



Orleans
TECHNICAL COLLEGE

A program of JEVS Human Services

SCHOOL CATALOG
2015-2017

Court Reporting

Human Services

Telecommunications

*Air Conditioning,
Refrigeration, and Heating*

Building Maintenance

Carpentry

Plumbing and Heating

*Residential and
Commercial Electricity*

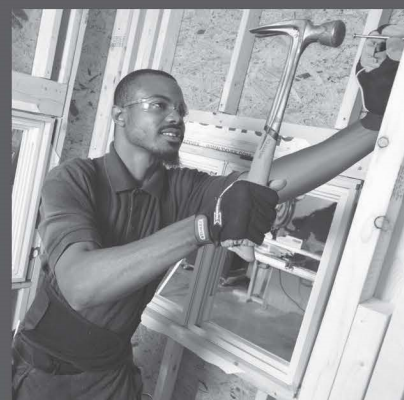




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School Staff/Faculty

ADMINISTRATION

Bernard Eizen, Esq.....	Chair, Board of Directors, JEVS Human Services
Jay Spector, MRP.....	President & CEO, JEVS Human Services
Marian Baldini, MS, MBA, PHR.....	COO, JEVS Human Services
Bruce Fishberg, CPA.....	CFO, JEVS Human Services
Jayne Siniari, MA.....	Campus President, Orleans Technical College
Bill Lynch, MBA.....	Associate Director
Nick Aquilino, BA.....	Information Services Manager
Dalia Arnold, BBA.....	Fiscal Analyst
Deborah Bello.....	Director of Admissions
Anna Bogdanov, M.Ed.....	Academic Affairs Director
Latanya Byrd, BS.....	Director of Student Financial Services
Mary Foley.....	Business Office Manager
James Jesberger.....	Evening Supervisor
Leslie Jones, MS, SPHR.....	Senior Human Resources Manager
Kim Johnson-Leslie.....	Purchasing Manager
Michele Mabie.....	Administrative Assistant
Sylvia Ocasio.....	Youth Coordinator
Melissa Parsons.....	Director of Quality Assurance
Tawana Skipper, BA.....	Director of Career Services
Christine Strimel.....	Administrative Assistant
Chris Tyson, BA.....	Facilities Management Director
Bruce Wartman, M.S.Ed.....	Technology Education Director
Ama Westbrook, BSW.....	Registrar/Student Services Manager

ADMISSIONS

Ryan Stanford.....	Admissions Representative
Dennis Zimmer, AA.....	Admissions Representative
Dottie Steenson.....	Admissions Secretary

STUDENT FINANCIAL SERVICES

Financial Aid	
Ruth Maldonado, BA.....	Senior Financial Aid Officer
Giannina Berrocal.....	Financial Aid Officer
Business Office	
Jessica Huggett.....	Bursar

STUDENT AND CAREER SERVICES

Kelvin Beckwith.....	Classroom Coordinator
Christine Bronson.....	Placement Specialist
Devin Carter, BS.....	Classroom Coordinator
John Chapman.....	Employment Specialist
Vanessa DelaCruz.....	Placement Specialist
Tamika Gary-McClay.....	Employment Specialist
Alan Hoffman, M.Ed.....	Evaluator



School Staff/Faculty

FACULTY

Gregory Burke.....	Instructor
James Cardamone.....	Instructor
Paul Carroll.....	Instructor
Linnae da Silva, CRI, BA.....	Instructor
John DeCaro, CRI, MA.....	Instructor
Denise DiBerardino.....	Instructor
Arlene DiPaolo.....	Instructor
Loretta Doell, CRI.....	Instructor
Joseph Dougherty.....	Instructor
Linda Dunphy.....	Instructor
David Evans.....	Instructor
Sharea Farmer, LSW.....	Instructor
Daniel Fleming.....	Instructor
Lee Friedman.....	Instructor
Francis Gregory.....	Assistant Instructor
Philip Hatrak.....	Instructor
David Henderson.....	Assistant Instructor
Shannon Hill.....	Instructor
Audree Jones.....	Instructor
Paul Kliniewski.....	Assistant Instructor
Virginia Mack.....	Instructor
Bill Madel.....	Assistant Instructor
James Manigrassi.....	Instructor
Linda McFarland, CCR.....	Instructor
William Millard, BS.....	Instructor
Douglas Moore.....	Instructor
Karen Moore.....	Instructor
Regina Murphy, BS.....	Instructor
Denise Page, BA.....	Instructor
John Nicoletti.....	Instructor
John Quinto, Jr., CRI, BA.....	Instructor
Ronald Ricci.....	Instructor
Sharon Ricci, ASB.....	Instructor
Dawn Stoecker, M.L.S.....	Librarian
William Thompson, BA.....	Instructor
Robert Watts.....	Assistant Instructor
James Zimak.....	Instructor

ADMINISTRATIVE SUPPORT STAFF

Tiphany Armstead.....	Purchasing Clerk
Helen Trenholme.....	Clerk
Rachel Ziring, BS.....	Records Custodian

MAINTENANCE SUPPORT STAFF

Mike Gifoli.....	Maintenance
Bob Herrmann.....	Maintenance
Holly Lewis.....	Maintenance



General Information

HISTORY

Orleans Technical College, a program of JEVS Human Services, a large non-profit, social service agency, provides training, support services and job search assistance to residents of the greater Philadelphia metropolitan area. Orleans Tech began enrolling students in 1974 when it was licensed by the Pennsylvania State Board of Private Business Schools as the JEVS School of Business. It originally offered clerical courses to women returning to the workforce. In 1976 and 1977, the JEVS School of Trades was licensed by the Pennsylvania State Board of Trades and three trade programs in Air Conditioning and Refrigeration, Plumbing and Heating, and Residential and Commercial Electricity were established. Licensed in 1978 as the JEVS School of Business and Trades, when the two State Boards were merged, the school continued to grow as did the number and variety of its training programs based on the employment driven needs of area industries. The expansion of course offerings and student services necessitated a move to the A.P. Orleans Vocational Center on Rhawn Street in 1979.

In 1981, Orleans Technical College was accredited by the Accrediting Commission of Career Schools and Colleges (formerly the National Association of Trade and Technical Schools). Our evening school division was added in 1985.

Orleans Technical College opened a branch campus in center city Philadelphia in 1986 offering training in court reporting with programs for beginning and practicing reporters seeking to learn or upgrade their proficiency in machine shorthand. In October 1991, the Pennsylvania Department of Education and the accrediting body granted approval to award an Associate Degree in Specialized Business (ASB) to graduates of the Court Reporting program. This program was updated and approved as a new program in 2007.

Orleans Technical College added the Human Services program in 2006 to meet the large employment need for entry level social service and direct care workers in the Philadelphia area.

By 2007, the growth of the school and the desire to combine all program offerings at one location resulted in the move of all training to 2770 Red Lion Road in Northeast Philadelphia. The newly constructed \$21 million, 88,000 square foot facility was well designed to meet the needs of the training programs we provide. In 2009, Orleans Tech added a newly approved course in Telecommunications Technician. Currently, the programs offered at Orleans Technical College are Court Reporting; Human Services; Air Conditioning, Refrigeration and Heating; Building Maintenance; Carpentry; Plumbing and Heating; Residential and Commercial Electricity; and Telecommunications Technician. Orleans Tech continues to involve its Program Advisory Committees closely in the on-going development of its programs so that its graduates consistently have the skills that meet the hiring needs of area employers.

In 2015, the school changed its official name from Orleans Technical Institute to Orleans Technical College.

PHILOSOPHY

Orleans Technical College was founded upon the concept that intensive skill training is the key to finding and retaining employment in a competitive job market. As the College has grown, so has its belief that it offers a vitally important educational service, on an equal opportunity basis, to Philadelphia-area residents. The philosophy of Orleans Technical College is that men and women who are seeking careers in business and industry need strong skills to offer to potential employers. It prepares students to proceed quickly and smoothly from training in the classroom to entry-level positions in the labor force. Graduates of Orleans Technical College have the skills and confidence required by today's workforce, thus securing bright and productive futures.

MISSION STATEMENT

Orleans Technical College, a non-profit career school, is committed to providing: (1) high quality education through a program of continuous improvement; (2) a student centered environment devoted to helping adults develop the skills they need to succeed in today's workplace; (3) employer responsive training that changes as technology and the job market change; (4) a supportive work environment where our dedicated staff can develop to their fullest potential, while motivating students to succeed.

GOVERNANCE

Orleans Technical College is a program of JEVS Human Services which is governed by a Board of Directors elected at an annual meeting of the organization. A copy of the JEVS Human Services organizational chart, which outlines the oversight structure of the program, is available from the Campus President.



General Information

LOCATION AND FACILITIES

The College is housed in the modern, fully air-conditioned, 88,000-square-foot facility. The College is convenient to public transportation and free parking is available. Learning Resource Centers consisting of reference books and materials are available for supplementary study, along with a variety of audiovisual aids. Internet-connected computers are available for student use. Smoking is not permitted in any part of the building.

The College has spacious classrooms for lectures and modern shop and lab areas. Equipment used by students is representative of the type of equipment being used in today's workplaces. Examples of equipment utilized in each program are:

Air Conditioning, Refrigeration, and Heating

Motors, transformers, capacitors, compressors, furnaces, heat pumps, hydronic heaters, freezers, ice machines, air conditioning and refrigeration units, training equipment meeting Federal requirements for refrigerant recycling, reclamation, and environmental conservation.

Building Maintenance

Gas heaters, hot water heaters, plumbing fixtures and accessories, carpentry and masonry supplies, air conditioners, appliances, switches and replacing circuit breakers, and carpentry saws.

Carpentry

Circular saws, jig saws, miter saws, belt sanders, routers, portable table saws, engineer's level, powder-actuated fastening systems, aluminum bending brakes, tile saws, power planers, drywall guns, drills, and plate jointers.

Human Services

Computers, television, VCR, and DVD player.

Plumbing and Heating

Oil and gas heaters, water heaters, circular saws, band saws, reciprocating saws, shears, flaring tools, plumbing fixtures and accessories, and green technology equipment.

Residential and Commercial Electricity

Motors, controllers, circuit breakers, voltmeters, ohmmeters, ammeters, meter boxes, load centers, PLCs, variable frequency drives and transformers, fire alarm and security systems, EMT benders, practice facilities for residential and commercial wire testing, stick houses, wire fishing rods, ladders, and green technology equipment.

Telecommunications Technician

TV, AVRs, DVD players, computers, C-tech modules, practice facilities for residential and commercial wire testing, stick houses, conduit benders, wire fishing rods, telephone test equipment, (fiber optic, copper cabling, and home entertainment), cable TV equipment, security equipment, green technology equipment, network equipment, electrical test equipment, and ladders.

Court Reporting

Students may rent stenograph machines during theory courses (Steno 101, 102, and 102.5 for day and Steno 101A/B, 102A/B, and 102.5A/B for evening). After students pass the initial theory courses, they must purchase their machines for the duration of the program. The Court Reporting program provides literature on types of machines available and notes the ones that are compatible with the software the program uses. The school does not recommend any specific stenotype machine.

Additional industry-specific classroom equipment is provided to students, including a variety of computer-assisted transcription and editing software; personal computers; computerized steno machines; audio-visual aids, including overhead projection equipment, television, VCRs, wireless broadcast systems with headphones, and audio and video dictation and reference tapes.

ACCREDITATION, APPROVALS, AND LICENSURES

Orleans Technical College is:

Licensed by the State Board of Private Licensed Schools of the Pennsylvania Department of Education

Approved by the Pennsylvania Department of Education, Division of Program Services, to award an Associate in Specialized Business degree (ASB) in Court Reporting

Accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC)

Approved for Veterans Training, Veterans Rehabilitation Training, and Vocational Rehabilitation Training under Title 38

Approved under Pennsylvania's Statewide Eligible Training Provider Program (ETPP) and Trade Adjustment Assistance (TAA)

Approved by the Pennsylvania Board of Vocational Education, Office of Vocational Rehabilitation

Approved by the New Jersey Department of Labor and Workforce Development

Approved by the Council on Approved Student Education of the National Court Reporters Association (NCRA)

Approved under programs of the Pennsylvania Higher Education Assistance Agency (PHEAA)



General Information

MEMBERSHIPS AND AFFILIATIONS

Orleans Technical College's faculty and staff are members of:

- American Society of Curriculum Development (ASCD)
- Association for Career and Technical Education (ACTE)
- Association of Private Sector Colleges and Universities (APSCU)
- Association for Supervision and Curriculum Development (ASCD)
- Association for Talent Development (ATD)
- Building Industry Association (BIA)
- Commission of Minority Transportation Officials (COMTO)
- Eastern Association of Student Financial Aid Administrators (EASFAA)
- Greater Philadelphia Chamber of Commerce
- Home Builders Institute (HBI)
- International Association of Electrical Inspectors (IAEI)
- Independent Electrical Contractors Association
- International Association of Jewish Vocational Services
- International Brotherhood of Electrical Workers
- International Code Council
- International Society of Automation
- International Union of Operating Engineers
- Local #9 Plumbers/Pipefitters Union
- National Association of Home Builders (NAHB)
- National Association of the Remodeling Industry (NARI)
- National Association of Student Financial Aid Administrators
- National Court Reporters Association (NCRA)
- National Electrical Contractors Association (NECA)
- National Fire Protection Association
- New Jersey State League of Master Plumbers (NJSLMP)
- Pennsylvania Association of Private School Administrators (PAPSA)
- Pennsylvania Association of Student Financial Aid Administrators (PASFAA)

- Pennsylvania Court Reporters Association (PCRA)
- Pennsylvania State Power Engineers
- Plumbing Heating Cooling Contractors Association (PHCC)
- Refrigeration Engineers Society
- Residential Construction Academy
- Society for Human Service Management

JEVS Human Services is a constituent agency of the Jewish Federation of Greater Philadelphia and the United Way of Greater Philadelphia and Southern New Jersey.

ADVISORY COUNCILS

Orleans Technical College's Advisory Council, Program Advisory Committees, and the Perkins Participatory Planning Committee advise the College's staff and administration on the skills training programs. Members in these organizations are selected on the basis of their expertise in specific technical and educational areas. The council and committees make recommendations regarding the relevance and adequacy of equipment, review and evaluate curricula, and support the College's vocational education, job search, and student service efforts. They also review and comment on graduation, employment, and retention rates and provide mentoring, presentations, internships, and employment opportunities.



Admissions

NON-DISCRIMINATION POLICY

Orleans Technical College is an equal opportunity education institution. Students are admitted, trained, and referred for employment opportunities without regard to race, color, creed, national origin, gender, disability or age. Orleans Technical College encourages men and women to participate in skills programs considered to be non-traditional. Orleans Technical College is in compliance with Title VI of the Civil Rights Act of 1972 and Section 504 of the Rehabilitation Act of 1973.

Any issues or questions regarding this policy should be directed to the Title IX coordinator:

Associate Director
2770 Red Lion Road
Philadelphia, PA 19114
Office: A-107
215-728-4488

APPLICATION PROCEDURE

Students may enroll at any time during the year by contacting the Admissions Department at:

Orleans Technical College
2770 Red Lion Road
Philadelphia, PA 19114-1014
215-728-4700

Students will meet with an Admissions Representative, complete an application, be interviewed, complete two motivational forms, and obtain a tour of the classrooms. If financial assistance is desired, an appointment will be made with a Financial Aid Officer prior to being officially accepted. When enrollment requirements have been fulfilled, the applicants are required to complete remaining registration and financial prerequisites in order to reserve a place in class.

ADMISSION REQUIREMENTS

1. Students must be 18 years of age or older. (Applicants may be 17 years of age, but must be 18 prior to entering the program.)
2. Applicants must have a high school diploma or equivalent from an approved school or agency.
3. Applicants for the Court Reporting program must provide transcripts from all previous postsecondary schools if they are requesting to transfer credits from another institution.
4. Applicants must have a personal interview with an Admissions Representative.
5. Applicants must pass an entrance test.
6. Applicants may be required to go through preliminary programs such as Success Training, Young Professionals, or Professional Trades Workshop in addition to having a Student Services interview. All

Student Services Interviews must be completed at least one week prior to the start of the training program.

7. Applicants for diploma programs must have a valid driver's license.

Criminal History – Due to the requirements that post-secondary schools provide graduates with job search training and employment opportunities in their training fields, and Orleans Technical College's determination that the College cannot facilitate employment for graduates with felony records in certain academic programs, Orleans Technical College can only accept applicants who do not have a felony conviction in the Air Conditioning, Refrigeration, & Heating, Human Services, and Telecommunications Technician programs. Many crimes are assessed at different levels, such as, summary offenses, misdemeanors, and felonies. Admission to these three programs will not be granted if an adult criminal conviction record appears for the applicant at the felony level.

Examples of Felony Crimes in Pennsylvania:

(This list is a sample list and is not comprehensive of all possible felony crimes.)

Murder/ Homicide/ Assault/ Reckless Endangerment/ Riot
 Terroristic Threats/ Eco-terrorism
 Firearms/ Weapons Offenses/ Incapacitation devices/ Explosives
 Stalking/ Torture/ Corruption of a Minor/ Neglect of Care
 Kidnapping/ Trafficking/ Concealment of Child
 Rape/ IDSI/ Sexual Assault or Exploitation/ Incest
 Arson
 Burglary/ Robbery/ Theft/ Extortion
 Identity Theft/ Forgery/ Fraud/ Deception/ Bribery/ Tampering
 Intimidation/ Retaliation
 Prostitution/ Promoting Prostitution/ Obscene Materials
 Computer Crime
 Controlled Substance Crime
 Criminal Mischief or Vandalism/ Criminal Trespass
 Hazardous Waste Crime

All applicants are notified in writing of their acceptance or non-acceptance into any requested program.

In addition to the above requirements, applicants for the Court Reporting program will also be evaluated for placement purposes only in vocabulary, keyboarding knowledge and ability, and computers.

