



***Accelerated College Education  
(ACE)***

***Student  
Handbook  
2023-2024***





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## Welcome

Welcome to the Pennsylvania Highlands Community College Accelerated College Education (ACE) Program. This program will allow you the opportunity to earn transferable college credit while you are in high school. This handbook will provide you with essential information on the program.

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# ACE Program Staff

## **ACE Administration**

### **Kay-Leigh Malzi**

Associate Dean of School Partnerships

[kmalzi@pennhighlands.edu](mailto:kmalzi@pennhighlands.edu)

(814) 262-3859

### **Sarah McCullough**

School Partnerships Specialist

[smccullough@pennhighlands.edu](mailto:smccullough@pennhighlands.edu)

(814) 262-6422

## **ACE Faculty**

ACE Faculty are those high school instructors approved to teach Penn Highlands courses at our partnering high schools. As per our NACEP Accreditation, ACE faculty must meet the minimum qualifications as those that instruct the courses on our campus.



# Contact Information

All offices are located at our Richland Campus. These offices may also be contacted using the toll-free line at 1-888-385-PEAK (7325).

## **Admissions**

814.262.6446 • [admissions@pennhighlands.edu](mailto:admissions@pennhighlands.edu)

## **Athletics**

814.262.6463 • [athletics@pennhighlands.edu](mailto:athletics@pennhighlands.edu)

## **Book Store**

814.262.7912 • [bookstore@pennhighlands.edu](mailto:bookstore@pennhighlands.edu)

## **Career Planning and Employer Services**

814.262.3850 • [careerservices@pennhighlands.edu](mailto:careerservices@pennhighlands.edu)

## **Financial Aid**

814.262.6454 • [sfs@pennhighlands.edu](mailto:sfs@pennhighlands.edu)

## **Information Technology Help Desk**

814.262.6470 • [helpdesk@pennhighlands.edu](mailto:helpdesk@pennhighlands.edu)

## **Office of Instruction**

814.262.6455 • [instruction@pennhighlands.edu](mailto:instruction@pennhighlands.edu)

## **Library**

814.262.6458 • [library@pennhighlands.edu](mailto:library@pennhighlands.edu)

## **Registrar's Office**

814.262.6436 • [registrar@pennhighlands.edu](mailto:registrar@pennhighlands.edu)

## **Security & Safety**

814.262.6427 • [security@pennhighlands.edu](mailto:security@pennhighlands.edu)

## **Student Accounts**

814.262.6437 • [sfs@pennhighlands.edu](mailto:sfs@pennhighlands.edu)

## **Student Activities**

814.262.6491 • [studentactivities@pennhighlands.edu](mailto:studentactivities@pennhighlands.edu)

## **Student Success Center**

814.262.6451 • [studentsuccess@pennhighlands.edu](mailto:studentsuccess@pennhighlands.edu)



# College Overview

## **Mission Statement**

Pennsylvania Highlands Community College provides its students with affordable opportunities to gain the knowledge and skills they need to be successful in their work, in their day-to-day lives, and in their pursuit of life-long learning in a supportive, student-oriented environment.

## **Core Values**

Pennsylvania Highlands Community College strives to be a community of learners where every student, employee and community member is respected and supported. The College is deeply committed to the following values:

### **STUDENT SUCCESS**

Creating a student-centered environment where individuals are challenged, encouraged and supported to achieve their educational, professional and personal goals as well as develop a spirit of intellectual curiosity and a commitment to lifelong learning.

### **QUALITY AND ACCOUNTABILITY**

Establishing performance standards throughout the institution, developing measures to document effectiveness along with a commitment to continuous improvement in pursuit of excellence. Integrity and Ethics- holding each member of the organization to high professional and personal standards. These principles are also embodied in the Statement on Professional Ethics adopted by the College's Faculty.

### **COLLABORATION AND COLLEGIALITY**

Informing and involving members of the College community in discussion and problem solving at all levels in an atmosphere marked by civility and cordiality conducted with respect for personal and professional differences remembering as well the value of humor and humility.

