Course provides instruction in the working knowledge of Windows Server Architecture, Active Directory Services, Security Services, Network Services, Availability Services, File and Print Services and Application Services. (Prerequisite: CS-12 Server Technology I)

**CS-18 Emerging Technologies** (3 credits)
Course examines technologies of the past, the evolution of technologies, and investigates new technologies in the networking and telecommunications fields.

**CS-19 Network Infrastructure II** (3 credits)
Course provides instruction in Hyper-V and other virtualization technologies as well as Clouds and Active Directory. (Prerequisite: CS-16 Network Infrastructure I)

**EC-010 Intro to Early Childhood and the CDA Credential** (3 credits)
This course covers an introduction to Early Childhood Education, including career options, professional standards, and competencies required for a Child Development Associate (CDA) Credential. It also emphasizes the role of families and communities in working with young children.

**EC-020 Health and Safety in Early Childhood Programs** (3 credits)
This course provides instruction in promoting and maintaining child health. Topics include nutrition, safe learning environments, active play benefits, CPR, abuse/neglect recognition and state regulations.

**EC-030 Child Development and Developmentally Appropriate Practice** (3 credits)
This course will provide instruction in child development, covering theories, key milestones, and factors that can impact growth from birth to 5 years. You'll learn how to make informed decisions about appropriate teaching practices and promote optimal learning and development for children.

**EC-040 Social / Emotional Development and Positive Guidance** (4 credits)
This course covers techniques to create positive learning environments and build nurturing relationships with each child. Topics include social/emotional development, classroom routines, productivity, positive guidance techniques, enforcing limits, and communicating with families.

**EC-050 Using Assessment to Plan Effective Curriculum** (4 credits)
This course provides instruction on child assessment, data-driven curriculum planning, individualized instruction, and the teacher's role in supporting learning. The course emphasizes the importance of facilitating play as a means of supporting children's learning.

**EC-060 Early Childhood Practicum I** (6 credits)
This program provides supervised experience in Early Childhood education, helping participants connect theory with practice and gain essential skills and strategies for working effectively with young children, families, and colleagues. Hours earned during this course count towards the required 480 hours of professional work experience in a center-based setting required to obtain a CDA Credential.

**EC-065 Early Childhood Practicum II** (10 credits)
This program provides supervised experience in Early Childhood Education, helping participants connect theory with practice, developing behavior management skills, and providing the opportunity to earn a CDA credential.

**EC-070 Early Childhood Capstone** (3 credits)
This course connects students' practicum experiences with their previous coursework and prepares them for the CDA credentialing process. They will learn to apply industry standards to their professional practicum experiences and present their CDA Professional Portfolio.

**MA-80 Practical Mathematics** (3 credits)
Applied general education course provides instruction in basic applied mathematics.

**MA-90 Foundations of Mathematics** (3 credits)
Applied general education course provides instruction in the four basic operations, writing and solving fractions and mixed number problems, decimals, rates, ratios, and percent

**MA-101 Pre-Algebra** (3 credits)
Applied general education course provides instruction in writing and solving fractions and mixed number problems, decimals and integer usage and algebraic expressions including an introduction to linear equations and their applications, exponents, and variation.

**NA-11 Introduction to Health Care** (45.8 hours)
Course provides instruction in the legal and ethical standards of care, communication styles, emergency procedures, infection control and maintaining the rights and dignity of residents.

**NA-12 Personal Care and Basic Nursing Skills** (156.2 hours)
Course provides instruction in basic nutrition, therapeutic diets, overview of common geriatric population diseases and maintaining residents' basic needs.

**NA-13 Principles of Restorative Care** (28 hours)
Course provides instruction in range of motion, promoting independence, body mechanics, transfer techniques, adaptive equipment, and rehabilitation skills.

**NA-14 Mental Health/Social Service Needs** (22 hours)
Course provides instruction in the aging process, helping residents maintain independence, age-appropriate activities and providing services to residents with cognitive impairments.

**NA-15 Clinical Training** (96 hours)
This work-based learning experience course provides instruction in directed practice in a nursing home setting.

**RS-01 Business Communications** (3 credits)
Applied general education course provides instruction in communication practices, electronic communication including business e-mail and attachments, routine business correspondence, positive, informative, negative, persuasive messages.