PROVISIONAL ENROLLMENT

To ensure that all applicants are prepared to succeed in the classroom and workplace, all Human Services students are first provisionally enrolled in the program. During the provisional enrollment period, students are reviewed on their attendance, participation, course performance, attitude and behavior. The provisional enrollment period is 2 weeks in length, specifically defined as the first 10 scheduled class days, not to exceed 15 calendar days from the scheduled class start. Upon successful completion of the provisional period, students will have the



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opportunity to enter the program as regular full-time students. Each student's provisional report will be evaluated by the Provisional Enrollment Committee to determine whether the student has met the criteria for regular student enrollment status. No provisionally enrolled student will enter the program as a regular full-time student without the decision from the Provisional Enrollment Committee. Students will also have the opportunity during the 2-week provisional enrollment period to assess whether the training program is right for them. Those who opt not to enroll as well as those who are not recommended for regular enrollment will have no tuition charged for the 2-week provisional enrollment period. During the provisional enrollment, Orleans Technical College will provide provisionally enrolled students access to all the required texts and materials.

PRE-ADMISSIONS TUTORING

All applicants with limited mathematics or English/reading skills are encouraged to obtain appropriate tutoring support. Information regarding free tutoring programs is available from our Admissions Department.

POLICY FOR RE-ENTRY

Students who have been terminated by the College may be considered for re-entry if supporting documentation is submitted to the College. It is the goal of Orleans Technical College to ensure that all returning students are qualified and capable of completing training and finding and maintaining full-time employment. However, Orleans Technical College is under no obligation to re-admit former students.

Re-Entry Procedure

For Diploma Programs:

1. Submit in writing a description of the issues that resulted in your leaving the training program. Your letter should include your current mailing address and phone number, and it should answer the following questions: (1) Why did you leave school; (2) how have you resolved any problems that caused you to leave the school; and (3) why should you be considered for re-admission. Please submit your letter in writing to: the Associate Director, Orleans Technical College, 2770 Red Lion Road, Philadelphia, PA 19114.
2. Meet with the Classroom Coordinator. Mandatory attendance at a support/orientation program prior to re-entry may be required.
3. Meet with the Director of Admissions for re-enrollment.
4. Meet with the Director of Student Financial Services or a student financial services representative to resolve any previous financial issues, explore financial aid options, and discuss tuition payment plans.

The applicant will be notified in writing of the decision. A student may only be considered once for re-entry to Orleans Technical College.

For the Court Reporting Program:

1. Obtain a Re-enrollment application from the Registrar/ Student Services Manager.
2. Meet with the Registrar/Student Services Manager to determine earned credits and remaining course requirements.
3. Meet with the Director of Student Financial Services or a student financial services representative to resolve any previous financial issues, explore financial aid options, and discuss tuition payment plans.
4. Complete the Re-enrollment forms and application.
5. Schedule a Re-enrollment Interview with the Technology Education Director.

The completed application is submitted to the Technology Education Director for final review. The applicant will be notified in writing of the decision. An appeal may not be granted for a student that was previously allowed to re-enter the program.

TRANSFER OF CREDITS TO ANOTHER INSTITUTION

Decisions concerning the acceptance of credits by any institution, other than the granting institution, are made at the sole discretion of the receiving institution. No representation is made whatsoever concerning the transferability of Orleans Technical College credits to any institution, unless a formal articulation agreement is in place.

Students interested in continuing their education at, or transferring to, other institutions, should not assume that credits earned at Orleans Technical College will be accepted by the receiving institution. An institution's accreditation does not guarantee that credits earned at the institution will be accepted for transfer by any other institution. Students must contact the Registrar of the receiving institution to determine which Orleans Technical College credits, if any, that institution will accept.

Articulation Agreements: Orleans Technical College's Human Services program currently has articulation agreements with Community College of Philadelphia, Springfield College, and the University of Phoenix. Orleans Technical College has an articulation agreement with the University of Phoenix to accept credits from Air Conditioning, Refrigeration and Heating; Building Maintenance; Residential/Commercial Electricity; Plumbing and Heating; Carpentry; Telecommunications Technician.

TRANSFER OF CREDITS FROM ANOTHER INSTITUTION

The Court Reporting program accepts transfer credit for courses completed within the past seven years at other accredited, postsecondary institutions, when comparable in scope and content to the Court Reporting program's courses. All requests to evaluate transfer credit must be made and assessed during the admissions process and prior to the applicant signing an enrollment agreement. A minimum grade of 2.5, as measured on a 4.0 scale, is required in each course for acceptance of credits.

Students who wish to transfer credits to the Court Reporting program must provide a transcript of grades from the previous institution(s) and



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may also be asked to provide supporting documentation such as a course catalog or syllabus.

The Registrar/Student Services Manager is charged with evaluating and approving transfer credit. The Admissions Department will assist the student with obtaining any necessary documentation.

A minimum of 39 credits must be taken and earned at Orleans Technical College to be eligible for an Associate in Specialized Business Degree in Court Reporting.

This transfer of credit procedure does not apply to the following skill-based courses:

- Keyboarding 1 (K101)
- Keyboarding 2 (K102)
- All Stenotype Classes

Keyboarding courses may be challenged in accordance to the "Challenge of Courses for the Court Reporting Program" section of Orleans' School Catalog. Applicants wishing to transfer-in credit for previous stenotype courses will be tested for the appropriate placement level based on their transcript. Applicants will take a five-minute, dictated examination, which will be scored to ensure 95% accuracy. If an applicant passes the test, s/he will be allowed to enroll at the next highest speed level, and will receive credit for all prior speed levels. If an applicant does not pass the test, s/he will be tested at each subsequently lower speed until the appropriate placement level is achieved with 95% accuracy.

PENNSYLVANIA DEPARTMENT OF EDUCATION'S PROGRAMS OF STUDY

Orleans Technical College will accept the following transfer-in credits:



- Air Conditioning, Refrigeration and Heating
 - 0.5 credit for Introduction to Safety in Air Conditioning, Refrigeration, and Heating
 - 0.5 credit for Basic Tools for Air Conditioning, Refrigeration, and Heating
- Building Maintenance
 - 4.5 credits for Electricity and Blueprint Reading
- Carpentry
 - 1.0 credit for Blueprints
 - 0.5 credit for Carpentry Tools
- Plumbing and Heating
 - 0.5 credit for Safety in Plumbing and Heating
- Residential and Commercial Electricity
 - 0.5 credit for Introduction to Electricity

Orleans Technical College will provide the articulated credits to applicants who provide a high school diploma and transcript to verify that they (1) graduated from a high school that participates in the Pennsylvania Department of Education's Programs of Study; (2) earned a minimum of a 2.5 grade point average in their technical

courses; (3) achieved competent or advanced level on the secondary school end-of-program assessment that is appropriate to the approved PDE Program of Study; (4) achieved proficiency on all of the approved PDE Program of Study Secondary Competency Task List. In addition, all applicants must achieve a passing score on Orleans Technical College's trade proficiency test and meet all of Orleans Technical College's admissions criteria.

CHALLENGE OF COURSES FOR THE COURT REPORTING PROGRAM

The Court Reporting program offers applicants the opportunity to challenge (test out of) certain courses when they are unable to provide documentation to verify that they already possess a high level of skill and knowledge for successful completion. By taking and passing the final exam for the course, the student will receive credit for each specific course and will not be required to pay for the credits of the courses that they successfully challenge.

Students will be allowed to challenge a maximum of 4 courses throughout the length of the Court Reporting program. This is to ensure that a full educational experience has been obtained through current instructional methodologies.

Credits received by successfully challenging a course are not calculated into the minimum 39 non-transferred credits required to receive an Associate in Specialized Business Degree in Court Reporting.

For a \$100 fee for each course, all courses offered at the Court Reporting Program can be challenged during the enrollment process or prior to the first day of the term in which the course is offered except for:

- Court Reporting Procedures, Internship, RPR Prep, Seminars for Success, Transcript Editing

The challenge tests and test fees for Keyboarding I, Keyboarding II and Introduction to Computers must be taken and paid for during the admissions process. These three courses will not be allowed to be challenged at any other time during the program. If these courses are not challenged during the admissions process, they must be taken in their entirety in order to graduate from the program.

Once the class is in session, the option of challenging the course does not apply.

All challenge fees are payable by check or cash. The payment is due before taking the test and is non-refundable regardless of the outcome. A successful course challenge requires a grade of at least 88% for academic courses with the exception of Legal Terminology which requires 80%.

AUDITING OF COURSES FOR THE COURT REPORTING PROGRAM

In some cases, a student who has received transfer credit for a particular course from another school may wish to refresh his or her knowledge by auditing that course at Orleans Technical College. Students who wish to audit a course may do so for half of the total tuition for each course audited. They will receive a grade and are



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expected to abide by all classroom rules as outlined by the instructor. However, grades given will not be used in the computation of grade point average, satisfactory academic progress, attempted credits, or earned credits.

Students who are auditing a course for which credit already has been received for the purpose of reviewing the course content, will not receive a grade or credit for that course.

CREDIT-ONLY ENROLLMENT FOR THE COURT REPORTING PROGRAM

Applicants, who wish to take individual courses, but not enter the degree program, may apply at the Registrar/Student Services Manager's office for a course when it is offered. Upon completion, the student will receive a transcript of the course completed. Credit-only students are not eligible for financial aid or a degree award.

Credit-only students are required to submit an official transcript indicating their high school diploma or General Equivalency Diploma (GED). This must be presented at the time of application. The full admissions entrance requirement is waived. Students are limited to two credit-only courses between Steno Levels 3 and 7.

If a student wishes to register for additional courses, exceptions can be made by submitting a letter of application detailing impact on work experience relativity. If approved, the student will receive a letter from the Technology Education Director. This opportunity is available for those students who have considerable work experience in the field, have received a degree or diploma and wish to upgrade their skills.

The school, at its discretion, reserves the right to review every request and/or limit the number of additional courses allowed.

ACADEMIC CALENDAR

Orleans Technical College is open from 7:45 a.m. to 10:00 p.m., Monday through Thursday, and 7:45 a.m. to 5:00 p.m. on Friday.

Program start and end dates are listed on the class schedule. Diploma programs operate on a 12-month schedule. New classes begin at periodic intervals throughout the year. While every effort is made to assign students to the schedule they prefer, the College reserves the right to alter class schedules and dates when necessary. Such changes do not alter the course costs or refund policy as stated in the enrollment agreement. Students who have enrolled are issued a refund of tuition paid if postponement of classes exceeds two weeks and the student does not want to enroll in the postponed class. The Court Reporting Program operates on a 12-month, 15-week term (trimester) schedule.

The College is closed for the following holidays:

New Year's Day	Martin Luther King, Jr. Day
Presidents' Day	Passover (1 st Day)
Memorial Day	Independence Day
Labor Day	Rosh Hashanah (1 st and 2 nd Days)
Yom Kippur	Veterans' Day
Thanksgiving Day	Christmas Day

In addition, diploma program students receive winter and summer breaks; Court Reporting students receive breaks between terms and in July.

GAINFUL EMPLOYMENT DISCLOSURE INFORMATION

For Gainful Employment disclosures, including graduation rates, the median debt of students who completed the program, and other important information, please visit www.ortech.edu.

Financing Your Education

TUITION AND FEES

Tuition and fees are listed on the "Tuition and Fees Schedule" for each program which is an addendum to this catalog. Tuition charges and payments are made according to the schedule established on the enrollment agreement. The registration fee, which must accompany all applicants for admission, covers the cost of assembling the candidate's credentials and administering admissions tests. It is refundable if an applicant is not accepted for admission.

INFORMATION REGARDING COMPARABLE PROGRAMS

Information regarding comparable program tuition, fees, and program length is available from:

Accrediting Commission of Career Schools and Colleges
2101 Wilson Boulevard, Suite 302
Arlington, VA 22201
703-247-4212

Additional information on comparable programs is available through the U.S. Department of Education at <http://collegenavigator.ed.gov>.

PAYMENT OPTIONS

Tuition is due 10 days before the start of class. However, special arrangements may be made for students unable to meet this obligation.

I. Payment in Full

The student may make one payment in full for the entire program 10 days prior to class start but no later than the program's first scheduled orientation day.

II. Term Payments

Students may choose to make a payment prior to the beginning of each term. These tuition payment plans are scheduled for a term and are typically made in 2 or 4 installments depending on the length of the program.

III. Monthly Payments

Students may choose to pay by making convenient monthly payments. These payment plans normally extend throughout the student's enrollment. The first payment is typically due 10 days prior to class start but no later than the program's first scheduled orientation day.

To meet financial obligations, students must do one of the following:

- Make a payment in full to cover the tuition, fees, books, supplies, and/or tools
- Select a payment option listed above and have an approved signed payment plan with Student Financial Services
- Have an approved signed payment plan with Student Financial Services using a combination of the above payment options and/or financial aid assistance from one of the approved fund sources listed below under **Sources of Financial Aid**



Financing Your Education

FINANCIAL AID APPLICANTS

Orleans Technical College believes that tuition costs should not prevent qualified and interested individuals from enrolling in its programs and will make every effort to assist applicants in securing financial aid for those who qualify. Its programs are approved by the U.S. Department of Education to participate in the administration of Title IV funds. The College will make every effort to assist applicants in applying for financial aid and/or set-up a reasonable payment plan while in school.

DEFINITION OF AN ACADEMIC YEAR

Orleans Technical College defines an academic year as one which requires a minimum of 30 weeks of instructional time in which:

Specialized Associate Degree program students are expected to complete at least 12 credits per term for full-time; 9-11 credits per term for three-quarter-time; and a minimum of 6 credits per term for half-time. A term is a minimum of 15 weeks.

Diploma program students are expected to complete at least 12 credits per payment period for full-time; 9-11 credits per payment period for three-quarter-time; and a minimum of 6 credits per payment period for half-time. A payment period is a minimum of 12 weeks for day diploma programs and 26 weeks for evening diploma programs.

SOURCES OF FINANCIAL AID

Federal Pell Grant:

Federally funded program to assist needy undergraduate students. Eligibility for this grant is determined by the U.S. Department of Education's analysis of the information provided on the Free Application for Federal Student Aid (FAFSA). Students with a prior bachelor's degree are not eligible for a Federal Pell Grant.

Federal Supplemental Education Opportunity Grant (FSEOG):

Federally funded program to assist students who are eligible for a Federal Pell Grant and have exceptional financial need. The amounts of these grants are based on the need and the availability of funds.

The William D. Ford Federal Direct Loans:

These loans are low-interest loans that are borrowed directly from the U.S. Federal Government by students attending school at least half-time.

Federal Stafford Loans:

There are two types of Federal Stafford Loans, subsidized and unsubsidized. A subsidized loan is awarded on the basis of financial need. Students will not be charged interest while enrolled in school at-least half-time or during grace and deferment periods; the Federal Government "subsidizes" the interest during these periods. First-time subsidized student loan borrowers are limited to borrowing up to 150% of the length of their program of study. Unlike

a subsidized loan, an unsubsidized loan is not awarded on the basis of need. Students will be charged interest from the time the loan is disbursed until it is paid in full. Students may choose to pay the interest quarterly as it accumulates. If students allow this interest to accumulate, it will be capitalized; that is, the accrued interest will be added to the principal balance of the loan. This will increase the amount that the student has to repay. Repayment normally begins 6 months after the student's last date of attendance or as early as 30 days after the student's attendance falls below half-time status.

Federal Direct Plus Loans (PLUS):

PLUS Loans are available to assist parents with the education expenses of each child who is a dependent student enrolled in school at least half-time. Parents are subject to a credit check. Repayment of this loan begins typically within 30 days after the loan is fully disbursed.

Consolidation Loans:

Under federal guidelines, consolidation pays off existing student loans and consolidates them into one monthly payment on a single, new loan, generally with an extended repayment period and fixed interest rate. Consolidation also allows students to take advantage of different repayment options designed to provide the lowest possible monthly payments.

Federal Work Study (FWS):

FWS provides jobs for undergraduate students who need financial aid to help pay educational expenses. The program encourages community service work. Eligible students may apply for FWS jobs through Student Financial Services.

Veteran's Benefits:

Veteran's benefits are administered by the Pennsylvania Department of Education according to federal statutes applicable to a veteran's status.

Pennsylvania Higher Education Assistance Agency (PHEAA) Grants:

PHEAA grants provide assistance that does not have to be repaid to eligible full-time and part-time Pennsylvania residents. Students must be able to meet the domicile requirements. The information provided on the Free Application for Federal Student Aid (FAFSA) is automatically forwarded to PHEAA. Students may be required to provide additional information.

Only students who are enrolled in our Court Reporting program are eligible to apply for the PHEAA State Grant provided they have not earned a bachelor's degree. PHEAA State Grant recipients who drop or withdraw from a course(s) any time during the term may owe a refund to PHEAA State Grant and Special Programs Division.

Students in certain trade programs may qualify for other types of PHEAA grants.

Office of Vocational Rehabilitation (OVR):

OVR benefits are administered by the Pennsylvania Department of Education according to an applicant's rehabilitation needs.



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SCHOLARSHIP AWARD PROGRAMS

Wilcox & Fetzer Scholarship for Court Reporting Program Delaware Residents:

Wilcox & Fetzer LTD. will award one annual scholarship of \$1,000 to an incoming Court Reporting student who resides in the state of Delaware. Applicants may apply through the Student Financial Services Department.

Other scholarships may also be available for Orleans Technical College students from outside sources. These scholarships are not guaranteed or offered every year. The availability of the funds and the award amounts may vary, depending on the funding source. Most of the outside scholarships require that the student have financial need, provide letters of recommendation, meet satisfactory attendance and academic standards, and participate in interviews. An exit interview is required if funds are awarded.

Any unused portions of scholarship funds will be returned to the funding source for recipients who do not complete their program of study in which the funds were awarded.

Students may contact the Admissions Office or the Student Financial Services Department for scholarship information.

LATE TUITION PAYMENTS

Tuition payments are due on the date set forth in the enrollment agreement and/or signed payment plan. For any tuition payment more than 10 calendar days late, the student may be charged a 1.5% late fee. The student will receive a warning letter allowing two weeks for the arrears to be paid.