### **RESPONSIVENESS TO DIVERSE AND CHANGING COMMUNITY NEEDS**

Developing innovative and creative responses to the region's dynamic economic, workforce and social needs based on interactions with all segments of the community.



# College Overview

## Vision

Pennsylvania Highlands Community College will be a dominant higher education provider in west central Pennsylvania - a catalyst for regional renewal - positioning our graduates to be recognized as highly competent, exceptional members of the community and workforce.

## Accreditation Statement

Pennsylvania Highlands Community College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, 215-662-5606. The Commission on Higher Education is an institutional accrediting agency, which is recognized by the U.S. Secretary of Education and the Commission on Recognition of Post-secondary Accreditation.

The Pennsylvania Highlands Community College's Accelerated College Education (ACE) Program is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). NACEP ensures that college courses taught by high school teachers are as rigorous as courses offered on the Pennsylvania Highlands College campus. As the sole accrediting body for concurrent enrollment partnerships, NACEP programs adhere to the highest standards so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development.



For more information regarding NACEP and the standards, please visit:

[www.nacep.org](http://www.nacep.org)

## Goal Statement

Pennsylvania Highlands Community College Accelerated College Education (ACE) program provides high school students with an affordable opportunity to gain college credits while still in high school, and provides guidance and preparation towards the completion of a college degree that leads to successful career or transfer pathways.



# ACE Program Overview

## ACE Program Overview

The ACE Program is a partnership between Pennsylvania Highlands and participating high schools. ACE offers college credits to high school students during the regular school day. ACE courses are taught by certified high school teachers who ensure that the academic rigor is equivalent to the same course taught on a Pennsylvania Highlands campus. ACE provides both high school and college credit (concurrent enrollment) allowing students to fulfill high school graduation requirements while earning college credits.

## How Does Dual Enrollment Work

We partner with high schools to identify both qualified adjunct instructors and college courses that fit our High School Pathway options. Once identified, high school students can then register with Penn Highlands for the courses. Most of the classes offered through High School Pathways are offered at the high school.

All successfully completed courses will have grades recorded on both a Penn Highlands transcript and on the student's high school record.

To better serve high school students that take advantage of dual enrollment, we offer three distinct options through High School Pathways: [Penn Highlands Academy](#), [Associate in High School](#), and [Dual Enrollment \(ACE\)](#). To learn more about High School Pathways, please visit our website at: <https://www.pennhighlands.edu/programs/high-school-pathways/>

## Why Should I Participate?

Enrolling in dual enrollment courses through a High School Pathways option provides many benefits. Here are just a few:

**You will save money.** Our courses are offered at a significantly reduced tuition rate compared to standard college courses. This saves you money, now and in the future.

**You will receive college credit.** The credits you earn will be applied towards a Penn Highlands degree or are transferable to many other colleges and universities.

**You will get a jump start on college.** Dual enrollment courses help ease the transition from high school to college by allowing you to experience what a college course is like.



# ACE Program Overview

## How do I Apply?

The first step to enroll is to complete an online application. After your application has been processed, you will receive an email that will include your [myPEAK](#) username and course registration information.

## Do I Need to Take a Placement Test?

Placement Testing is required for all dual enrollment students wishing to enroll in English, math, chemistry, or physics. Students must achieve a particular score in the discipline of math, English, or both in order to register for some college-level courses. Placement testing is available at all College locations and at select high schools. Please contact your high school guidance office to check on availability. [To learn more, please visit the Student Success Center's webpage.](#)

## How do I Register for Dual Enrollment Courses?

If you have already applied and been accepted into dual enrollment or Penn Highlands Academy courses, you may register for classes. To complete the registration process you must log in to [myPEAK](#), so have your user ID and password ready.

### Don't have a user ID or password?

This information is emailed to you within two business days after you complete your application. Please check your email for the instructions on activating your account, including your temporary password.

If you need further assistance, please contact the Help Line at **814.262.6444** or [ace@pennhighlands.edu](mailto:ace@pennhighlands.edu).