**RS-02 Personal Finance** (3 Credits)
Applied general education course provides instruction to make informed, responsible financial decisions related to career, taxes, budgeting, banking, saving, credit, renting/ buying a home, buying a vehicle, property and liability insurance, and consumer protection

**WT 101 - Welding Fundamentals I** (5 credits)
Course provides a comprehensive overview of the basic principles of welding and covers the basic science and practical application of commonly utilized welding processes.

**WT 102 – Safety in Welding** (3 credits)
Course provides a comprehensive overview of welding hazards, safety equipment, ventilation, welding in confined spaces, and safety precautions and specifications.

**WT 103 – Fabrication Math I** (5 credits)
Course provides a comprehensive overview of basic math skills.

**WT 104 – Economics of Welding** (3 credits)
In this course, participants will learn to identify, measure, and manage the costs of production in order to reduce expenses and ensure quality of manufacturing process.

**WT 201 - Welding Fundamentals II** (5 credits)
Course provides a comprehensive overview of principles of welding and covers the basic science and practical application of commonly utilized welding processes. (Prerequisite: WT 101 - Welding Fundamentals I)

**WT 202 - Understanding Welding Symbols** (3 credits)
Course is an in-depth look into the A2.4:2012 Standard Symbols for Welding, Brazing, and Nondestructive Examination; the standard established to specify welding, brazing, and nondestructive examination information by means of symbols.

**WT 203 - Fabrication Math II** (5 credits)
Course builds upon the lessons learned in Fabrication Math I. (Prerequisite: WT 103 – Fabrication Math I)

**WT 204 - Metallurgy I** (3 credits)
Course is the introduction to the concepts required to understand the metallurgical techniques that allow welding professionals to accurately design, produce, and inspect welds.

**WT 301 - Welding Fundamentals III** (5 credits)
Course provides a comprehensive overview of brazing and soldering. Students will learn the basic science and practical application of commonly utilized brazing and soldering processes. (Prerequisite: WT 201 - Welding Fundamentals II)

**WT 302 - Destructive Testing** (3 credits)
Course content in destructive testing is an essential part of ensuring the integrity and performance of the welds used to manufacture everything from cars, planes, and ships to bridges, buildings, and pipelines.

**WT 303 - Science of Nondestructive Testing** (3 credits)
A survey course that is designed to explain the process and breakdown the science behind five of the most common nondestructive tests used in the welding industry

**WT 304 -Metallurgy II** (3 credits)
Course builds on the fundamental principles described in Metallurgy I to provide a basic understanding of the nature of metals. (Prerequisite: WT 204 – Metallurgy I)

# CTI at HGAC GRADUATE EXTERNSHIP

Optional post-graduation supervised and evaluated workplace-based learning experience to enhance and further develop the knowledge, skills, and attitudes needed for success in the field of training.

## Program Objectives

The customer will

- Develop and enhance skills and knowledge obtained in the CTI training program through authentic application and repetition of core workplace technical competencies as demonstrated through instructor and externship employer/supervisor evaluation of work performance and results.

- Demonstrate essential workplace skills through integrated participation in workplace as demonstrated by successful completion of the externship experience and instructor and externship employer/supervisor evaluation of workplace habits and attitudes.

- Develop confidence in their ability to work independently and/or with limited supervision in their field of training.

- Gain resume job experience and potentially professional references in their field of training to improve their employability following completion of the externship.

The externship can be either eight or sixteen weeks (half or full academic term) running on the HGAC/CTI academic calendar.

Weekly and daily schedule will be an approximately full-time employment schedule based upon the need of the externship employer. The potential exists for the externship to be paid, but it is anticipated most will be unpaid externships.

Customer would reside in the dorms and receive other HGAC services as applicable. Customer will continue to work with HGAC's Career Guidance Center during their externship receiving placement assistance to secure regular employment upon completion of their externship.

The externship experience will be supervised by an instructor/academic advisor from the customer's CTI training program. The customer will be evaluated and provided feedback on their technical work performance as well as their "soft" workplace skills and habit by the instructor and externship employer/supervisor.