If the tuition is not paid by the date stipulated in the warning letter, the student will be placed on financial suspension and will not be permitted to attend class. When the student makes payment, class attendance may resume. If the payment in arrears has not been made by the conclusion of the suspension period, the student will be terminated from the program. This policy does not apply to those students whose tuition is paid directly to the school by their employers or by other funding sources.

CANCELLATION AND REFUND POLICY

Orleans Technical College charges students by the term as indicated below. Payment for each term is due ten days prior to the start of each term unless a payment plan has been arranged with the Student Financial Services Department.

Cancellation Prior to Starting Classes:

If an applicant is not accepted by the College, a full refund of all monies paid will be made to the applicant, including the registration fee, if previously paid. Applicants may cancel enrollment at any time before the start of classes. If the applicant cancels the enrollment, all monies paid by the applicant, including the registration fee, will

be refunded if requested on or before the fifth calendar day following the signing of the enrollment agreement. The student must provide a receipt of his or her payment. If cancellation notification is made in writing, the postmark date will be the effective date of cancellation. If cancellation notification is made verbally, it shall be confirmed in writing by the student within an additional period of five calendar days. If an applicant is a minor, the cancellation notice must be signed by a parent or guardian. Upon cancellation after the fifth calendar day following the date of the signing of the enrollment agreement, but prior to the start of training in the program, all monies paid to the school will be refunded, with the exception of the registration fee, which shall be nonrefundable and retained by the school at any time that the student cancels enrollment after the foregoing five calendar day period.

Withdrawal After Starting Classes:

In accordance with state guidelines, the following refund policy shall apply if the student withdraws after classes begin. If a student cancels enrollment by means of withdrawing from the school, or being terminated by the school, after initiating training but during the first 7 calendar days of the term, the student is entitled to a 75% tuition refund for that term plus any tuition paid beyond that term. If cancellation occurs after the first 7 days, but within 25% of the term, the student is entitled to a refund of 55% of the tuition for the term plus any tuition paid beyond that term. Upon cancellation after 25% but within 50% of the term, the student is entitled to a refund of 30% of the tuition for the term plus any tuition paid beyond that term. Upon cancellation beyond 50% of the term, there will be no refund due for that term. Students are charged 100% of tuition and fees for all completed terms whether they withdraw or are terminated. Students will be charged 100% of the cost of books, equipment, supplies, and tools to their account during the term regardless of when they withdraw or are terminated. Any tuition paid beyond that term will be refunded in full. All refunds, if required, will be made within 30 calendar days of the date the student fails to enter a term or the date of determination that the student has officially withdrawn, been terminated, or fails to return from a leave of absence. If at the end of the term, the institution determines that the student has unofficially withdrawn, the student will be terminated.

The termination date for refund computation purposes is the last date of recorded attendance.

In addition to the forfeiture of the registration fee, an administrative fee of \$100 is charged to students when they withdraw or are terminated from a term after starting classes.

For refund purposes, programs are divided into terms as follows:

Degree Programs: All terms equal 15 weeks

Diploma Programs of 24 weeks are two 12-week terms;
Diploma Programs of 52 weeks are four 13-week terms.



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Equipment:

Students who rent the electronic steno machine through the school prior to purchasing their own machine will be charged 100% of the cost of the electronic steno machine if it is lost or stolen and if the student does not return the machine prior to withdrawing or being terminated from a term.

Return of Federal Funds:

The federal government mandates that students who withdraw from all classes prior to completing 60 percent of the term may only keep the federal financial aid they have "earned" up to the time of withdrawal. Title IV funds that were disbursed in excess of the earned amount must be returned by the school and/or the student to the federal program and/or the federal loan lender. To determine the amount of federal aid earned up to the time of withdrawal, the school will divide the number of calendar days you attended classes by the total number of calendar days in the semester (less any scheduled break of five days or more). The resulting percentage is then multiplied by the total federal funds that you accepted. This calculation determines the amount of aid that you earned and are allowed to keep. For specific information on this policy, please refer to the *Student Consumer Information Handbook*.

Entrance Dates, Class Schedules, and Curricula:

Students enrolled in a degree or diploma program must report the first day of class start in order to maintain a position in class; however, the student will be given a reasonable extension of time to report should it be an act of God that would necessitate a delay in starting. The school reserves the right to alter class schedules, cancel courses or programs, change instructors, sequence of instruction, class location or postpone starting dates. Students will not incur extra tuition or fee charges in the case of such changes. Students who have enrolled but have not started attending school because of postponement by the school will be issued a refund of all monies paid if postponement exceeds 2 weeks.

Enrollment under the new starting date or schedule will necessitate the signing of a new enrollment agreement. The student must complete the program as specified in this agreement, and any changes in the ending date will necessitate the signing of a new enrollment agreement. All other terms and conditions of this Enrollment Agreement, including the refund policy referred to above, will apply under any such new enrollment agreement.

Termination by the School:

Any student who fails to attend regularly, violates the school's rules and regulations, or does not maintain satisfactory progress is subject to suspension and or termination from the school. Students who are terminated will be governed by the refund policy set forth in this agreement and in the current school catalog. The student understands that absence from a regularly scheduled class including suspension does not relieve him/her of tuition liability.

PLACEMENT SERVICES: ALTHOUGH JOB SEARCH ASSISTANCE WILL BE PROVIDED BY THE SCHOOL AT NO ADDITIONAL COST, THE SCHOOL CANNOT GUARANTEE EMPLOYMENT.

Program Completion:

Upon satisfactory completion of academic, attendance, and tuition requirements, the student will receive an Associate in Specialized Business degree, a diploma, or certificate, as applicable under this Agreement, provided he/she meets the graduation requirements as stipulated in the current school catalog. If the student completes the program but does not meet graduation requirements, a letter verifying attendance at the school will be given upon request.

Pennsylvania State Refund Policy:

If a student cancels enrollment by means of withdrawing from the school, or being terminated by the school, after initiating training but during the first seven calendar days of the term, the student is entitled to a 75% tuition refund for that term plus any tuition paid beyond that term. If cancellation occurs after the first seven days, but within 25% of the term, the student is entitled to a refund of 55% of the tuition for the term plus any tuition paid beyond that term.

Upon cancellation after 25% but within 50% of the term, the student is entitled to a refund of 30% of the tuition for the term plus any tuition paid beyond that term.

Upon cancellation beyond 50% of the term, there will be no refund due for that term. Any tuition paid beyond that term will be refunded in full.

FOR REFUND PURPOSES, PROGRAMS ARE DIVIDED INTO TERMS AS FOLLOWS:

Degree Programs: All terms equal 15 weeks
Programs of 24 weeks (two 12-week terms)
Programs of 52 weeks (four 13-week terms)

The last date of recorded attendance is used for refund computation purposes.

Short-Term Programs:

If a student withdraws or is terminated by the College from a program under 100 clock hours, all unearned tuition paid by the student will be refunded according to the state refund policy.

FEDERAL POLICY REGARDING THE RETURN OF FEDERAL FUNDS

Many students at the school receive Federal (Title IV) funds to assist them in paying for the institutional costs (tuition, fees, books, equipment) as well as other school-related expenses (transportation, child care, personal expenses, housing, food). Title IV funds include: Unsubsidized Federal Stafford loans, Subsidized Stafford loans, Federal PLUS loans, Federal Pell Grants, and



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Federal SEOG grants.

When a student withdraws or is terminated from school, that student's earned Title IV aid is recalculated based on the actual number of days attended during the payment period (term). Any unearned aid is returned to the appropriate Title IV aid programs. If a student completes more than 60% of the payment period (term), that student earns 100% of the Title IV aid awarded during that payment period (term). If a student completes 60% or less of the payment period (term), the Title IV aid earned is directly proportional to the percentage of days attended. The number of days attended is determined by counting from the first day of the term to the student's last day of attendance; the percentage of days attended is calculated by dividing the number of days attended by the number of days in the payment period (term). For example, if a student attends 27 days in a term of 105 days, that student earned 25.7% (27/105) of the Title IV aid awarded during that payment period.

If the amount of the Title IV aid the student has earned is less than the amount of Title IV aid that has already been disbursed to the student, then Title IV aid must be returned. No additional disbursements will be made. However, if the amount of Title IV aid the student has earned is greater than the amount of Title IV aid received and there is additional Title IV aid that could have been disbursed, then a post-withdrawal disbursement is due.

This policy specifies, by program, the order in which a school and a student must return the Title IV funds. Unearned Title IV funds are returned first to the Title IV loan program in the following order: Unsubsidized Federal Stafford loans, Subsidized Stafford loans, and Federal PLUS loans. Any remaining funds are returned to the grant programs in the following order: Federal Pell Grants, Federal SEOG grants, other Title IV grant or loan assistance. When students are required to return grant funds, the student receives a 50% discount so that the student only returns half of the grant overpayment.

All refunds, if required, will be made within 30 calendar days of the date the student fails to enter or the date of determination that the student has officially withdrawn, been terminated, or fails to return from a leave of absence. If at the end of the term, the institution determines that the student has unofficially withdrawn, the student will be terminated.

SATISFACTORY ACADEMIC PROGRESS (SAP) FOR THE COURT REPORTING PROGRAM

The Satisfactory Academic Progress policy applies to all students. Federal financial aid eligibility is impacted by a student's ability to maintain satisfactory academic progress (SAP). In order to satisfy the requirements of SAP, a student must maintain a specified grade average (2.0) and also be proceeding through the program at a pace which leads to completion within a specified time frame (150% of normal completion, measured in credit hours). A student's SAP will be evaluated at regular intervals (end of each term) as the student progresses through the program.

The following criteria must be satisfied at the end of each term in order to achieve SAP:

1. The student must maintain a 2.0 grade point average (GPA) for the term.
2. The student's cumulative grade point average (CGPA) must be 2.0 or above. The CGPA is the grade average over all terms.
3. The student must be adequately progressing toward completion of the program as measured by:
 - a. the total number of attempted credits, which must not exceed 150% of the published program length in credit hours; and
 - b. earning a minimum number of credits attempted at the end of certain terms. See SAP Pace Requirements table below.

If any of the criteria listed in (1), (2), and (3) are not met a student will be placed on a **financial aid warning status** until the next evaluation period. Although the student may continue to receive financial aid during the subsequent period of enrollment, students may not be granted consecutive financial aid warning statuses. In addition, if the student fails to reestablish SAP by the end of the subsequent term, the student will not be eligible to receive federal financial aid.

If the evaluation period following the *financial aid warning status*, remains unsatisfactory, the student will be placed on a **suspension status**. This status indicates that the student has not met the SAP criteria listed above and is not eligible to receive Federal Financial Aid.

SAP Pace is defined as a percentage of the cumulative number of credit hours completed divided by the cumulative number of credit hours attempted or scheduled. Please see SAP pace requirements for the Court Reporting programs below:



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SAP Pace Requirements — Court Reporting Program			
Minimum and Maximum Credits Required to Maintain Title IV Financial Aid Eligibility			
Program Credit Hours 107.5 X 150% Maximum Timeframe = 161.25 credits (Maximum Attempted Allowed)			
Day School, 9 Terms		Evening School, 12 Terms	
Terms	% of attempted credits	Terms	% of attempted credits
2, 3	50%	3-5	50%
4, 5	60%	6-8	60%
6+	67%	9+	67%

Incompletes, Withdrawals, and/or Repeated Courses: All incomplete, withdrawn, and repeated courses will count as attempted credits which may prohibit the student from completing within the maximum timeframe.

An “I” for incomplete may be given for specific courses when a student has work or tests to make up. Incomplete work must be made up by the first day of the subsequent term in which the student is enrolled. Failure to meet this requirement will result in an “F” for the course.

Transfer Credit Hours will be counted in both completed and attempted/scheduled number of credit hours when determining the student’s pace of completing the program.

Financial Aid Warning: A student will be placed on a financial aid warning if any of the requirements listed in (1), (2), or (3) are not met. If the evaluation following the financial aid warning payment period is unsatisfactory, Title IV financial aid eligibility will be suspended, and no further financial aid award will be made.

Suspension: Status granted to a student who has not met the SAP requirement as stated above and is not eligible to receive federal financial aid.

Financial Aid Probation: Status granted to a student who has won an appeal to have his/her federal financial aid re-instated.

Academic Review: A student who has been on SAP Suspension and does not achieve SAP by the conclusion of the review period following the status of suspension may meet with members of the SAP Review Committee. Following an academic review, the SAP committee will either terminate the student or allow the student to continue in the program with a status of Academic Review. A student on academic review is not eligible to receive federal financial aid.

Non-Regular Student: Status granted to a student who has not completed the minimum credits as stated in the SAP Pace requirements above or who will not complete the program within the maximum time frame. A non-regular student is ineligible to

receive financial aid and must pay his or her own expenses. A non-regular student is ineligible for a degree.

Appeals: A student has the right to appeal the status of “suspension” by submitting a letter to the Appeals Committee in care of the Technology Education Director. A student will only be allowed to appeal a status of “suspension” three (3) times during the student’s enrollment.

The letter should describe any circumstances such as a family death, student injury or illness, or other extenuating circumstances the student feels deserve further consideration. The appeal letter should include the details of the mitigating circumstances that had contributed to the unsatisfactory attempts to meet academic progress. For example, medical conditions should include a doctor’s note. The doctor’s note should include a release to return to school without any limitations to successfully complete the program of study and find gainful employment. The student should also explain how his/her situation has changed to allow him/her to regain the required SAP.

Submitting an appeal does not guarantee Title IV Financial Aid reinstatement. Students will be notified by the Technology Education Director if their appeal has been approved or denied within 15 calendar days of the receipt of the student’s appeal letter.

Appeal Approval: If the student’s appeal is approved, the student will be placed on **Financial Aid Probation**. The student’s financial aid will be reinstated. The student’s progress will be evaluated at the end of an established period of enrollment (typically one payment period). The Technology Education Director may require the student to sign an institutional academic plan established by that Director to ensure that the student meets satisfactory academic progress within the specified program’s maximum timeframe, as measured in credit hours (see the SAP Pace table above).

Appeal Denials: If the student’s appeal is denied, the student’s federal financial aid will be terminated. Students may complete the remainder of the program without Title IV financial aid assistance by establishing a reasonable private payment plan.



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Financial Aid Reinstatement: Financial aid eligibility will be reinstated when the student re-establishes SAP status. This is accomplished by either:

1. elevating the grade average to the stated level and demonstrating a satisfactory pace that would lead to timely completion of the program; or
2. winning a decision on appeal.

A student whose financial aid has been suspended and who transfers from one program to another (Day to Evening/vice versa) or who re-enters school following a withdrawal, will remain on suspension. Financial aid eligibility will be reinstated when the student re-establishes SAP status.

SATISFACTORY ACADEMIC PROGRESS (SAP) FOR DIPLOMA PROGRAMS

The Satisfactory Academic Progress policy applies to all students. Federal financial aid eligibility is impacted by a student's ability to maintain satisfactory academic progress (SAP). In order to satisfy the requirements of SAP, a student must maintain a specified grade average (2.0) and also be proceeding through the program at a pace which leads to completion within a specified time frame (150% of normal completion, measured in credit hours). A student's SAP status will be evaluated at the conclusion of each payment period.

The following criteria must be satisfied at the evaluation point(s) in order to achieve SAP:

1. The student must maintain a 2.0 cumulative grade point average.
2. The student must be adequately progressing toward completion of the program as measured by:
 - a. the total number of attempted credits, which must not exceed 150% of the published program length in credit hours; and
 - b. 67% of credits attempted must be earned by the conclusion of the 1st payment period. See SAP Pace Requirements table below.

A student will receive a grade report both at the conclusion of the 1st payment period and at completion of the program. If either of the two criteria given above is not satisfied, a student will be placed on a **financial aid warning** status. Although the student may continue to receive financial aid during the subsequent period of enrollment, students may not be granted consecutive financial aid warning statuses. In addition, if the student fails to reestablish satisfactory academic progress by the end of the program, the student **will not be eligible to receive federal financial aid.**

Failure to meet SAP by the conclusion of the payment period following a status of **financial aid warning** will result in termination from the program.

SAP Pace is defined as a percentage of the number of cumulative number of credit hours completed divided by the cumulative number of credit hours attempted or scheduled. Please see the SAP Pace requirements for the diploma programs below:

SAP Pace Requirements				
Minimum and Maximum Credits Required to Maintain Title IV Financial Aid Eligibility				
And				
Program Maximum Attempted Allowed (150% Maximum Timeframe)				
Program Name	Total Credit Hours	Credits Attempted by Conclusion of 1st Payment Period	67% of Attempted Credits are acceptable by end of 1st Payment Period	Maximum Allowed 150%
Air Conditioning, Refrigeration & Heating	24	12	8.04	36
Building Maintenance	25	12.5	8.37	37.5
Carpentry	25.5	12.75	8.54	38.25
Human Services	26	13	8.71	39
Plumbing and Heating	25	12.5	8.37	37.5
Residential and Commercial Electricity	26	13	8.71	39
Telecommunications Technician	25	12.5	8.37	37.5



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Incompletes, Withdrawals, and/or Repeated Courses:

All incomplete, withdrawn, and repeated courses will count as attempted credits which may prohibit the student from completing within the maximum timeframe.

An “I” for incomplete may be given for specific courses when a student has work or tests to make up. Incomplete work must be made up within 12 calendar days of the last date of attendance. Failure to meet this requirement will result in an “F” for the course.

Transfer Credit Hours will be counted in both completed and attempted/scheduled number of credit hours when determining the student’s pace of completing the program.

Financial Aid Warning: A student will be placed on a financial aid warning if any of the requirements listed in points (1) or (2) are not met by the conclusion of the first payment period. If the evaluation following the financial aid warning payment period is unsatisfactory, Title IV financial aid eligibility will be suspended, and no further financial aid award will be made.

Suspension: status granted to a student who has not met the satisfactory academic progress requirement as stated above and is not eligible to receive Federal Financial Aid.

Financial Aid Probation: status granted to a student who has won an appeal to have his/her federal financial aid re-instated.