## How do I Pay for These Courses?

Payments for dual enrollment tuition can be processed online through the College's [myPEAK](#) portal for students. Tuition payment options include credit card (Visa or MasterCard), e-check, or by phone with the [Student Accounts Office](#).

**Payment may also be mailed directly to the Student Accounts Office at:**

### ***Pennsylvania Highlands Community College***

Attn: Student Accounts Office  
101 Community College Way  
Johnstown, PA 15904





# Key Dates

## **Fall 2019 (Fall & Full-Year Courses)**

### **Monday, April 1st**

- Application for 2019-20 is available (Last day to complete application is Wednesday, September 25, 2019).
- Placement testing begins for the fall (Last day to complete test is Wednesday, September 25, 2019).

### **Monday, May 13th**

- Registration opens for fall only and full year dual enrollment classes.

### **Friday, July 26th**

- Tuition payments due for fall Associate in High School students.

### **Wednesday, September 25th**

- Last day to apply for fall and full year 2019-20 enrollment.
- Last day to complete a placement exam for entrance into English, math, and science classes.

### **Friday, September 27th**

- Registration closes for fall only and full year 2019-20 dual enrollment classes.

### **Monday, September 30th – Friday, October 4th**

- **Late Registration Period.** Registrations received during this period will be subject to a \$25 late registration fee. No new applications will be received at this time.

### **Friday, October 11th**

- Tuition payments due for fall only and full year 2019-20 dual enrollment courses.
- Last day to drop a fall 2019 dual enrollment course and receive 100% refund.

### **Friday, November 15th**

Last day for Student-Initiated Withdrawal from fall dual enrollment courses.\*



# Key Dates

## Spring 2020 Courses

### Monday, December 2nd

- Application for spring 2020 is available (Last day to complete application is Wednesday, February 5, 2020).
- Spring registration opens.
- Placement testing begins for spring 2020 (Last day to complete test is Wednesday, February 5, 2020).

### Friday, January 17, 2020

- Last day for Student-Initiated Withdrawal for full-year dual enrollment courses.\*

### Wednesday, February 5, 2020

- Last day to apply for spring 2020 courses.
- Last day to complete a placement exam for entrance into English, math, and science classes.

### Friday, February 7, 2020

- Registration closes for spring dual enrollment courses.

### Monday, February 11 – Friday, February 14, 2020

- **Late Registration Period.** Registrations received during this period will be subject to a \$25 late registration fee. No new applications will be received at this time.

### Friday, February 21, 2020

- Tuition payments due for spring semester dual enrollment courses.
- Last day to drop a spring 2020 ACE course and receive 100% refund.

### Friday, March 13, 2020

- Last day for Student-Initiated Withdrawal from spring semester dual enrollment courses.\*

*\*Note: Students who withdraw from a class receive a 'W' grade on their transcript. The 'W' grade does not calculate into the cumulative grade point average.*



# Enrollment Processes and Policies

## Registration Policy

Registration is the process of selecting courses and completing the necessary processes to have the selections entered into the College records. Payment for all related charges must be made by the tuition due date specified for the semester.

## Add/Dropping Classes

Once a semester begins, students may make changes to their schedule through the college portal or by completing and signing an Add/Drop Form. These forms may be obtained online at the College's website. Students who wish to add or drop a course must do so within the Add/Drop period designated by the College each semester. The official date of drop/withdrawal is the date the change is made via the college portal or the date the form is submitted to the Registrar's Office. Students should consult their academic advisor and the Student Financial Services Office before dropping a course. Schedule changes may also impact a student's financial aid eligibility. No course can be added after the Add/Drop period is over except in special circumstances as determined by the Dean of Enrollment Services and Registrar in consultation with the Academic Office.

## Transcripts

The College will provide official transcripts of students' academic records upon the written request of the student. All official transcripts will be delivered directly to the recipient. Any copies of transcripts hand delivered by the student will be considered unofficial copies.