# CHAIN OF COMMAND

| Problem in the Dormitory, Wellness Center, Occupational Therapy or Physical Therapy | Problem in CART, Recreation, Academic Success Center, CSEP, or Vocational Evaluation |
|---|---|
| **Dorm Counselor**<br>↓<br>**Dorm Counselor Supervisor**<br>↓<br>**Facility Safety Manager**<br>↓<br>**Student Affairs Director**<br>↓<br>**HGAC Deputy Director**<br>↓<br>**HGAC Director** | **Director of Transition Programs**<br>↓<br>**HGAC Deputy Director**<br>↓<br>**HGAC Director** |

| Problem with CTI Educational Program | Problem with your HGAC Rehabilitation Program |
|---|---|
| **Instructor**<br>↓<br>**Appropriate Education Supervisor**<br>↓<br>**Education Director**<br>↓<br>**HGAC Deputy Director**<br>↓<br>**HGAC Director** | **Vocational Rehabilitation Counselor**<br>↓<br>**Counseling Supervisor**<br>↓<br>**Student Affairs Director**<br>↓<br>**HGAC Deputy Director**<br>↓<br>**HGAC Director** |

# Directions to CTI at HGAC

*727 Goucher St., Johnstown, PA 15905*

*HGAC GPS coordinates for the visitor's parking lot:* **N 40.30235° W 78.94604°**

## From the WEST via PENNSYLVANIA TURNPIKE

Exit #91 at Donegal
Proceed 0.2 miles on Route 31 East to Route 711 North
Follow Route 711 North through Ligonier to Route 271 North
Proceed on Route 271 North approximately 13 miles to Johnstown thru Westmont
At traffic signal, turn right onto Goucher Street, look for green sign to HGAC
HGAC is 1.1 miles on right

## From the EAST via PENNSYLVANIA TURNPIKE

Exit #146 at Bedford
Take Route 220 North to Route 56 West
Proceed 27 miles to intersection at Eisenhower Boulevard
Turn left and proceed 4.6 miles, look for green signs to HGAC
Turn left at traffic signal onto Route 403 South, stay in right lane
At next traffic signal, proceed straight up small hill and bear right to stop sign
Proceed to next traffic signal and turn left onto Goucher Street.
HGAC is 1.5 miles on left

## From the SOUTH via PENNSYLVANIA TURNPIKE

Exit #110 at Somerset
Follow Route 219 North to Route 403 North, Davidsville exit
Follow Route 403 North through Davidsville to 3rd traffic signal
Turn left at traffic signal, will see St. Andrew's Church
Proceed up small hill and turn right at stop sign
Proceed to next traffic signal and turn left onto Goucher Street
HGAC is 1.5 miles on left