Appeals:

A student has the right to appeal the status of “suspension” by submitting a letter to the Appeals Committee in care of the Academic Affairs Director (Building Trades Programs) or Technology Education Director (Human Services Program). A student will only be allowed appeal a status of “suspension” once during the student’s enrollment.

The letter should describe any circumstances such as a family death, student injury or illness, or other extenuating circumstances the student feels deserve further consideration. The appeal letter should include the details of the mitigating circumstances that had contributed to the unsatisfactory attempts to meet academic progress. For example, medical conditions should include a doctor’s note. The doctor’s note should include a release to return to school without any limitations to successfully complete the program of study and find gainful employment. The student should also explain how his/her situation has changed to allow him/her to regain the required satisfactory academic progress by the conclusion of the next payment period.

Submitting an appeal does not guarantee Title IV Financial Aid reinstatement. Students will be notified by the Academic Affairs Director or Technology Education Director if their appeal has been approved or denied within 15 calendar days of the receipt of the student’s appeal letter.

Appeal Approval: If the student’s appeal is approved, the student will be placed on **Financial Aid Probation**. The student’s financial aid will be reinstated. The student’s progress will be evaluated at the end of an established period of enrollment (typically one payment period). The Academic Affairs Director or the Technology Education Director may require the student to sign an institutional academic plan established by that Director to ensure that the student meets satisfactory academic progress within the specified program’s maximum timeframe, as measured in credit hours (see SAP Pace table above).

Appeal Denials: If the student’s appeal is denied, the student’s federal financial aid will be terminated. Students may complete the remainder of the program without Title IV financial aid assistance by establishing a reasonable private payment plan. If the student is unable to complete the program within the maximum timeframe, he/she will be ineligible to receive a diploma.

Financial Aid Reinstatement: Financial Aid eligibility will be reinstated when the student re-establishes satisfactory progress status. This is accomplished by either:

1. elevating the grade average to the stated level and demonstrating a satisfactory pace that would lead to timely completion of the course; **or**
2. winning a decision on appeal.

A student whose financial aid has been suspended and who transfers from the one shift to another (Day to Evening/vice versa) or who re-enters school following a withdrawal, will remain on suspension. Financial aid eligibility will be reinstated when the student re-establishes satisfactory academic progress status.

LEAVES OF ABSENCE

Federal student loans will not be disbursed during a student’s leave of absence period.



Academic/Attendance Policies

CLOCK AND CREDIT HOUR DEFINITION

A clock hour is defined at Orleans Technical College as 55 minutes.

Credit Hour Definition:

1 Semester Credit Hour = 45 units. 1 Clock Hour Didactic = 2 units, 1 Clock Hour Supervised Lab = 1.5 units, 1 Clock Hour Externship = 1 unit and 1 Clock Hour Outside Work = 0.5 units.

A semester credit hour is a unit of measure and not necessarily an indicator of transferability of credit. The receiving institution, rather than the training institution, decides whether to accept credits for transfer.

MAXIMUM CLASS SIZE

Diploma program classes may not exceed 24 students; The Court Reporting Program may not exceed 35 students per class.

ATTENDANCE POLICY FOR DIPLOMA PROGRAMS

Regular class attendance is essential. If class time is missed, students lose the benefits of participation in class discussion and instruction. Class work that is missed must be made up in order to ensure satisfactory academic progress. In order to establish a basis for good attendance, the following rules and regulations apply:

The school should be notified (in person or by telephone) of the reason for an absence either before the absence occurs or on the day of the absence itself prior to the class dismissal time.

Class time missed for appointments with public agencies, job centers, or for legal contingencies, must be documented by the agency involved. Such missed time is recorded on a student's roll sheet. In addition, the student is responsible for making up missed assignments.

Any student not physically present at the start of a scheduled class period will be considered late. The exact number of minutes will be recorded. Any student who has reported to class, but who is not present at the end of a scheduled class period, will be considered to have departed early. Lateness and early departures are included in all absence totals.

Attendance at job search appointments or job interviews is credited only when authorized by a school Employment Specialist and when verification of the appointment/interview is submitted.

A student may be placed on attendance probation if he or she incurs:

- five consecutive absences;
- fifteen late arrivals and/or early departures; or
- cumulative absences totaling 15% of total program hours.

Students on attendance probation are advised that employment opportunities may be negatively impacted by a lack of a reliable attendance history. Students on attendance probation may not be

allowed to miss any additional class time without providing verifiable written documentation. Examples of verifiable written documentation include doctors' notes, notice of jury duty, and documentation of military activation. If the conditions of the attendance probation are violated, a student may be terminated. In order for a student to remain enrolled, results of an assessment must indicate that he or she is sufficiently advanced to keep up with the class.

Students who miss 25% of total program hours will be terminated from the program.

Any student who is absent for fourteen consecutive calendar days will be terminated from the program on the fourteenth calendar day.

Exceptions to this policy are at the discretion of the Associate Director who will receive appeals for extenuating circumstances. Such appeals must be supported by the student's instructor.

ATTENDANCE POLICY FOR THE COURT REPORTING PROGRAM

Students are required to attend, at minimum, 80% of all scheduled class time for each individual course in which he or she is enrolled. If he or she falls below the 80% attendance requirement for any course, he or she will be withdrawn from that course and will receive an "F" as the final grade for the course. The student's academic standing in that course at the time of the violation will not affect the decision to withdraw the student and assign a final grade of "F."

If the student's absenteeism continues in his or her other registered classes for that term, the student may be terminated from the Court Reporting program.

A maximum of three (3) absences may be excused per term for serious illness, family emergency, death, jury duty, or military activation with written and verifiable documentation. The school should be notified (in person or by email or telephone) of the reason for an absence. Vacation time and suspensions issued by financial aid are not considered to be excused absences. Excused absences will not be factored into the calculation of the 80% attendance requirement.

In the event the school closes for any reason, attendance will be recorded as follows:

Students will be marked present or absent as appropriate in any course that concluded or was in session prior to or during the closure.

Attendance will not be recorded nor will students be marked absent for any course scheduled to be begin after the closure was announced.

Any student who is absent from all registered courses for fourteen consecutive calendar days will be terminated from the program on the fourteenth calendar day.



Academic/Attendance Policies

Decisions or actions taken according to this attendance policy may be appealed. Students must submit a written appeal to the Technology Education Director within seven (7) calendar days of the school's action.

Class Cuts, Tardiness, and Early Departures:

Any student not physically present at the start of a scheduled course period will be considered late. The exact number of minutes will be recorded. Any student who has reported to a course, but who is not present at the end of a scheduled course period, will be considered to have departed early. Late arrivals and early departures are included in all absence totals.

LEAVE OF ABSENCE POLICY FOR DIPLOMA PROGRAMS

Requests for a leave of absence should be made in writing in advance of the leave and should include a reason for the request. For short-term diploma programs, leaves may not exceed 30 calendar days. Students may have only one leave of absence per 12-month period. Any exceptions to the maximum length of the leave or the number of leaves per 12-month period will be made in writing through the Associate Director's office. The student must notify their Classroom Coordinator of the date, reason, and anticipated length of the leave in writing. If the school determines that there is a reasonable expectation that the student will return to the school, and the future class schedule permits the student to be registered into the same program prior to the leave, the school will grant the student an approved leave of absence. If the school determines that the requested leave of absence is not justified or if it will occur at a critical point in the program, the request may be denied, and the student may be required to drop from the program and re-enroll at a later date. If a student takes a leave without the proper administrative approval, the leave will be treated as a withdrawal from the program.

Upon the return from leave of absence, the student is allowed to complete the coursework that began before the leave. All course work missed as a result of a leave must be made up at a mutually agreeable time before the maximum end date of the class. Students who take leaves of absence must check with their instructor to ensure that they have met all the course requirements or have an agreed-upon method for make-up work. If the student does not resume attendance on or before the end of the approved leave of absence, the school will treat the student as a withdrawal from the program.

Only approved leave of absences will not involve any additional charges to the student. Federal student loans will not be disbursed during the student's leave of absence period.

Students who have Federal Stafford loans will enter their grace periods beginning the day after their last day of attendance if they do not return from an approved leave of absence. Repayment can begin as early as 30 days up to the typical six (6) months after the student's last day of attendance.

LEAVE OF ABSENCE POLICY FOR THE COURT REPORTING PROGRAM

Students may have only one leave of absence per 12-month period, and the leave may not exceed 180 days in that period. The student must notify the Registrar/Student Services Manager of the date, reason, and anticipated length of the leave in writing. If the school determines that there is a reasonable expectation that the student will return to the school, and the future class schedule permits the student to be registered into the same courses prior to the leave, the Registrar/Student Services Manager and the Technology Education Director will grant the student an **approved** leave of absence. If the future class schedule does not permit the student to be scheduled into the same classes upon returning, the student will be granted an unapproved leave of absence. If the student is granted an **unapproved** leave of absence, the student will be processed as a withdrawal for financial aid purposes. If the student takes a leave without the proper administrative approval, the leave will be treated as a withdrawal from the program.

Upon return from the approved leave of absence, the student is allowed to complete the coursework that began before the leave. If the student does not resume attendance on or before the end of the **approved** leave of absence, the school will treat the student as a **withdrawal** from the program.

Only **approved** leave of absences will not involve any additional charges to the student. Federal student loans will not be disbursed during the student's leave of absence period.

Students who have Federal Stafford loans will enter their grace periods beginning the day after their last day of attendance if they have been given an unapproved leave of absence or do not return from an approved leave of absence. Repayment can begin as early as 30 days up to the typical six (6) months after the student's last day of attendance.

STUDENT CONDUCT

Students are expected to adhere to all rules and regulations of the school and of its regulating agencies as outlined in the Student Handbook. Failure to do so may result in probation, suspension, or termination.

TERMINATION FROM DIPLOMA PROGRAMS

A student may be terminated from the College for lack of academic progress, non-payment of tuition, or failure to adhere to the rules and regulations of the College, including the attendance policy. An appeal may be submitted in writing to the Technology Education Director (Human Services) or the Academic Affairs Director (Building Trades) within 30 calendar days from the date of termination.

Students who wish to withdraw from the program should contact their Classroom Coordinator.



Academic/Attendance Policies

TERMINATION FROM THE COURT REPORTING PROGRAM

A student may be terminated from the College for non-payment of tuition, lack of academic progress, or failure to adhere to the rules and regulations of the College, including the attendance policy. A student will be terminated no later than the fourteenth calendar day from the last date of attendance if they have not returned to the program. A student who is terminated from the program will be assigned a grade of "F" for each currently registered course. The Registrar/Student Services Manager, using professional judgment, may terminate the student prior to the fourteenth day deadline. An appeal may be submitted in writing to the Technology Education Director within 30 calendar days from the date of termination. An appeal may not be granted for a student that was previously allowed to re-enter the program.

WITHDRAWAL FROM THE COURT REPORTING PROGRAM

Although the Court Reporting program strives to support all students until their studies are successfully completed, some circumstances may require a student to withdraw. Such students who wish to withdraw should contact the Registrar/Student Services Manager. The student must submit a written notice to the Registrar/Student Services Manager specifying the reasons and the date the withdrawal is effective. A student will be considered enrolled until the written notice is received. A student who withdraws from the program *before midterm* will be assigned the grade of "W" for each course. A student who withdraws *after midterm* will receive a grade of "F" for each currently registered course. If the student does not adhere to the attendance policy requirements, and a written notice is not received, the student will be terminated.

ACADEMIC STANDARDS FOR DIPLOMA PROGRAMS

Letter Grade		Numerical Equivalent
A	Excellent	95—100
A-		91—94
B+		88—90
B	Good	84—87
B-		81—83
C+		78—80
C	Fair	74—77
C-		71—73
D+		68—70
D	Poor	64—67
D-		60—63
F	Failing	59 and Below
I		Incomplete

Any student not retaining a mid-point GPA of at least 2.0 or a passing grade of at least a 60 in each course will be placed on academic probation. Those who cannot obtain an overall 2.0 GPA or passing grade in each course by the conclusion of the probation period will be terminated from the program.

MAKE-UP POLICY FOR DIPLOMA PROGRAMS

An "I" for incomplete may be given for specific courses when a student has work or tests to make up. Incomplete work must be made up within 12 calendar days of the last date of attendance. Failure to meet this requirement will result in a grade of "F" for the course.

ACADEMIC STANDARDS FOR THE COURT REPORTING PROGRAM

Steno Classes		
Letter Grade	Numerical Equivalent	GPA
A+	100	4.0
A	99	3.9
B+	98	3.5
B	97	3.0
C+	96	2.5
C	95	2.0
F	<95	0.0
LOA	Leave of Absence	N/A
P	Pass	N/A
S	Stay In Level-No Pass for Day Students	N/A
S1	Stay in Level-No Pass for Evening Students Attempt #1	N/A
S2	Stay in Level-No Pass for Evening Students Attempt #2	N/A



Academic/Attendance Policies

Academic Courses		
Letter Grade	Numerical Equivalent	GPA
A+	100	4.0
A	98-99	3.9
	95-97	3.8
A-	93-94	3.7
	91-92	3.6
B+	90	3.5
	89	3.4
B	88	3.3
	87	3.2
	85-86	3.1
	84	3.0
B-	83	2.9
	82	2.8
	81	2.7
C+	80	2.5
C	79	2.4
	78	2.3
	77	2.2
	75-76	2.1
	74	2.0
C-	73	1.9
	72	1.7
	71	1.6
D+	70	1.5
	69	1.4
	68	1.3
D	67	1.2
	65-66	1.1
	64	1.0
D-	60-63	0.5
F	59	0.0
I	Incomplete	0.0
LOA	Leave of Absence	N/A
P	Pass	N/A
W	Withdraw	0.0

Incomplete "I":

A student will receive a grade of "I" if any work due is not completed by the end of the term. All work must be completed by the first day of the subsequent term, or the grade will revert to an "F". The "I" grade has no numerical equivalent and will not be used in the computation of the grade point average.

Pass "P":

A student who has met the passing requirements for a pass/fail course receives a grade of "P". This grade has no numerical

equivalent and will not be used in the computation of the grade point average. If the student passes the course, the credits are included in the credits earned. If the student does not pass, the credits are included in the credits attempted, and the student must then retake the course.

Withdraw "W":

All course withdrawal requests must be submitted in writing or via e-mail to the Registrar/Student Services Manager. A student who withdraws from a course or from the program *before midterm* will be assigned the grade of "W" for each course. The "W" grade does not have a numerical equivalent and is not used in computation of a student's grade point average. A student who withdraws *after midterm* will receive a grade of "F" that has a numerical equivalent of zero (0) and will be used in the computation of a student's grade. The full course withdrawal process is indicated in the *Court Reporting Student Handbook*.

Staying in Level "S":

When a court reporting day student does not pass all requirements for a steno class: an "S" grade will be given within the first term that the class is attempted. The "S" grade has no numerical equivalent and will not be used in the computation of a student's grade point average. However, S grades are calculated in the total credits attempted toward the degree.

An "S1" will be given when a court reporting evening student does not pass all requirements for a steno speed within the first term the class is attempted. An "S2" grade will be given when the student has completed a second term in the same class without finishing the requirements. The "S1" and "S2" grades have no numerical equivalents and will not be used in the computation of a student's grade point average. However, S1, S2 grades are calculated in the total credits attempted toward the degree. A student that does not pass all course requirements after receiving a grade of "S" or "S2" for a course taken during the previous semester, will receive a failing grade of "F" on their transcript.

Leave of Absence (LOA):

An LOA occurs when a student is given a leave from school for a designated period of time before they receive a final grade from the course. A grade of "LOA" will be entered to reserve the course status of the student until they return. In order to receive a final grade, the student will be required to repeat the course that was interrupted as a result of their absence. The LOA grade will not affect their grade point average and will not be included in the calculations of the total credits attempted toward the degree.

REPEAT COURSE POLICY FOR THE COURT REPORTING PROGRAM

If a student does not pass an *academic* course, that student is allowed to repeat the course once. The student is given a clear warning that any other failing grades in an academic course will result in termination from the program.



Academic/Attendance Policies

Day Court Reporting students who do not pass the requirements for steno levels 1, 2, or 2.5 will be allowed to repeat only one steno class among these courses. The student will then be given a clear warning that any other failing grades in levels 1 through 2.5 will result in termination from the program.

Evening Court Reporting students who do not pass the requirements for steno levels 1A, 1B, 2A, 2B, 2.5A, 2.5B, will be allowed to repeat only two steno classes among these courses. The student will then be given a clear warning that any other failing grades in levels 1A through 2.5B will result in termination from the program.

This policy does not apply to internship, keyboarding classes or steno levels 3 through 7. The students must be in compliance with the Satisfactory Academic Progress standards for Steno and Academic classes. Students are allowed to repeat these levels as needed within the limits of the allowable day or evening program completion time-frame as stated in the Satisfactory Academic Progress policy.

When a student successfully completes the repeated academic course or steno level, the passing grade will be added in the calculation of the student's grade point average.

The full repeat course policy is indicated in the *Court Reporting Student Handbook*.

MAKE-UP POLICY FOR THE COURT REPORTING PROGRAM

The Court Reporting program recognizes that a student may be absent from class due to excused absences. If a student misses a test due to an excused absence, the student may make up the test as soon as s/he returns to class.

Due to the frequency of testing in steno and keyboarding classes, make-up tests are scheduled at the discretion of the instructor.

GRADE REPORTS

For diploma programs, grade reports are issued to students at the mid-point of the training program. For Court Reporting, grade reports are issued to students at the end of each term during their advising session. Final grade transcripts for all programs are mailed to students at the time of course completion once all program requirements have been met.

TERM EVALUATIONS FOR THE COURT REPORTING PROGRAM

Students receive at least two written evaluations each term from instructors:

- a mid-term evaluation commenting on progress made in each course, and
- an end-of-the-term report card.

Term grades and schedules are released when a student is current with all payments, paperwork, and borrowed or rented materials/equipment.