## Withdrawal Process

Students who wish to withdraw from a course after the end of the Add/Drop period but before the deadline for a student initiated withdrawal, must complete a Course Withdrawal Form. In no case should a student rely on a verbal statement as evidence of withdrawal. Official withdrawal requires the student's signature in consultation with an academic advisor and Student Financial Services Office. The completed Course Withdrawal Form must be submitted to the Registrar's Office. Non-attendance does not constitute official withdrawal. A "W" grade will be assigned for the withdrawn courses.



# Enrollment Processes and Policies

## **Total Semester Withdrawal**

Students who wish to withdraw from all courses after the Add/Drop period of the semester but before the deadline for student initiated withdrawal must complete and sign a Total Semester Withdrawal Form in consultation with the academic advisor, Student Financial Services Office, and Registrar's Office. A "W" grade will be assigned for the withdrawn courses.

## **MEDICAL/EMERGENCY WITHDRAWAL**

Students who experience serious medical or emergency issues following the deadline for student initiated withdrawal may request a medical/emergency withdrawal. Medical/Emergency Withdrawal Request forms may be obtained by contacting the Registrar's Office. Completed forms must be submitted with proper documentation and must be received prior to the end of the semester. Dates provided on medical or emergency documentation and the date of the request submission will be considered when evaluating Medical/Emergency Withdrawal Requests. Prior to returning to the College after an approved Medical/Emergency Withdrawal, a student must meet with and receive approval from the Dean of Enrollment Services and Registrar. In order to be considered for a medical/emergency withdrawal, students must meet the following requirements:

- Student must be passing the current semester courses with regular class attendance at the time of the medical/emergency concern or intervention.
- Student must provide a written summary of the medical/emergency circumstances which are preventing the completion of the semester accompanied by appropriate documentation of support from a health care provider, case worker, social worker, or counselor if warranted.

A "W" grade will be assigned for the withdrawn courses.

## **Transfer of Courses**

To ensure smooth transfer, it is always best to reach out to the transfer school directly. While Penn Highlands can help with transfer, connecting with someone at your transfer institution is very important. Emailing a transfer contact is recommended so you have everything well documented.

Please visit Transfer Central on our website at:

<https://my.pennhighlands.edu/ICS/Advising/>



# Enrollment Processes and Policies

## Prerequisite Information

Please know you will not be able to register for a course unless you meet the prerequisites. All prerequisite information can be found on the course descriptions in the College Catalog at the following link:

[Course Descriptions with Prerequisite Information](#)

If you are interested in taking a particular course not available at your high school, please contact the Admissions Office at 814-262-6446 for information on early college admissions.

## Academic Standing

Pennsylvania Highlands faculty and staff consider student learning and academic success to be their top priorities. Whether or not a student achieves success, however, will depend largely on student effort, time management and study habits, class attendance, and his/her willingness to constructively utilize the College's many learning support resources.

Any time a student's Cumulative Grade Point Average (GPA) falls below a 2.0, the student is said to be "NOT in Good Academic Standing." The student is thereby on notice that significant changes may be necessary to meet the student's educational and career goals since no student may graduate with less than a 2.0 GPA.

The College will monitor a student's grades and issue notices of warning or probation when grades do not meet these standards. Students who stay in Good Academic Standing are more likely to advance from one course to the next as needed and earn their degree in a timely fashion.

Students who fail to maintain Good Academic Standing will be notified of their status and any conditions required for their continuation. Students who have extenuating circumstances or specific grounds to appeal either their grades or their academic standing may do so as outlined in the Academic Grievance Procedure.

Recognizing the challenges new students face in transitioning to College, first semester students with a .99 CGPA or less will not face Academic Suspension. These students will be placed on Probation with appropriate credit and/or course restrictions and urged to take advantage of the many College academic and student support services available to them.