## From the WEST via ROUTE 30

Follow Route 30 East to Route 711 North through Ligonier
Proceed on Route 271 North approximately 13 miles to Johnstown thru Westmont
At traffic signal, turn right onto Goucher Street, look for green sign to HGAC HGAC
is 1.1 miles on right
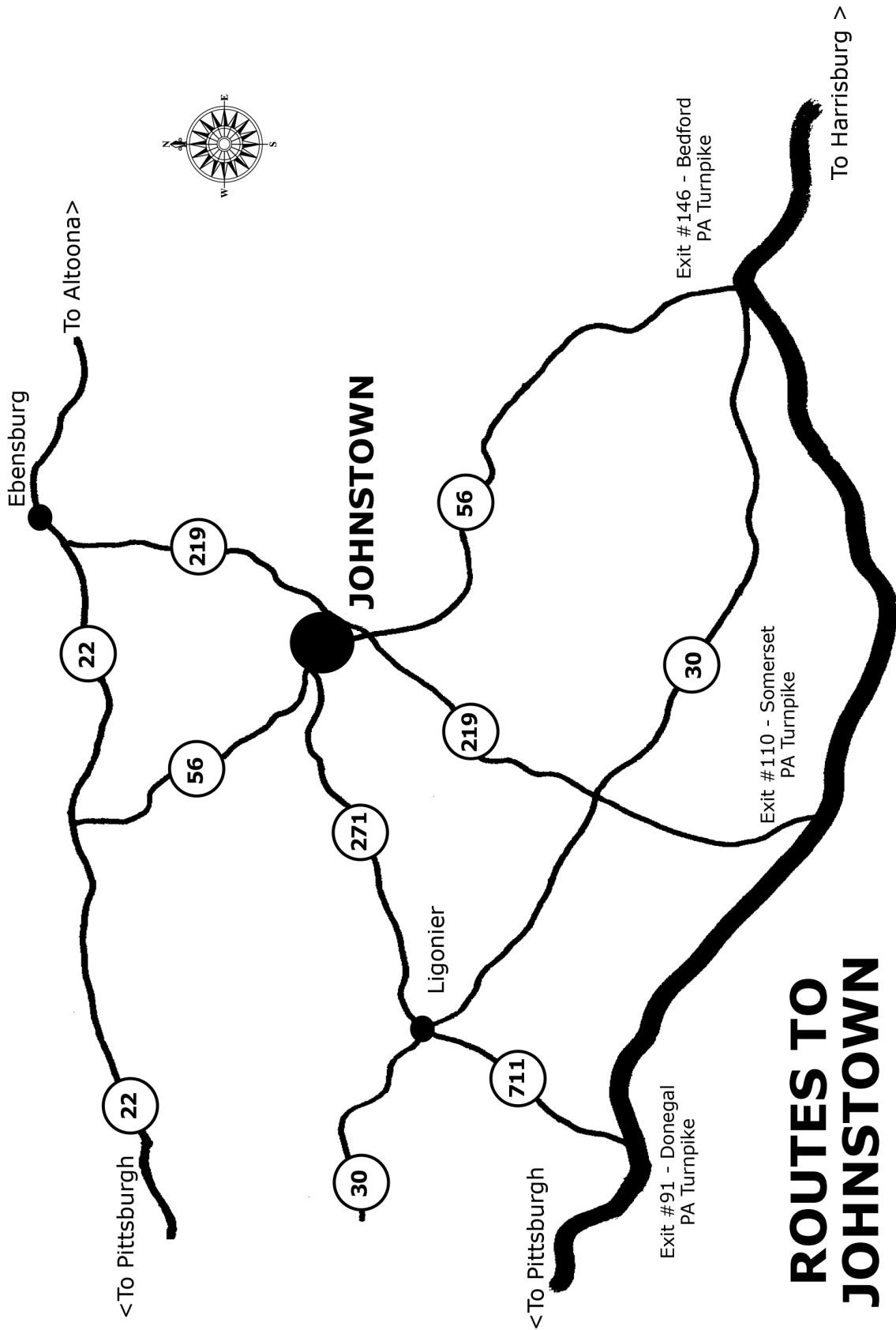
## From the EAST via ROUTE 22

Follow Route 22 West through Ebensburg to Route 219 South
Follow Route 219 South to Route 56 East, Windber exit
Follow Route 56 East to 3rd traffic signal
Turn right onto Eisenhower Boulevard
Proceed 4.6 miles, & look for green signs to HGAC
Turn left at traffic signal onto Route 403 South, stay in right lane
At next traffic signal, proceed straight up small hill
Turn right at stop sign
Proceed to next traffic signal and turn left onto Goucher Street
HGAC is 1.5 miles on left

## From the WEST via ROUTE 22

Follow Route 22 East to Route 56 East
Proceed approximately 10 miles to traffic signal at Fairfield Avenue
Turn left onto Fairfield Avenue and proceed to next traffic signal
Turn right onto D Street, D Street becomes Goucher Street
HGAC is 3.5 miles on the right

## From the EAST via ROUTE 30

Follow Route 30 West to Route 219 North
Follow Route 219 North to Route 403 North, Davidsville exit
Follow Route 403 North through Davidsville to 3rd traffic signal
Turn left at traffic signal, will see St. Andrew's Church
Proceed up small hill and turn right at stop sign
Proceed to next traffic signal and turn left onto Goucher Street
HGAC is 1.5 miles on left

ROUTES TO JOHNSTOWN

JOHNSTOWN

Ebensburg

To Altoona>

<To Pittsburgh

<To Pittsburgh

Ligonier

To Harrisburg >

Exit #146 - Bedford
PA Turnpike

Exit #110 - Somerset
PA Turnpike

Exit #91 - Donegal
PA Turnpike

219

22

56

271

22

56

219

56

30

711

30

Pennsylvania
**Department of Labor & Industry**
Commonwealth Technical Institute - Hiram G. Andrews Center

Auxiliary aids and services are available upon request to individuals with disabilities.
Equal Opportunity Employer/Program