TRANSCRIPTS

Diploma program students are mailed one copy of their official transcript once they have satisfied all program requirements. For the Court Reporting program, official transcripts are available upon request. To obtain additional copies of transcripts, a written request should be forwarded to the Student Records Department along with a fee of \$15.00 for each transcript requested. No transcript will be released to any student that has an outstanding balance with the School.

GRADUATION REQUIREMENTS FOR DIPLOMA PROGRAMS

In order to receive a diploma, a student must: (1) earn all of the program credits as specified in the program outlines; (2) meet satisfactory academic progress requirements; and (3) must pay all tuition and fees. Diplomas are awarded to students at the first graduation ceremony following program completion.

GRADUATION REQUIREMENTS FOR THE COURT REPORTING PROGRAM

Graduates of the Court Reporting Program earn an Associate in Specialized Business (ASB) degree.

Students are required to

- complete all program courses or their equivalent;
- have at least a 2.0 (C) cumulative grade point average and meet all satisfactory academic progress requirements;
- pass three 5-minute tests with at least 95% accuracy at each of the following speeds:
 - 180 wpm literary dictation,
 - 200 wpm jury charge dictation, and
 - 225 wpm two-voice testimony;
- pass one test with at least 95% accuracy in 180 wpm multi-voice dictation and 180 wpm medical testimony dictation;
- transcribe a simulated Registered Professional Reporter (RPR) skills test at RPR speed levels in three and a half hours;
- have successfully completed their internship with a minimum of 40 hours of actual writing time, preferably in a real-time writing environment, submit a written paper, and make a class presentation; and
- pay all tuition and fees prior to graduation.



Academic/Attendance Policies

GRADUATION HONORS FOR DIPLOMA PROGRAMS

Tradesperson or Achievement Awards: The school faculty nominates candidates to receive these awards. Recipients of these awards demonstrate special combinations of academic and technical ability, dependability, and other personal characteristics that predict success in the work environment.

Perfect Attendance: Graduates who attend every class during their enrollment with no latenesses or early departures earn this award.

Outstanding Attendance: Graduates who missed no more than six hours of training are eligible for this award.

GRADUATION HONORS FOR THE COURT REPORTING PROGRAM

Graduates with a cumulative grade point average of 3.75 or higher receive Summa Cum Laude Honors; with a 3.5 to 3.74 grade point average receive Magna Cum Laude Honors; with a 3.0 to 3.49 grade point average receive Cum Laude Honors.

High Honors: A grade point average of 3.5 or higher with no failures and with a minimum of nine credit hours earned in day school or six credit hours earned in evening school for the respective term.

Honors: A grade point average of 3.0 to 3.49 with no failures and with a minimum of nine credit hours earned in day school or six credit hours earned in evening school for the respective term.

Steno Honors: A grade point average of 3.0 or higher in a steno class but ineligible for High Honors or Honors as defined above.

Perfect Attendance: A perfect attendance record including no late arrivals or early departures.



Student and Career Services

ORIENTATION

An orientation for new students is held at the beginning of the term for the Court Reporting program and before each new class for the diploma programs. Students receive an overview of the program and the basic rules and regulations. Any initial questions are answered. Students receive a handbook describing the program, facility, rules and regulations, attendance policies, academic requirements, and a description of the services available.

ADVISING

All faculty and staff are dedicated to helping students overcome barriers to successful completion of their course of study. The Education Department, Student Services and Career Services staff provide student advising.

LEARNING RESOURCE SYSTEM (LRS)

The school maintains two Learning Resource System centers to accommodate program objectives and support course assignments. One is housed in the trades' wing and consists of texts, periodicals, reference books, and on-line resources available for supplementary study that are relevant to the training programs offered. Three computer stations with Internet access are available in that center for student use. The Court Reporting degree program and Human Services diploma program share a learning resource center on the second floor of the Atrium building also with reference materials, books, periodicals, and on-line resources to allow students to meet the needs of their coursework. This center has four computer stations with Internet access available for student use.

Students must clear all library obligations before being approved for graduation.

JOB SEARCH ASSISTANCE

Job search assistance is an important facet of the College's training programs. Students are taught how to enter the labor market through a series of Professional Development courses, along with methods for developing training-related job leads. Employment Specialists meet with students individually and in groups to identify the job search needs of each student and to provide employment assistance. They offer orientation to the world of work, provide training in interviewing techniques, and instruction on how and where to seek employment. Emphasis is placed on developing and customizing effective job finding techniques (including resume and sample job application completion, and internet job search techniques). Career Services provides each student with relevant skill development for entry into training related employment.

Placement Specialists facilitate employment for graduates. They are responsible for helping graduates training-related employment and assessing the job market.

Although the College cannot guarantee employment for its graduates, every effort is made to assist graduates to secure employment at no additional cost. The ultimate responsibility for finding employment, however, lies with the graduate.

Job search assistance continues for every graduate as long as necessary and appropriate. Employment Specialists and Placement Specialists contact all graduating students at periodic intervals after graduation to update employment information.

STUDENT/ADMINISTRATION MEETINGS

The Student/Administration Meetings are a forum where student representatives and school administrators exchange information and discuss areas of student interest or concern to benefit the entire program. Each new class selects a representative who meets regularly with administration in order to fulfill the following objectives:

- To promote constructive student input and feedback concerning the school
- To facilitate the distribution of policy changes, newsletters, announcements, and other timely information to the student body
- To encourage and practice various professional problem-solving and interpersonal communication techniques associated with group representation
- To provide an organized setting for brainstorming ideas for extracurricular events, suggestions for improvement, and other issues related to the enhancement of the student experience

TUTORING

The College offers students services designed to support their training efforts and ensure success. Students needing assistance with mathematics, or in need of special help with the technical aspects of a course, may obtain assistance from trained tutors. For students in the Court Reporting program, tutoring is offered in English and Steno Theory.

COMMUNITY OUTREACH/FIELD EXPERIENCE PROGRAM

During training in the diploma programs, field experiences may be arranged with a variety of community-based organizations. This effort benefits students by providing practical curriculum projects in community settings. The community programs benefit from having trained students complete projects.

FACILITIES AND SERVICES FOR THE DISABLED

Orleans Technical College has been constructed in compliance with all rules and regulations of the Americans with Disabilities Act of 1990. Classrooms and lavatories are all handicapped accessible and a wheelchair accessible elevator has been installed to enable easy access to our Court Reporting and Human Services programs which are housed on our upper floor. Students with disabilities who meet the College's admission requirements meet with the Associate Director, who arranges for any necessary instructional accommodations to ensure classroom success. The Student Services Department provides special assistance by means of a Classroom Coordinator who tracks student progress and concerns and ensures that necessary assistance is provided to the disabled.

EMPLOYMENT AND GRADUATION VERIFICATION

Orleans Technical College has authorized the National Student Clearinghouse to provide enrollment and graduation verifications. The National Student Clearinghouse can be contacted 24 hours per day, 365 days per year at www.degreeverify.org. Additional customer service support is available through the National Student Clearinghouse 703-742-4200, Mondays through Thursdays from 9:00 a.m. to 7:00 p.m., and Fridays from 9:00 a.m. to 5:00 p.m. EST. A fee will be collected for this service.



Course Outline/Description— Court Reporting

Photo taken at Philadelphia City Hall



ASSOCIATE IN SPECIALIZED BUSINESS (ASB) DEGREE PROGRAM

Nine 15-week Terms (DAY)

Twelve 15-week Terms (EVENING)

OBJECTIVE

Students will develop computer-compatible, conflict-free, real-time machine shorthand skills of up to 225 words per minute; learn to transcribe and edit their own shorthand notes using computer-assisted transcription equipment.

Students will become familiar with English for Court Reporting, Medical and Legal terminology, Court Reporting procedures, and Computer-Aided Transcription for the production of high quality transcripts.

Orleans Technical College's Court Reporting Program meets the general guidelines, requirements and minimum standards and is approved by the National Court Reporter's Association (NCRA).

EMPLOYMENT OPPORTUNITIES

Graduates are employable as entry-level reporters and conference reporters. With a minimum of additional training, the court reporter's skills can be used in emerging realtime closed-captioning positions.



Course Outline/Description— Court Reporting

COURT REPORTING – SCOPE AND SEQUENCE

DAY SCHOOL		
COURSE NO.	COURSE TITLE	CREDITS
TERM 1		
CS101	Seminar for Success	0.5
S101	Steno 1	11.5
K101	Keyboarding 1	1.5
E101	Language Study	2.0
TERM 2		
S102	Steno 2	11.5
K102	Keyboarding 2	1.5
E102	English for Court Reporters	2.0
IC101	Introduction To Computers	0.5
TERM 3		
S102.5	Steno 2.5	8.0
L101	Legal Term. and Court Procedures	2.0
C101	CAT 1	1.0
TERM 4		
S103	Steno 3	8.0
M101	Medical Terminology	2.0
E103*	Vocabulary Development	2.0
TERM 5		
S104	Steno 4	8.0
M102	Anatomy and Physiology 1	2.0
C102	CAT 2	1.0
TERM 6		
S105	Steno 5	10.5
M103*	Anatomy and Physiology 2	2.0
E104*	Transcript Editing	2.0
TERM 7		
S106	Steno 6	10.5
P101*	Court Reporting Procedures	2.0
TERM 8		
S107	Steno 7	10.0
C103*	CAT 3	1.0
P102	RPR Prep	2.0
TERM 9		
INT	Internship	2.5
TOTAL CREDITS		107.5

* E103 can be replaced with E203

* E104 can be replaced with E204

* M103 can be replaced with PS202

* P101 and C103 can be replaced with P201

EVENING SCHOOL		
COURSE NO.	COURSE TITLE	CREDITS
TERM 1		
CS101	Seminar for Success	0.5
S101-A	Steno 1-A	5.75
K101	Keyboarding 1	1.5
E101	Language Study	2.0
TERM 2		
S101-B	Steno 1-B	5.75
K102	Keyboarding 2	1.5
E102	English for Court Reporters	2.0
TERM 3		
S102-A	Steno 2-A	5.75
L101	Legal Term. and Court Procedures	2.0
IC101	Introduction to Computers	0.5
TERM 4		
S102-B	Steno 2-B	5.75
E103*	Vocabulary Development	2.0
TERM 5		
S102.5-A	Steno 2.5-A	4.0
S102.5-B	Steno 2.5-B	4.0
C101	CAT 1	1.0
M101	Medical Terminology	2.0
TERM 6		
S103A	Steno 3-A	4.0
S103-B	Steno 3-B	4.0
M102	Anatomy and Physiology 1	2.0
TERM 7		
S104	Steno 4	8.0
C102	CAT 2	1.0
TERM 8		
S105	Steno 5	10.5
M103*	Anatomy and Physiology 2	2.0
TERM 9		
S106	Steno 6	10.5
E104*	Transcript Editing	2.0
TERM 10		
S107-A	Steno 7-A	5.0
C103*	CAT 3	1.0
P101*	Court Reporting Procedures	2.0
TERM 11		
S107-B	Steno 7-B	5.0
P102	RPR Prep	2.0
TERM 12		
INT	Internship	2.5
TOTAL CREDITS		107.5



Course Outline/Description— Court Reporting

C101	CAT 1: BASICS OF COMPUTER-AIDED TRANSCRIPTION Students will develop hardware and software knowledge needed to produce a product for the appropriate level. This includes basic editing skills, learn computer terminology and use computerized steno machines in conjunction with CAT hardware and software. Dictionary-building skills include introductory work with StenEd's® Realtime CAT dictionary. Students learn to produce a ten-page, first pass transcript with a goal of 95% translation rate. Prerequisite(s): S102 or equivalent	E104	TRANSCRIPT EDITING This course puts emphasis on the development of a salable transcript and punctuating verbatim English, proofreading skills and the refinement of spelling and punctuation skills on computer-assisted transcription systems using hard copies of actual deposition and trial testimony material. Prerequisite(s): E103 or equivalent
C102	CAT 2: ADVANCED TRANSCRIPT PRODUCTION AND DICTIONARY BUILDING SKILLS Students will continue development of advanced editing skills and complete two deposition and official transcripts from beginning to end using computerized steno machines in conjunction with CAT software. Students will produce correctly formatted salable transcripts on a computer-assisted transcription system using essential include files. Students will be able to produce a ten-page, first pass transcript with a goal of 95% translation rate. Dictionary building includes input of words into the personal and job dictionary files. Prerequisite(s): C101 or equivalent	E203	COMMUNICATIONS This advanced course develops both written and oral communication skills through writing, speaking, and advanced vocabulary training. An introduction to public speaking and written composition prepare the student for in-class oral presentations and an end-of-term research project/paper. Sample composition or oral presentation topics include local and world geography, deaf culture, meteorology, TV production, and sports. Current events and realtime vocabulary lessons provide the primary material for the dictation component. Special attention will be paid to pre-air dictionary preparation of current news stories. Oral class presentations, short papers, and one research/report paper are required. Prerequisite(s): E103 or equivalent
C103	CAT 3: COMPUTER-ASSISTED TRANSCRIPTION TECHNOLOGY Using translation and editing skills and dictionary entries developed in C101, C102, and English courses, the student will prepare a salable transcript of an actual or simulated court or deposition proceeding of at least 10 pages which includes title page, index, direct and cross-examination, jury charge/opening and/or closing statements, certification page, and witness signature page, when appropriate. In addition, the student will take a simulated Certified Realtime Reporter (CRR) test at a speed of 180-200 wpm literary for 5 minutes. Prerequisite(s): C102, P101 and P102 or equivalents	E204	LINGUISTICS FOR COURT REPORTERS This course is an in-depth exploration of both the sounds and the grammatical structure of English. The speech sound or phonology component introduces the production of speech sounds, their physical characteristics, and how native and non-native speakers perceive speech sounds. Special emphasis is placed on the IPA, International Phonetic Alphabet, and transcription of common English dialects. The course's grammar component introduces the modern descriptive approach to English sentence structure through generative grammar with particular emphasis on common verbatim construction and their appropriate punctuation. Prerequisite(s): E101, E102, S102, S102.5
CS101	SEMINAR FOR SUCCESS This course is an orientation to The Court Reporting Program, rules of the program, the field of court reporting and professional requirements. It introduces the student to practical strategies for successfully completing the program and planning future goals and provides the student with "hands on" experience with several tools that will be of assistance during later studies. Activities will include group exercises, field trips, outside speakers and discussions. Prerequisite(s): None	IC101	INTRODUCTION TO COMPUTERS This course is designed to introduce the student to the personal computer, word processing software including transcript templates, and operating systems used in the workplace and to provide the opportunity to develop introductory skills in working with Windows-based software packages. Prerequisite(s): None
E101	APPLIED LANGUAGE STUDY This focuses on the sentence level of English. Students will learn phonic analysis, sentence structure including phrases, clauses, grammar, punctuation, vocabulary, and spelling skills needed for communication as it applies to the court reporting profession. Prerequisite(s): None	INT	COURT REPORTING INTERNSHIP This course provides hands-on experience in school-approved court systems, freelance agencies, and realtime settings. Course requirements include a minimum of 90 verified hours of actual writing time, preferably in a realtime environment producing a minimum of 40 pages of transcription during on-the-job internship. Prerequisite(s): All courses in The Court Reporting Program except P102 and C103
E102	ENGLISH FOR COURT REPORTERS Focusing on the required style manual used by court reporters, students will refine their grammar and punctuation, vocabulary, and communication style as they relate to verbatim dictation, producing a finished transcript, and writing business correspondence. Prerequisite(s): E101 or equivalent	K101	KEYBOARDING 1 Students will acquire basic keyboarding skills and will demonstrate skills at a minimum of 35 words per minute with 5 or fewer errors on two 5-minute timed writings. Emphasis is placed on accuracy and speed in keying paragraph material of average difficulty. They will also demonstrate the ability to key from copy, to make basic editorial corrections, and to arrange and execute correctly formatted material including business letters. Prerequisite(s): None
E103	VOCABULARY DEVELOPMENT Concentrating on current events, this course will further develop the vocabulary and language skills of the stenotype student. This course supplements a basic language foundation, incorporating practice in conflict-free machine-shorthand theory principles along with vocabulary and language practice. Current event topics are discussed and practiced on the stenotype machine. Local, national, and world geography is emphasized. Prerequisite(s): S102 and E102 or equivalents	K102	KEYBOARDING 2 Students will demonstrate keyboarding skills at a minimum of 45 words per minute with 5 or fewer errors on two 5-minute timed writings. Emphasis is placed on accuracy and speed in keying paragraph material of average difficulty. Students will also demonstrate the ability to key from copy, make basic editorial corrections, and arrange and correctly format documents, including business letters. Students will have practice in keying from stenotype notes. Prerequisite(s): K101 or equivalent



Course Outline/Description— Court Reporting

L101 LEGAL TERMINOLOGY AND COURT PROCEDURES

This law course focuses on legal language and covers civil and criminal law, the judicial system, legislative processes, administrative agencies, and general legal terminology. The focus will be on those practices and procedures usually encountered by a court reporter. Prerequisite(s): None

M101 MEDICAL TERMINOLOGY

This course is a study of the meaning and pronunciation of the language of medicine, including prefixes, suffixes, and definitions of medical disorders and surgical procedures using the Dean Vaughn 350 System video/workbook program. Students practice terms on the stenotype machine utilizing conflict-free StenEd® forms. Prerequisite(s): Steno 2/2A or equivalent

M102 HUMAN ANATOMY AND PHYSIOLOGY 1

This course is a study of disease processes, health assessment, therapeutic and surgical procedures, the structure of the human body, cells, tissues, body membranes, blood, immunology and the integumentary, skeletal, muscular, and nervous systems. Students will demonstrate knowledge of this material through academic content testing. Steno students will also learn to write all medical terms using the stenotype machine with computer-compatible, conflict-free machine shorthand forms. Prerequisite(s): M101 or equivalent

M103 HUMAN ANATOMY AND PHYSIOLOGY 2

This course is a study of the five senses; the faculty of speech; psychiatry; and the endocrine, circulatory, respiratory, digestive, urinary, and reproductive systems. With emphasis on accuracy, students will demonstrate knowledge of this material through written academic content tests. Steno students will also learn the computer-compatible, conflict-free machine shorthand forms for all medical terms learned in the content of this course. Prerequisite(s): M102 or equivalent