# Enrollment Processes and Policies

## Standards for Academic Standing

Cumulative Credit Hours Attempted

**1 - 15**

Cumulative Grade Point Average Below 2.0

**1.50 - 1.99** ACADEMIC WARNING

**1.00 - 1.49** ACADEMIC PROBATION

**0.00 - 0.99** ACADEMIC SUSPENSION

**16 - 30**

**1.75 - 1.99** ACADEMIC WARNING

**1.25 - 1.74** ACADEMIC PROBATION

**0.00 - 1.24** ACADEMIC SUSPENSION

**31 and up**

**1.80 - 1.99** ACADEMIC WARNING

**1.50 - 1.79** ACADEMIC PROBATION

**0.00 - 1.49** ACADEMIC SUSPENSION

### Reinstatement following Academic Suspension

A suspended student wishing to be readmitted to the College as a matriculated (degree seeking) student following a period of suspension must complete an application for reinstatement to the College along with the regular College admission application. The Vice President for Academic Affairs or designee will review the student's academic record, including high school and college transcripts, placement test scores, along with information provided on the Reinstatement Application and make an admission decision or recommendation to admit or not admit based on his/her assessment of the student's ability to benefit from a return to matriculated status. Students who are reinstated following Academic Suspension will be reinstated on Academic Probation.

For definitions of Warning, Probation, and Suspension, please view the College Catalog: [Academic Standing](#)



# Enrollment Processes and Policies

## Academic Course Load

A “full-time” student is one who carries an academic load of 12 credits or more in a regular term and 6 credits or more during a summer term. Anything less than a 12 credit academic load (or 6 credit load summer term) is considered to be “part-time”. A student may not take more than 18 credit hours during a regular term or 9 credit hours during a summer term without approval by the Vice President of Academic Affairs.

Dual enrollment students are classified as non-matriculated students and do not qualify for financial aid.

## Grading Standards

The grading standards for each course are outlined in the course syllabus. While each course may vary, most courses following the following grading scale:

90%-100% = “A”

80% - 89% = “B”

70% - 79% = “C”

60% - 69% = “D”

below 60% = “F”

Faculty across sections will be expected to follow the established syllabus learning outcomes, instructional objectives, and all other essential elements, including common course assessments.

## Course Cancellation Policy

In the event that the College must cancel a course or course section which has been publicly listed as available, each student already registered will be notified by telephone and offered opportunity to register for other open courses. Generally, the reasons for course cancellation are under enrollment or lack of qualified instructor to teach the course.



# Financial Aid Information

## Financial Aid for Dual Enrollment Students

As students must have a high school diploma to receive financial aid, students in the dual enrollment program do not qualify for this. Once a student matriculates to a college or university and credits are transferred in, loan amounts may be increased. Loan limits are categorized by your undergraduate year.

The school determines the actual loan amount students are eligible to receive each academic year. However, there are limits on the maximum amount of subsidized and unsubsidized loans that students are eligible to receive each academic year and over the students' academic career. Annual Direct Stafford Loan limits are as follows.

Year	Dependent Students (except students whose parents are unable to obtain PLUS Loans)	Independent Students (and dependent undergraduate students whose parents are unable to obtain PLUS Loans)
First-Year Undergraduate	\$5,500 - No more than \$3,500 of this amount may be in subsidized loans.	\$9,500 - No more than \$3,500 of this amount may be in subsidized loans
Second-Year Undergraduate	\$6,500 - No more than \$4,500 of this amount may be in subsidized loans.	\$10,500 - No more than \$4,500 of this amount may be in subsidized loans.
Third-Year and Beyond Undergraduate	\$7,500 per year - No more than \$5,500 of this amount may be in subsidized loans.	\$12,500 per year - No more than \$5,500 of this amount may be in subsidized loans.
Graduate or Professional Degree Students	Not Applicable (all graduate and professional students are considered independent)	\$20,500
Subsidized and Unsubsidized Aggregate Loan Limits	\$31,000 - No more than \$23,000 of this amount may be in subsidized loans.	\$57,500 for undergraduates - No more than \$23,000 of this amount may be in subsidized loans.  \$138,500 for graduate or professional students - No more than \$65,500 of this amount may be in subsidized loans. The graduate debt limit includes all federal loans received for undergraduate study.