P101 COURT REPORTING PROCEDURES

This course is preparation for internship including all responsibilities of the court reporter, professional ethics as outlined in the NCRA Code of Professional Ethics, protocol as a deposition, stipulations, marking exhibits, parenthetical expressions, transcript preparation and format, proofreading, researching, use of library and reference materials used in transcript production, indexing and storing notes, arbitrations, meetings, hearings, editing, professional associations, becoming a notary, and practice for the written knowledge portion of the Registered Professional Reporters (RPR) examination. Prerequisite(s): S105 and E104 or equivalents

P102 RPR PREP

This course centers on Registered Professional Reporter (RPR) and Certified Court Reporter (CCR) speed tests and multi-voice practice. Students will practice using actual RPR test tapes and multi-voice videotapes. The purpose of this course is to help students build endurance in prolonged writing and transcription skills. Two-voice testimony tests of 240 wpm will be given in this course with special certificates awarded to any student who passes at 95% or better. Students will prepare for the Written Knowledge Test. Prerequisite(s): P101 and S106 or equivalents

P201 CART/CAPTIONING PROCEDURES AND LAB

Relying on National Court Reporting Association publications and hands-on experience using professional, specialty-specific software, this course surveys both procedural and practical CART/Captioning topics. Topics include the CART/Captioning provider's

role, CART/Captioning preparation, dictionary building and management, discrete speaker labeling conventions, environmental descriptors, conference reporting, special punctuation, lecture preparation, and CART/Captioning software and equipment. In the lab, students will complete Internet research and then either caption, realtime, or post-produce individual projects. Subjects include taped college lectures, broadcast news, weather, sports, and home shopping. Prerequisite(s): S105, E103, C101, PS202 or equivalent

PS202 DEAF PEOPLE AND THEIR CULTURE

This advanced course emphasizes major physiological and psychological processes of the deaf culture. Students learn about deafness, common emotional and social behavior patterns, emotional and social maturity issues, handicap adjustments, family status, socialization in groups, and economic status of deaf persons. Topics covered include types of hearing loss, treatment of the deaf, past-to-present social and educational aspects, civil rights of the deaf, telecommunications devices, oral and manual communication modes for the deaf, and audiometer use and audiogram interpretation. Prerequisite(s): E103

S101 STENO 1

This course introduces students to the basic stenotype theory, phonetic alphabet and develops skills in phrases, vocabulary, and abbreviations; reading back and transcribing of shorthand notes; and speed development to 40 wpm. Emphasis is on realtime, computer-compatible, conflict-free shorthand technique. Students must demonstrate competency by passing 5 minutes of dictation at 40 wpm with 95% accuracy in transcription. Prerequisite(s): None

S101-A STENO 1-A (evening)

This course introduces students to basic stenotype theory, phonetic alphabet and develops skill in phrases, vocabulary, and abbreviations; reading back and transcribing of shorthand notes and speed development to 20 wpm. Emphasis on computer-compatible, conflict-free realtime writing shorthand technique. Students must demonstrate competency by passing 5 minutes of dictation at 20 wpm with 95% accuracy in transcription. Prerequisite(s): None

S101-B STENO 1-B (evening)

This is a continuation of basic stenotype theory and phonetic alphabet skills with speed development to 40 wpm. Students must demonstrate competency by passing 5 minutes of dictation at 40 wpm with 95% accuracy in transcription. Prerequisite(s): S101-A or equivalent

S102 STENO 2

This course is a continuation of basic stenotype realtime theory and use of phonetic alphabet with speed development to 80 words per minute. Students must demonstrate competency by passing 5 minutes of dictation of 80 wpm in literary with 95% accuracy in transcription and 5 minutes of dictation in comprehensive realtime theory at 60 wpm with 95% accuracy in transcription. Prerequisite(s): S101/S101-B or equivalent

S102-A STENO 2-A (evening)

This course is a continuation of basic stenotype theory with speed development to 60 wpm. Students must demonstrate competency by passing 5 minutes of dictation at 60 wpm with 95% accuracy in handwritten transcription. Prerequisite(s): S101/S101-B or equivalent

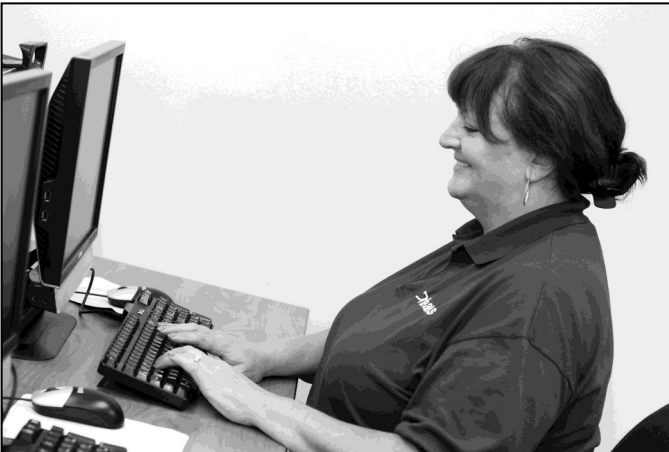


Course Outline/Description— Court Reporting

- S102-B STENO 2-B (evening)**
This course is the continuation and completion of basic stenotype realtime theory with speed development to 80 wpm. Emphasis is on computer-compatible, conflict-free realtime shorthand technique. Prerequisite(s): S102-A or equivalent
- S102.5 STENO 2.5**
This course is the review and completion of the basic stenotype realtime theory with speed development to 100 wpm. Prerequisite(s): S102/S102-B or equivalent
- S102.5-A STENO 2.5-A (evening)**
This course is the review of basic stenotype realtime theory with speed development to 100 wpm. Prerequisite(s): S101/S101-B or equivalent
- S102.5-B STENO 2.5-B (evening)**
This course continues the review and completion of the basic stenotype realtime theory with speed development to 100 wpm. Prerequisite(s): S102.5-A or equivalent
- S103 STENO 3**
This course develops machine shorthand skills to 120 words per minute. Students must demonstrate competency in jury charge, two-voice and literary material. Prerequisite(s): S102.5/S102.5-B or equivalent
- S103-A STENO 3-A (evening)**
This course develops machine shorthand skills to 100 words per minute. Students must demonstrate competency literary material. Prerequisite(s): S102/S102-B or equivalent
- S103-B STENO 3-B (evening)**
This course develops machine shorthand skills to 120 words per minute. Students must demonstrate competency in jury charge, and two-voice testimony material. Prerequisite(s): S103-A or equivalent
- S104 STENO 4 LEVEL**
JC140- This course develops machine shorthand speed up to 140 WPM in jury charge material. Prerequisite(s): S103/S103-B or equivalent
LIT120- This course develops machine shorthand speed up to 120 WPM in literary material. Prerequisite(s): S103/S103-B or equivalent
QA140- This course develops machine shorthand speed up to 140 WPM in two-voice testimony material. Prerequisite(s): S103/S103-B or equivalent
QA160- This course develops machine shorthand speed up to 160 WPM in two-voice testimony material. Prerequisite(s): S103/S103-B or equivalent
MV140- This class introduces students to the fundamentals of machine shorthand and transcription with more than two speakers. Prerequisite(s): S103/S103-B or equivalent
- S105 STENO 5 LEVEL**
JC160- This course develops machine shorthand speed up to 160 WPM in jury charge material. Prerequisite(s): JC140
JC180- This course develops machine shorthand speed up to 180 WPM in jury charge material. Prerequisite(s): JC160
- LIT140-** This course develops machine shorthand speed up to 140 WPM in literary material. Prerequisite(s): LIT120
- QA180-** This course develops machine shorthand speed up to 180 WPM in two-voice testimony material. Prerequisite(s): QA160
- MV160-** This class exposes students to the fundamentals of machine shorthand and transcription with more than two speakers. Students develop machine shorthand speed up to 160 WPM. Prerequisite(s): MV140
- MD140-** This class introduces students to the fundamentals of machine shorthand and transcription of two-voice medical testimony up to 140 WPM. Prerequisite(s): QA160
- S106 STENO 6**
JC200- This course develops machine shorthand speed up to 200 WPM in jury charge material. Prerequisite(s): JC180
LIT160- This course develops machine shorthand speed up to 160 WPM in literary material. Prerequisite(s): LIT140
QA200- This course develops machine shorthand speed up to 200 WPM in two-voice testimony material. Prerequisite(s): QA180
MV180- This class exposes students to the fundamentals of machine shorthand and transcription with more than two speakers. Students develop machine shorthand speed up to 180 WPM. Prerequisite(s): MV160
MD160- This class introduces students to the fundamentals of machine shorthand and transcription of two-voice medical testimony up to 160 WPM. Prerequisite(s): QA180, MD140
- S107 STENO 7**
This course develops machine shorthand speed to 225 words per minute. Students must demonstrate competency in transcribing literary, two-voice and medical testimony. Prerequisite(s): LIT160/ QA200/MD160
- S107A STENO 7-A (evening)**
This course develops machine shorthand speed to 180 words per minute. Students must demonstrate competency in transcribing literary and medical testimony. Prerequisite(s): LIT160/ MD160
- S107B STENO 7-B (evening)**
This course develops machine shorthand speed to 225 words per minute. Students must demonstrate competency in transcribing two-voice testimony. Prerequisite(s): S107A/ QA200



Course Outline/Description— Human Services



DIPLOMA PROGRAM

24 weeks – 26 semester credit hours (DAY)

52 weeks – 26 semester credit hours (EVENING)

Total 720 hours

OBJECTIVE

The Human Services program teaches the skills required to enter the workforce in the helping fields of human services. Students learn how to work with diverse populations at risk. They also learn basic counseling skills, case management methods, and effective intervention strategies. Students learn about various populations at risk including those with mental health, developmental, and physical disabilities; generational welfare clients; the chronically homeless; disadvantaged youth; people with drug and alcohol addiction; the aging; ex-offenders; HIV/AIDS patients; and refugee populations.

EMPLOYMENT OPPORTUNITIES

Graduates are employable in entry-level positions such as social work assistant, case manager in workforce development, job developer, youth advocacy worker, residential aide, behavioral management aide, family support worker, group activities aide, direct care worker, case manager aide, program aide, after care worker, life skills trainer, referral specialist, youth care worker, community support specialist, and job coach.

COURSE TITLE	CREDIT HOURS
HS101 Introduction to Human Services	0.5
HS102 Attitudes and Values	1.0
HS103 Diversity in a Changing Society	1.0
HS104 Intervention Strategies	1.5
HS105 Case Management and Counseling Skills	3.5
HS106 Addictions and Recovery	2.0
HS107 Mental Health	1.5
HS108 Developmental Disabilities	1.5
HS109 Physical Disabilities	1.5
HS110 Welfare System	1.0
HS111 Aging	1.5
HS112 Youth	2.5
HS113 Family Dynamics in a Changing Society	1.5
HS114 Special Populations in Human Services	1.5
HS115 Job Development	1.0
HS116 Research for Human Services	2.0
HS117 Internship	1.0



Course Outline/Description— Human Services

HS101 INTRODUCTION TO HUMAN SERVICES

This introductory course explores the human services field. The student is exposed to historical perspectives, ethics, and the role of the community in support of Human Service practitioner in various agencies and specific areas of human services employment.

HS102 ATTITUDES AND VALUES

This course provides instruction in understanding the attitudes and values of Human Service Workers and examines personal prejudices in order to overcome them. Students will learn the ethical behaviors needed to work in the field of human services. They will also learn the importance of confidentiality including the legalities and boundaries. The importance of advocacy for clients/consumers is also discussed.

HS103 DIVERSITY IN A CHANGING SOCIETY

This course teaches an appreciation of the diversity in our country and how it has affected our culture. It also teaches students about the present social challenges facing human service workers due to obstacles created by the lack of cultural competency and understanding among human service professionals.

HS104 INTERVENTION STRATEGIES

This is an introductory course in basic interpersonal communication skills. The student discusses, evaluates, and demonstrates skills of appropriate self-disclosure, active listening, and appropriate challenging. These skills are acquired through small group discussion with other students.

HS105 CASE MANAGEMENT AND COUNSELING SKILLS

This course prepares the student to use good helping skills on a one-to-one basis. Counseling skills/techniques include active listening, reflective feedback summarizing, self-disclosing, displaying empathy, confronting, establishing rapport, and communicating at the client's comprehension level. Students also learn proper techniques for taking notes and preparing written documentation in the human service field.

HS106 ADDICTIONS AND RECOVERY

This course provides an understanding of the multiple factors that contribute to various addictions and examines the cycles of addiction, personality and patterns of interaction. It includes the historic and generational influences on alcohol and drug abuse/dependence including adult children of alcoholics, enabling, and the family disease concept; the influences of Alcoholics Anonymous (AA), Narcotics Anonymous (NA), and 12-step philosophies in alcohol/drug treatment; and the uniqueness of special populations including sexual orientation, cultural dimensions, adolescents, women and the elderly. It also covers other addictions such as gambling, eating disorders, and sexual addictions.

HS107 MENTAL HEALTH

This course focuses on the identification, definition, and causes of mental health disabilities. Students explore theories about crisis intervention and how to apply them.

HS108 DEVELOPMENTAL DISABILITIES

This course is a study of developmental disabilities with an emphasis on mental retardation. Basic ideas, concepts, and issues relating to several developmental disabilities are taught. Mental retardation is studied by exploring the history of discrimination, causes, legislation, classification, education, community resources, rehabilitation, and employment needs.

HS109 PHYSICAL DISABILITIES

This course teaches the various kinds and causes of physical disabilities and how they affect the quality of life. Students examine methods of improving the quality of life for those with physical disabilities.

HS110 WELFARE SYSTEM

Students learn about the obstacles that welfare clients face in our society, concentrating on populations that have been generational families on the welfare system. They learn the causes and effects of long-term poverty as well as methods of breaking the cycle.

HS111 AGING

This course addresses the problems faced by the aging population in our society. It discusses the various developmental and physical disabilities attributed to aging. Students learn to access resources to help the increasing numbers of the aging population.

HS112 YOUTH

This course examines theoretical perspectives on motivation and behavior in childhood and adolescence, and the special needs of exceptional young and at-risk youth including behavior disordered and emotionally disturbed youngsters. It also explores the impact of domestic violence, sexual behavior, and chemical dependence on children and youth.

HS113 FAMILY DYNAMICS IN A CHANGING SOCIETY

This course discusses the changing dynamics of the family unit in our society. Students learn about domestic violence, and how various cultures influence the family unit. They also study the historical shift of traditional family units including single parent homes and extended families.

HS114 SPECIAL POPULATIONS IN HUMAN SERVICES

This course covers additional populations where human service professionals are needed in the helping field. It gives students an exposure to the various at risk populations that need specialized help and care. These populations include HIV/AIDS, Ex-Offenders, Refugees, and Chronically Homeless.

HS115 JOB DEVELOPMENT

This course prepares students to enter the Human Services field in a variety of support-level positions. The course covers targeted workplace competencies: problem solving and other cognitive skills, oral communication skills, personal qualities, work ethic, and customer service, interpersonal and teamwork skills.. Students learn how to prepare clients to search effectively and to follow-up with potential employers.

HS116 RESEARCH FOR HUMAN SERVICES

This course teaches basic computer skills to allow students to do research in the field of human services. Students are taught Internet research techniques to allow them to perform basic research and to assess resources in various fields of Human Services. Introductory Microsoft Word, Excel, and data entry software are taught to allow students to do note taking and reports on the computer. Students will be required to complete a resource portfolio as part of their final project.

HS117 INTERNSHIP

Students are required to do Internships of 60 hours in different human service settings. Students can choose from an approved list or if they have a preference for a different setting, it can be approved if it meets the internship requirements. The purpose of the internship is to give students an understanding of working with a population at risk and to consider this as part of a career path.



Course Outline/Description— Air Conditioning, Refrigeration, and Heating



DIPLOMA PROGRAM

24 weeks – 24 semester credit hours (DAY)
52 weeks – 24 semester credit hours (EVENING)
Total 720 hours

OBJECTIVE

The Air Conditioning, Refrigeration, and Heating* program teaches the skills required to diagnose, maintain, and repair residential air conditioning and commercial air conditioning, heating, and refrigeration equipment. Students learn refrigeration through work with freezers, cold rooms, and ice machines. Federal environmental reclamation and recycling standards are taught. In the air conditioning and heating portion of the course, students are taught current technology relating to central air conditioning and window units, heat pumps, gas and oil-fired furnaces, and related ductwork. Principles of alternative energy are taught through radiant heat.

EMPLOYMENT OPPORTUNITIES

Graduates are employable in entry-level positions such as air conditioning technicians, refrigeration technicians, air conditioning and refrigeration mechanics or helpers, and general maintenance personnel. The College recommends that students take the E.P.A. exam at the completion of training to enhance employment opportunities.

	COURSE TITLE	CREDIT HOURS
ACRH 601	Introduction to Safety in Air Conditioning, Refrigeration, and Heating	0.5
ACRH 602	Fundamentals of Mathematics for Air Conditioning, Refrigeration, and Heating	0.5
ACRH 603	Basic Tools for Air Conditioning, Refrigeration, and Heating	0.5
ACRH 604	Air Conditioning, Refrigeration, and Heating Measurements	1.5
ACRH 605	Electrical Theory and Applications	4.5
ACRH 606	Heating Theory and Applications	2.5
ACRH 607	Basic Compression Refrigeration	2.5
ACRH 608	Tubing, Piping, and Soldering	2.0
ACRH 609	Condensing Units	1.5
ACRH 610	Air Conditioners	1.0
ACRH 611	Heat Pumps	1.0
ACRH 612	Domestic, Commercial, and Industrial Refrigeration	2.0
ACRH 613	Recovery, Recycling, and Reclaiming	0.5
ACRH 614	Ductwork Application	1.0
PD 616	Professional Development	2.5

*Students are given the opportunity to earn OSHA-10 Certification from Occupational Health and Safety Administration upon successful completion of the required tests.

* Students in this program are eligible to receive industry recognized certification from the National Occupational Competency Testing Institute (NOCTI) upon successful completion of certification exams.



Course Outline/Description— Air Conditioning, Refrigeration, and Heating

ACRH 601 INTRODUCTION TO SAFETY IN AIR CONDITIONING, REFRIGERATION, AND HEATING

This course familiarizes students with air conditioning, refrigeration, and heating terms, and modern developments in the fields of air conditioning, mechanical refrigeration, and heating. Students learn to recognize unsafe situations, follow rules for shop and personal safety, select the correct fire extinguisher for each class of fire, and match the safety color code with elements of its use. Included are specific safety rules pertaining to the field. Students are also able to match ampere figures to their effects on the human body. Students receive an introduction to Green Technology and Energy Efficiency in the trades.

ACRH 602 FUNDAMENTALS OF MATHEMATICS FOR AIR CONDITIONING, REFRIGERATION, AND HEATING

This course provides a review of basic mathematics including fractions, decimals, percentages, square roots, and liquid and linear measurements.

ACRH 603 BASIC TOOLS FOR AIR CONDITIONING, REFRIGERATION, AND HEATING

Students learn identification, use, and care of basic and specialized hand tools used in the trade.

ACRH 604 AIR CONDITIONING, REFRIGERATION, AND HEATING MEASUREMENTS

This course covers the identification, care, and use of different types of instruments required to record temperature, pressure, and heat in various units of measurement as used in the air conditioning, refrigeration, and heating trades. Refrigeration cooling loads, heat load and heat gain loads are also taught.

ACRH 605 ELECTRICAL THEORY AND APPLICATIONS

This course presents fundamentals of electricity, Ohm's Law, and electrical circuits. Students learn to identify and use electrical test instruments and understand the distribution of electrical power. Thermostats, relays, capacitors, protection devices, and electric motors are studied, as well as the reading of wiring diagrams.

ACRH 606 HEATING THEORY AND APPLICATIONS

This course presents fundamentals of gas, oil, and electric forced hot air systems. This includes the duct system, the heat exchanger, the electrical controls, and the control circuitry. Energy conservation methods as they relate to heating and air conditioning are discussed. Students also learn to troubleshoot gas heaters. Students are taught the installation of solar hydronic radiant heat in the floor. Students make all connections for solar hydronic radiant heat systems. The focus is to teach students the efficiency of such systems and their green applications.

ACRH 607 BASIC COMPRESSION REFRIGERATION

This course covers identification of compressors, evaporators, condensers, connecting refrigerant lines, and system accessories; use of refrigerants; evacuation; pressurizing; testing for leaks; and charging. Students will also tear down and inspect compressors.

ACRH 608 TUBING, PIPING, AND SOLDERING

In this course, students learn to select pipe, tubing, and fittings; flare, bend, and swag tubing; and perform soft soldering, silver brazing techniques.

ACRH 609 CONDENSING UNITS

In this course, students learn to define terms associated with sealed system components (condensing units) and to discuss, list, identify, operate, and repair them.

ACRH 610 AIR CONDITIONERS

This course covers the major components of air conditioners; matching wire size to carrying capacity; parts identification; trouble-shooting, and repair of air conditioning units including split systems.

ACRH 611 HEAT PUMPS

The theory of heating and/or cooling by heat pumps is discussed, along with their advantages and disadvantages.

ACRH 612 DOMESTIC, COMMERCIAL, AND INDUSTRIAL REFRIGERATION

The course covers domestic refrigerators, commercial walk-in boxes, ice-making machines, and ancillary controls associated with industrial refrigeration systems. Students also learn the basics of electrical controls, refrigeration defrost controls, mechanical servicing, shell and tube condensing units, oil pressure controls, hot gas defrost, electrical defrost, water pumps and troubleshooting techniques.

ACRH 613 RECOVERY, RECYCLING, AND RECLAIMING

Students learn the effects of CFC refrigerants on the ozone layer of the atmosphere and the Environmental Protection Agency's rules governing the phasing out of CFCs and HCFCs. In all hands-on projects, students are instructed in the proper procedures required to recover CFCs. Department of Transportation regulations regarding the transport of refrigerant drums and cylinders are reviewed and discussed.

ACRH 614 DUCTWORK APPLICATION

This course covers sizing and placement of ductwork, registers, and grills for proper air distribution.

PD 616 PROFESSIONAL DEVELOPMENT

Students learn the skills employers require for positive work relationships and long-term employment. They include targeted workplace competencies: problem solving and other cognitive skills, oral communication skills, personal qualities, work ethic, and customer service, interpersonal and teamwork skills. Students also learn about the importance of professionalism on the jobsite and employer expectations. Employment Specialists teach students effective Internet, interviewing, and job search skills.



Course Outline/Description— Building Maintenance



DIPLOMA PROGRAM

24 weeks – 25 semester credit hours (DAY)
52 weeks – 25 semester credit hours (EVENING)
Total 720 hours

OBJECTIVE

Building Maintenance* teaches diversified skills needed to maintain and renovate commercial and residential properties. Students are taught basic skills in electricity, carpentry, plumbing, heating and air conditioning maintenance. Training also includes painting, papering, and tiling. Students acquire skills in appliance repair, and they receive an introduction to Green Technology and Energy Efficiency in the trades. Students are instructed in safety precautions in the performance of building maintenance tasks, with an emphasis on the proper use of hand and power tools.

EMPLOYMENT OPPORTUNITIES

Graduates are prepared for entry-level employment as maintenance mechanics in apartment complexes, healthcare facilities, industrial establishments, and commercial buildings.

	COURSE TITLE	CREDIT HOURS
BM 101	General Mathematics for Building Maintenance	0.5
BM 102	Carpentry and Concrete Pads	4.0
BM 103	Screen Repair, and Appliance Repair and Maintenance	1.0
BM 104	Painting, Papering, Tiling, and Floor Care	3.0
BM 105	Electricity and Blueprint Reading	4.5
BM 106	Plumbing and Pipe Fitting	3.5
BM 107	Air Conditioning	2.0
BM 108	Heating	4.0
PD 616	Professional Development	2.5

* Students in this program are eligible to receive industry recognized certification from the National Occupational Competency Testing Institute (NOCT) upon successful completion of certification exams.

*Students are given the opportunity to earn OSHA-10 Certification from Occupational Health and Safety Administration upon successful completion of the required tests.



Course Outline/Description— Building Maintenance

BM 101 GENERAL MATHEMATICS FOR BUILDING MAINTENANCE
Students review mathematical procedures including computations using fractions, decimals, and percentages.

BM 102 CARPENTRY AND CONCRETE PADS
Students learn types of lumber, installation of studding and joists, and installation and repair of drywall. Practical applications of carpentry taught include identification of moldings; cutting, mitering, and nailing of finished carpentry projects; installation of interior doors, and sub-flooring. Students practice the proper way of sealing around doors and windows as it relates to energy conservation. This course also covers the preparing, pouring, and finishing of concrete.

BM 103 SCREEN REPAIR, AND APPLIANCE REPAIR AND MAINTENANCE
Students learn basic screen repair. Students also learn how to troubleshoot, repair, and maintain dishwashers, washers, gas/electric dryers, and gas/electric hot water heaters.

BM 104 PAINTING, PAPERING, TILING, AND FLOOR CARE
Students are instructed regarding classification of paints, preparation of walls and woodwork, and application of paint to these surfaces. Students learn classification and application of wall coverings and methods of repairing them. They also learn laying floor covering and ceramic tiling. Students also learn general cleaning techniques for floor care.

BM 105 ELECTRICITY AND BLUEPRINT READING
Students are provided with an introduction to electrical theory and fundamentals of electrical wiring and repairs. Students learn to install light switches, receptacles, doorbells, and light fixtures; and connect circuits to panel boxes and 220/240-volt lines for large appliances. They also learn the importance of preventive maintenance and how it affects energy consumption and appliance function. Students are taught the impact of energy conservation. Students install devices and fixtures that reduce energy consumption. In addition, students are instructed in the use of blueprints showing building stages from excavation to completion. Students learn to read plans, interpret symbols, and identify standard dimensions.

BM 106 PLUMBING AND PIPE FITTING
Students receive instruction in the installation and repair of plumbing fixtures and garbage disposals. Students also learn to install pipes and fittings. Cold water supply systems and sewage systems are discussed. Students make lead and oakum joints; cut, ream, and thread gas pipes; and solder copper. Students install devices and fixtures that reduce water consumption.

BM 107 AIR CONDITIONING
This course instructs students in the basic air conditioning cycle and how to service window units. Students also learn the importance of preventive maintenance and how it directly involves energy saving. Students are taught to charge, evacuate, and reclaim refrigerants of window units.

BM 108 HEATING
Students learn the function, maintenance, and troubleshooting of heating systems, including warm air and hot water heating systems. Students are taught the importance of energy conservation and green technology as it applies to heating.

PD 616 PROFESSIONAL DEVELOPMENT
Students learn the skills employers require for positive work relationships and long-term employment. They include targeted workplace competencies: problem solving and other cognitive skills, oral communication skills, personal qualities, work ethic, and customer service, interpersonal and teamwork skills. Students also learn about the importance of professionalism on the jobsite and employer expectations. Employment Specialists teach students effective Internet, interviewing, and job search skills.



Course Outline/Description— Carpentry



DIPLOMA PROGRAM

24 weeks – 25.5 semester credit hours (DAY)
52 weeks – 25.5 semester credit hours (EVENING)
Total 720 hours

OBJECTIVE

Carpentry* students learn hands-on new construction skills. They build a house to scale in order to learn framing, drywall, rough and fine finishing, siding, shingled roofing, and door and window installation. Students construct a full size deck and staircase. Training includes blueprint reading, safety practices, and trade mathematics.

EMPLOYMENT OPPORTUNITIES

Graduates are prepared for entry-level employment as carpenters, carpentry assistants, carpentry apprentices, maintenance carpenters, finish carpenters, house repairers, door installers, cabinet and trim installers, lay-out workers, framers, assemblers, and woodworkers.

	COURSE TITLE	CREDIT HOURS
CARP 101	Introduction to Carpentry	0.5
CARP 102	Mathematics for Carpentry	3.0
CARP 103	Carpentry Tools	0.5
CARP 104	Blueprints	1.0
CARP 105	Wood, Wood Fasteners, and Hardware	1.0
CARP 106	Framing	5.5
CARP 107	Rough Finishing	4.5
CARP 108	Fine Finishing	5.0
CARP 109	Decking	2.0
PD 616	Professional Development	2.5

* Students in this program are eligible to receive industry recognized certification from the National Occupational Competency Testing Institute (NOCT) upon successful completion of certification exams.

*Students are given the opportunity to earn OSHA-10 Certification from Occupational Health and Safety Administration upon successful completion of the required tests.



Course Outline/Description— Carpentry

CARP 101 INTRODUCTION TO CARPENTRY

Students are introduced to the various carpentry skills required by this building trade and oriented to trade safety practices, classroom regulations, and carpentry terminology. Students receive an introduction to Green Technology and Energy Efficiency in the trades.

CARP 102 MATHEMATICS FOR CARPENTRY

This mathematics course provides a review of basic mathematics as used in the carpentry field with a focus on measurements, fractions, use of the ruler and measuring tape, and an architect scale.

CARP 103 CARPENTRY TOOLS

Students will learn types and proper use of carpentry tools, such as hand and power tools, hammers, saws, levels, table saws, miter saws, routers, and sanders.

CARP 104 BLUEPRINTS

Students develop an awareness of blueprint terminology. They learn basic blueprint reading, including recognizing distances, placement, and symbols. Students learn to interpret detailed views and prints.

CARP 105 WOOD, WOOD FASTENERS, AND HARDWARE

Students learn about the various types and sizes of lumber. Students develop a working knowledge of the use of fasteners in carpentry. Also covered is the installation of hardware, such as locks, deadbolts, and other accessories.

CARP 106 FRAMING

Students learn layout, setting joists, and both wall and roof framing. Students are taught the difference between various insulation, for example, R values and faced and un-faced insulation. Students observe a blower door evaluation for sealing drafty buildings.

CARP 107 ROUGH FINISHING

Students learn to build stairs and to construct wall sheathing, sub-flooring, vinyl siding, and shingle roofing.

CARP 108 FINE FINISHING

Students learn to install doors, windows, and wood trim and to perform related millwork. They learn to install kitchen cabinets, and counter tops. Students also learn to lay-out and install ceramic tile, acoustic ceilings, and vinyl tile.

CARP 109 DECKING

Students receive instruction in the layout and construction of wood decks.

PD 616 PROFESSIONAL DEVELOPMENT

Students learn the skills employers require for positive work relationships and long-term employment. They include targeted workplace competencies: problem solving and other cognitive skills, oral communication skills, personal qualities, work ethic, and customer service, interpersonal and teamwork skills. Students also learn about the importance of professionalism on the jobsite and employer expectations. Employment Specialists teach students effective Internet, interviewing, and job search skills.



Course Outline/Description— Plumbing and Heating



DIPLOMA PROGRAM

24 weeks – 25 semester credit hours (DAY)

52 weeks – 25 semester credit hours (EVENING)

Total 720 hours

OBJECTIVE

Plumbing and Heating* students design and build a fully functional bathroom consisting of toilet, sink, and bathtub. Water and drainage lines are installed, utilizing both hot and cold running water. Hot water heaters—electric, gas, and oil—are installed and serviced. Students are instructed in the installation and repair of forced hot air heaters, related ductwork, and hydronic heaters with radiators or baseboard units. All tasks and instructional activities are performed in conjunction with current municipal codes.

EMPLOYMENT OPPORTUNITIES

Graduates are prepared for entry-level positions in the plumbing and heating field as workers in commercial, industrial, and residential buildings. They could serve as heating service technicians and assistant plumbers and pipefitters.

COURSE TITLE	CREDIT HOURS
PH 101 Introduction to Plumbing and Heating	0.5
PH 102 Safety in Plumbing and Heating	0.5
PH 103 Electrical Theory and Application for Plumbing and Heating	2.5
PH 104 Electrical Control Systems	0.5
PH 105 Overview of Heating Systems	1.5
PH 106 Heat Installation and Service	5.5
PH 107 Heat Pump Theory	0.5
PH 108 Duct Systems	1.0
PH 109 Plumbing	7.0
PH 110 Mathematics for Plumbing and Heating	3.0
PD 616 Professional Development	2.5

* Students in this program are eligible to receive industry recognized certification from the National Occupational Competency Testing Institute (NOCT) upon successful completion of certification exams.

*Students are given the opportunity to earn OSHA-10 Certification from Occupational Health and Safety Administration upon successful completion of the required tests.



Course Outline/Description— Plumbing and Heating

PH 101 INTRODUCTION TO PLUMBING AND HEATING

This course familiarizes students with plumbing and heating terms and job opportunities in this field. Students learn to identify tools for use in plumbing and heating and to follow proper shop procedures. Students receive an introduction to Green Technology and Energy Efficiency in the trades.

PH 102 SAFETY IN PLUMBING AND HEATING

In this course, students learn to take proper safety precautions in the field. Safe handling and operation of tools and equipment are continuously emphasized.

PH 103 ELECTRICAL THEORY AND APPLICATIONS FOR PLUMBING AND HEATING

This course teaches the fundamentals of electricity. Various types of wire and basic electrical devices relevant to heating systems are studied. Students learn to use electrical testing instruments, including voltmeters, ammeters, and ohmmeters.

PH 104 ELECTRICAL CONTROL SYSTEMS

This course stresses the function of electrical control circuits relevant to domestic water heaters as well as hydronic heating systems. Students learn basic wiring diagrams.

PH 105 OVERVIEW OF HEATING SYSTEMS

Students are instructed in the evolution of heating systems and the identification of gas, oil, and electric warm air and hot water heating systems. They learn about controlled combustion of oil and gas and the devices required for the implementation of this function.

PH 106 HEAT INSTALLATION AND SERVICE

Students learn how to install and service gas, oil, and electric hot water and domestic water heaters. They learn the requirements for code-approved electrical, fuel, flue, and other pertinent connections for the safe installation and operation of these units.

PH 107 HEAT PUMP THEORY

The theory of heat pumps is discussed along with the advantages and disadvantages of such systems. Students learn the principles of heat transfer and study the vapor compression cycle.

PH 108 DUCT SYSTEMS

Students are taught the correct sizing of prefabricated duct systems. The course includes the study of square, round, oval, and flexible duct work as related to their use in installing duct systems.

PH 109 PLUMBING

This course teaches students how to size, install, and repair natural gas, water, and drainage systems. Students learn to repair and install basic plumbing fixtures. They are also taught the layout of residential plumbing systems and receive a thorough background in plumbing rules and regulations. Students are taught the design and installation of solar hydronic water heaters and make connections to setup a PEX system. Students are taught how to appreciate the efficiency of such a system and its green applications.

PH 110 MATHEMATICS FOR PLUMBING AND HEATING

Students are taught basic mathematical skills needed for plumbing and heating applications, such as measurement of pipes and ducts, as well as calculating area and volume.

PD 616 PROFESSIONAL DEVELOPMENT

Students learn the skills employers require for positive work relationships and long-term employment. They include targeted workplace competencies: problem solving and other cognitive skills, oral communication skills, personal qualities, work ethic, and customer service, interpersonal and teamwork skills. Students also learn about the importance of professionalism on the jobsite and employer expectations. Employment Specialists teach students effective Internet, interviewing, and job search skills.



Course Outline/Description— Residential and Commercial Electricity



DIPLOMA PROGRAM

24 weeks – 26 semester credit hours (DAY)

52 weeks – 26 semester credit hours (EVENING)

Total 720 hours

OBJECTIVE

The Residential and Commercial Electricity* student will be able to design, install, troubleshoot, replace, upgrade, and maintain electrical equipment in residential and commercial electrical systems per requirements and guidelines mandated by the National Electrical Code. Students are instructed in the identification, care, and proper use of electrical tools and equipment. They learn mathematics for use in the electrical trade. They also study basic theory, electrical control systems, and single-phase and multi-phase electrical motors. Power supplies and power distribution for commercial establishments are taught.

EMPLOYMENT OPPORTUNITIES

Graduates of this course are prepared for entry-level employment as electrical installers and troubleshooters, and as maintenance and electrical assistants in residential, commercial, and public establishments.

	COURSE TITLE	CREDIT HOURS
RCE 101	Introduction to Electricity	0.5
RCE 102	Mathematics and Blueprint Reading for Electricians	4.5
RCE 103	Basic Electricity	4.0
RCE 104	Electrical Measuring Devices	1.0
RCE 105	Residential Wiring Systems	5.5
RCE 106	AC Theory	2.0
RCE 107	Electrical Motors, Controllers, and PLCs	4.5
RCE 108	Commercial Wiring Systems	1.5
PD 616	Professional Development	2.5

* Students in this program are eligible to receive industry recognized certification from the National Occupational Competency Testing Institute (NOCT) upon successful completion of certification exams.

*Students are given the opportunity to earn OSHA-10 Certification from Occupational Health and Safety Administration upon successful completion of the required tests.



Course Outline/Description— Residential and Commercial Electricity

RCE 101 INTRODUCTION TO ELECTRICITY

This course includes a presentation of electrical occupations together with general safety guidelines. Students receive an introduction to Green Technology and Energy Efficiency in the trades.

RCE 102 MATHEMATICS AND BLUEPRINT READING FOR ELECTRICIANS

Students are taught to solve realistic mathematical problems which may be encountered by the electrician in order to gain a solid foundation for a career in the electrical field. Students also learn blueprint reading with electrical symbols.

RCE 103 BASIC ELECTRICITY

This course includes a presentation of atomic theory and theory of magnetism, direct current (DC) circuitry, Ohm's Law and its applications, and dry cell and wet cell batteries.

RCE 104 ELECTRICAL MEASURING DEVICES

Students are taught the use of voltmeters, ohmmeters, ammeters, multimeters, and megohmmeters and their application to diagnostic troubleshooting. Students are taught the theoretical aspects and the installation of basic devices such as dimmers, compact, fluorescent lamps and LED lighting.

RCE 105 RESIDENTIAL WIRING SYSTEMS

Limited only to basic single pole switches, 3-way and 4-way switches, and cell circuits. Students are taught all basic residential wiring circuits and troubleshooting used in a residential setting. Students install a 100-amp system with related circuitry in a simulated residence. Proper safety procedures are followed in accordance with the National Electrical Code (N.E.C.) guidelines including the correct size and use of conductors and circuit breakers. Students are taught the identification and care of tools used in the electrical trade. Students are taught how to install solar panels, interfaces, and other electrical components.

RCE 106 AC THEORY

This course teaches the difference between direct current and alternating current and shows why alternating current (AC) is the basis of all transformers and electrical distribution systems.

RCE 107 ELECTRICAL MOTORS, CONTROLLERS, AND PLCs

Students are taught how to install and troubleshoot motor control circuits. They learn to identify defective motors, transformers, contactors, and relays. They also are taught common motor control circuits for three-phase and single-phase motors. Students design and install Programmable Logic Controllers.

RCE 108 COMMERCIAL WIRING SYSTEMS

This course deals with raceway installations used in commercial establishments.

PD 616 PROFESSIONAL DEVELOPMENT

Students learn the skills employers require for positive work relationships and long-term employment. They include targeted workplace competencies: problem solving and other cognitive skills, oral communication skills, personal qualities, work ethic, and customer service, interpersonal and teamwork skills. Students also learn about the importance of professionalism on the jobsite and employer expectations. Employment Specialists teach students effective Internet, interviewing, and job search skills.



Course Outline/Description— Telecommunications Technician



DIPLOMA PROGRAM

24 weeks – 25 semester credit hours (DAY)

52 weeks – 25 semester credit hours (EVENING)

Total 720 hours

OBJECTIVE

Through a combination of theory and hands-on training, Telecommunications Technician* students learn how communications networks are designed, constructed and operated. Hands-on instruction is provided on network construction techniques, the handling and splicing of telephone, cable television, satellite and fiber optic cables. Students learn how to use the tools and test equipment associated with the telecommunications industry to measure the communications signal and proper system maintenance procedures. Graduates are capable of performing residential and commercial communications cabling installations, as well as installing and programming associated equipment.

EMPLOYMENT OPPORTUNITIES

Graduates are employable in entry-level positions such as Cable Installer, Telecommunications Technician, Electronics Technician, Home and Entertainment Technician, Telephone Systems Technician, Wiring Technician, Satellite Television Installer, Low Voltage Electrical Installer, Fiber Optic Cabling Technician, Copper Cabling Technician, and Communication Technician.

COURSE TITLE	CREDIT HOURS
TC101 Customer Service	1.0
TC102 Basic Mathematics	1.0
TC103 Nature of Electricity	1.0
TC104 Ohm's Law	1.0
TC105 Safety	1.0
TC106 Circuit Fundamentals	1.5
TC107 Voltage	1.0
TC108 Cable Wall Fishing	2.0
TC109 Residential Electricity	2.0
TC110 Introduction to Telecommunications	2.0
TC111 Introduction to Network Cabling Copper-Based Systems	2.5
TC112 Introduction to Network Cabling Fiber Optic Based Systems	2.5
TC113 Integrated Systems: Voice and Messaging	2.0
TC114 Introduction to Home Entertainment	2.0
PD 616 Professional Development	2.5

* Students in this program are eligible to receive industry recognized certification from C-Tech Associates upon successful completion of certification exams.

*Students are given the opportunity to earn OSHA-10 Certification from Occupational Health and Safety Administration upon successful completion of the required tests.



Course Outline/Description— Telecommunications Technician

TC101 CUSTOMER SERVICE

Customer Service for the workforce focuses on positive communication skills, the best techniques for working with difficult customers, proper attitudes, and understanding the needs of the customers. Students learn through role play and problem solving while being critiqued by the instructor and guest employers.

TC102 BASIC MATHEMATICS

Students learn arithmetic, basic mathematics, and word problem applications. Problem exercises and examples in this module are presented in on-the-job scenarios. Components include addition and subtraction; multiplication and division; fractions, percents, proportions, and angles; formulas, geometric figures, and Introduction to Algebra.

TC103 NATURE OF ELECTRICITY

Students are taught about atomic theory, electricity, and the properties of various materials associated with electricity. They are taught about identifying the relationship between elements and compounds, learning about atomic weight and atomic number, a review of the law of charges, how electric current, voltage, and resistance work, as well as distinguishing between conductors, insulators, and semi-conductors.

TC104 OHM'S LAW

The students learn to derive, explain, manipulate and calculate resistance, voltage and current of a given circuit using Ohm's Law. They learn to identify the three components used in Ohm's; derive equations from Ohm's Law; explain the relationship between resistance, current flow, and voltage drop in an electric circuit; calculate the current in a circuit given resistance and applied voltage; and manipulate equations and solve problems using Ohm's Law.

TC105 SAFETY

Students learn the hazards of working with electrical, electronics, and cabling systems and state the use and method of operation for common types of fire extinguishers. They also learn to select safety rules which apply to the proper use of hand tools, safety rules which should be observed when using power tools, and rules for the safe use of electrical cords. Students will be introduced to the various terms and definitions, facts about electrical shock, and treating a victim of electrical shock. Students will identify the different classifications of fires and demonstrate the use of the fire extinguisher and different methods of putting out fires. Students will also understand safety color coding and general lab safety rules. In addition, students will learn the OSHA safety regulations for electricity including misused equipment including overloading the wattages of fuses and circuit breakers, using tools or wires with worn insulation or worn wires, attaching ungrounded, two-prong adapter plugs to three prong tools and cords. Students will prevent falls by looking for unprotected sides, wall openings, and floor holes as well as misuse of ladders; how to properly set up a work zone; and blocking lanes of traffic. Students also learn the safety rules for working in mobile homes where there is no electrical ground and the safety precautions in this situation.

TC106 CIRCUIT FUNDAMENTALS

Students learn about the relationship of charges according to Coulomb's law. The student will identify basic elements in a circuit schematic and construct a basic circuit from a schematic. They are taught the terms associated with circuit fundamentals with their correct definitions; complete a chart of circuit characteristics; match basic schematic symbols with the circuit elements; and understand about open and closed circuits.

TC107 VOLTAGE

Students are taught to measure and compare the voltage of different batteries and measure the voltage drops in a DC circuit. They study the three common sources of voltage and learn the principal parts of a voltmeter. Kirchhoff's law of voltage is studied as it relates to electronics. They will learn to match the terms associated with voltage and measurement with their definitions; match symbols and abbreviations related to voltage and measurement with their definitions; arrange in order the procedures for measuring current with a DC voltmeter; state Kirchhoff's law of voltage; discuss current flow in a resistive circuit; state the formulas for voltage drops in resistive circuits; read voltmeter indications; demonstrate the ability to measure and compare current at two points of a circuit as well as measure and compare current in a circuit at two different voltage levels.

TC108 CABLE WALL FISHING

Students learn to work with stud finders to identify what is inside the residential walls including electrical lines and studs. Students will drill a hole in drywall and a notch in the wood top plate that runs along the upper edge of the stud wall. They prepare holes for fishing cable from a ceiling electrical box to a new switch box or electrical socket. They also fish cable through drywall from a switch or socket in the wall to an electrical box using one long fish tape and fish cable through drywall from a switch or socket to a wall to an electrical box using two fish tapes. They also learn how to minimize the damage when drilling or opening a hole in the wall. Students work on the proper ways to use power drills and fish tape and fish hooks. Students learn to fish an electrical line, phone line, and cable line and install them into a wall.



Course Outline/Description— Telecommunications Technician

TC109 RESIDENTIAL ELECTRICITY

Students learn to how to mount a power supply unit in residential buildings and how to wire it to a terminal or other electrical device. Students learn the proper way to install electrical outlets, put in a switch, and identify safety hazards. Proper safety procedures are followed in accordance with the National Electrical Code (N.E.C.) guidelines including the correct size and use of conductors and circuit breakers. Students also learn about station protection and NID (Network Interface Device) boxes to protect against lightning and electrical surges.

TC110 INTRODUCTION TO TELECOMMUNICATIONS

Students learn the first layer of the Open Standards Interconnection (OSI) model for communication networks—the physical layer. Students learn the basics and the history of Data, Voice, and Video systems. They build their own working telegraph keys, construct the cables to connect them, and send messages to each other. Students apply their knowledge by using a Telecommunications Board (ITB). This teaching aid contains simulated 4-pair data systems, coaxial cable systems, and a fiber optic system all in one compact unit. They learn how to make and test 4 wire and coax patch cables. They use electronic testing equipment to test a 4-pair UTP system, test a coaxial system, perform a “tone and trace” on a copper cabling system, and perform an optical continuity test on a Fiber Optic cabling system. Problem-solving and analysis are emphasized, and the ability to relate abstract representations to the concrete realities they depict.

TC111 INTRODUCTION TO NETWORK CABLING COPPER-BASED SYSTEMS

Students are introduced to network cabling with copper-based systems. They learn proper tool use and construction techniques, various industry standards, and troubleshooting and repairing cabling systems used in networking, cable television, and satellite communications systems for both commercial and residential settings. Troubleshooting includes testing copper-based systems and networks which are wired and wireless. Information is studied regarding the National Electric Code safety, VoIP, and smart homes.

TC112 INTRODUCTION TO NETWORK CABLING FIBER OPTIC BASED SYSTEMS

Students learn a theoretical and hands-on knowledge of Fiber Optics. Students learn the basics of cable termination, testing and troubleshooting using sophisticated electronic equipment. They terminate fiber optic cables with ST and SC connectors, two of the industry standards, and perform a mechanical splice. They get into the theory of fiber optics and calculate a system loss budget.

TC113 INTEGRATED SYSTEMS: VOICE AND MESSAGING

Students learn the skills to work on Key PBX Telephone Systems and Voice Mail. Key Systems are the telephone switches found in businesses and homes. Students are taught to install, program, maintain, and upgrade these systems by completing project-based activities.

TC114 INTRODUCTION TO HOME ENTERTAINMENT

Students learn the basics of home entertainment including the basics of sound, speakers and how sound travels in different environments, and how ears detect sound. They will test and troubleshoot speakers and connections on an Interactive Audio Trainer that depicts a multi-room whole home audio system. They will calculate real life examples such as the time, material, cost and customer fee for wiring a new home under construction for a whole home audio system. They also work with a 5.1 home theater system, including installation, testing, and troubleshooting. They hook up the system in the classroom to the IAT and confirm it is working properly.

PD 616 PROFESSIONAL DEVELOPMENT

Students learn the skills employers require for positive work relationships and long-term employment. They include targeted workplace competencies: problem solving and other cognitive skills, oral communication skills, personal qualities, work ethic, and customer service, interpersonal and teamwork skills. Students also learn about the importance of professionalism on the jobsite and employer expectations. Employment Specialists teach students effective Internet, interviewing, and job search skills.



Regulatory Information

GRIEVANCE PROCEDURE

In the event that you have a concern or a grievance, the following process should be followed:

Informal Process

1. Discuss the concern or grievance with your instructor or Student Services staff for immediate resolution.
2. If further discussion is needed, you may schedule a conference with the Academic Affairs Director for the Building Trades programs or with the Technology Education Director for the Court Reporting or Human Services programs.
3. If you are not satisfied with the result of your meeting with one of the program directors, you may schedule a meeting with the Associate Director.

Formal Process

1. All formal grievances need to include the full name, current address and phone number, and program of study of the person filing the grievance. You will receive a written response from the Campus President within 30 days following the receipt of your letter. Address your formal grievance to:

Campus President
Orleans Technical College
2770 Red Lion Road
Philadelphia, PA 19114

2. Schools accredited by the Accrediting Commission of Career Schools and Colleges have a procedure and operation plan for handling student complaints. If you do not feel that the school has adequately addressed a complaint or concern, you may consider contacting the Accrediting Commission. All complaints considered by the Commission must be in written form with permission from the complainant(s) 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 and Colleges
2101 Wilson Boulevard, Suite 302
Arlington, VA 22201
703-247-4212
www.accsc.org

A copy of the Commission's complaint form is available is available at Orleans Technical College and may be obtained by contacting Bill Lynch, Associate Director or online at www.accsc.org.

3. In addition to submitting your complaint to the Accrediting Commission, you may choose to contact one or more of the following oversight agencies:

State Board of Private Licensed Schools
PA Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Office for Civil Rights, Philadelphia
U.S. Department of Education
Wanamaker Building, Suite 515
100 Penn Square East
Philadelphia, PA 19107

U.S. Department of Education
FSA Ombudsman Group (Student Loan Issues)
830 First Street, N.E., Mail Stop 5144
Washington, DC 20202-5144

FAMILY EDUCATION RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- (1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.

A student should submit to the education director, registrar, program director, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The Orleans Technical College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- (2) The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If Orleans Technical College decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- (3) The right to provide written consent before the school discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the school in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the school has contracted as its agent to provide a service instead of using school employees or officials (such as an attorney, auditor, or collection agent); or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.



Regulatory Information

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Orleans Technical College.

Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

(5) The right to limit distribution of Directory Information

Generally the school will not release any information to outside resources or individuals without receiving permission, unless required to provide information under state or federal laws or to auditors, accrediting bodies, researchers, etc. However, certain information is permitted to be routinely released, unless specifically requested not to. At this school, general directory information is considered to be a student's name, address, telephone number, date and place of birth, program of study, participation in recognized activities, dates of attendance, diploma or degree obtained, awards, and the last institution attended. The student is entitled to request that these directory items not be made publicly available. Such a request must be made in writing to the Campus President. Requests filed will block the release of any directory information made after the date the request is received.

FEDERAL TRADE COMMISSION (FTC) INFORMATION SAFEGUARD STANDARD

In accordance with FTC regulations and the Gramm-Leach-Bliley Act, Orleans Technical College has in place a safeguarding program to protect non-public student information, including the release of personally identifiable student information. The school's written Information Safeguard Plan applies to both paper and electronic records and provides for the security and confidentiality of student information. The plan is available upon request from the Campus President's office.

NON-DISCRIMINATION POLICY

Notice of Non-Discrimination

Orleans Technical College is an equal opportunity education institution. Students are admitted, trained, and referred for employment opportunities without regard to race, color, creed, national origin, gender, disability or age. Orleans Technical College encourages men and women to participate in skills programs

considered to be non-traditional. Orleans Technical College is in compliance with Title VI of the Civil Rights Act of 1972 and Section 504 of the Rehabilitation Act of 1973.

Any issues or questions regarding this policy should be directed to the Title IX coordinator:

Associate Director
2770 Red Lion Road
Philadelphia, PA 19114
Office: A-107
215-728-4488

PENNSYLVANIA DEPARTMENT OF EDUCATION POLICY

The Pennsylvania Department of Education (PDE) does not discriminate in its education programs, activities, or employment practices based on race, color, religious creed, ancestry, union membership, age, gender, sexual orientation, gender identity or expression, national origin, AIDS or HIV status, disability, or any other legally protected category. Announcement of this policy is in accordance with State law including the Pennsylvania Human Relations Act, and with Federal law, including Title VII of the Civil Right Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990.

The following positions have been designated to handle inquiries regarding the non-discrimination policies:

Complaints regarding discrimination in schools:

Human Relations Representative
Intake Division
Pennsylvania Human Relations Commission
www.phrc.state.pa.us
Harrisburg Regional Office: 717-787-9784; Text 717-787-7279
Pittsburg Regional Office: 412-565-5395; Text 412-565-5711
Philadelphia Regional Office: 215-560-2496; Text 215-560-3599

Information on accommodations within the Department of Education for persons with disabilities:

Pennsylvania Department of Education
Americans with Disabilities Act Coordinator
Bureau of Human Resources
333 Market Street, 11th Floor
Harrisburg, PA 17126-0333
Voice Telephone: 717-787-4417
Fax: 717-783-9348
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