For more information on financial aid, please visit:

<https://www.pennhighlands.edu/admissions/financial-aid/>





# Academy Pathway

With the rising costs of higher education, this is the perfect pathway for high school students wishing to ultimately obtain a bachelor's degree.

Make Penn Highlands a part of your future education with the Penn Highlands Academy. High school students will be able to take dual enrollment/ACE courses at discounted rates at their high school and use them toward the completion of an associate degree at Penn Highlands after high school graduation. The Academy follows a 3+1 approach, enabling students to complete their associate degree in one year following graduation.

After earning their associate degree, Academy graduates will be ready for the workforce or transfer to earn a bachelor's degree. Penn Highlands has many transfer agreements with colleges and universities near and far. These agreements allow graduates the ability to transfer seamlessly into the four-year program of their choosing. Academic advisors will help guide students through course selection, career exploration, and major selection.

*NOTE: Penn Highlands Academy is best suited for high schools that offer 28 or more dual enrollment credits. Penn Highlands cannot guarantee transferability of all credits. Students must verify details with the receiving college, which will make the final decision about transferability.*

## Eligibility Requirements

- Students must submit their application and high school transcript to the Office of School Partnerships. As the time to complete the degree will be determined by when the student begins, it is suggested that students apply to begin courses during their freshman year.
- Students must be enrolled in their freshman, sophomore, junior, or senior years.
- Students must have an overall GPA of 2.5 or higher in order to participate.
- Students must be approved by their high school administration in order to participate in the Penn Highlands Academy pathway.

**Applications for students who do not meet the above requirements will be reviewed on a case-by-case basis by our Admissions Office.**

- Students must also meet all course prerequisites such as coursework and/or placement requirements.
- Finally, students must earn a C grade or higher in courses in order for those courses to be eligible for transfer.

**Students may take a maximum of 28 credits while in high school. The remaining 34 or more credits must be taken at a Penn Highlands facility and/or in Penn Highlands' online format following high school graduation.**



# Academy Pathway

## Academy Pathway Costs

28 credits of dual enrollment/ACE courses cost roughly \$1,652 (based upon 2019-20 tuition rates). Additional textbooks or supplies are not typically required for these courses.

Based upon 2019-20 tuition rates, the tuition and fees for Penn Highlands' full-time, Cambria County resident is \$208 per credit. The estimated average cost of textbooks for students enrolled at full-time status is \$750 per semester.

The benefit of the Penn Highlands Academy is that students can apply for financial aid ([FAFSA.gov](https://fafsa.gov)) following high school graduation and may be qualified to use federal and state funding programs to help cover the cost of completing the associate degree at Penn Highlands. This includes federal Pell grants, state grants, and the Stafford Student Loan program. Students must be a high school graduate in order to be eligible for these financial aid programs.

## College Programs of Study

For more information on program of study options at Penn Highlands, please visit the below links:

[Business and Communications](#)

[Computer Information Sciences](#)

[Education](#)

[Liberal Arts](#)

[Health Professions](#)

[Social Sciences and Criminal Justice](#)

[Technical and Professional Studies](#)



# Students Rights and Responsibilities

By becoming members of the Pennsylvania Highlands Community College community, students assume the responsibility to observe and help maintain standards of personal behavior that make a positive contribution to the College community. As a Pennsylvania Highlands student, you are expected to:

1. Respect the College's commitment to academic integrity and uphold the values of honesty and responsibility that preserve our community;
  2. Behave in a manner that is temperate, civil, and respectful of the rights of others;
  3. Behave in a manner that recognizes and respects individual differences, supporting an appreciation for diversity as well as inclusiveness;
  4. Do no harm and help to maintain the safety and welfare of the campus community by reporting unusual or dangerous behavior;
  5. Recognize that you are a part of the Pennsylvania Highlands community, and demonstrate civic and social engagement and responsibility;
- Accept personal responsibility for your learning, behavior, and future success.



# Student Code of Conduct

Pennsylvania Highlands Community College is committed to the advancement of learning and to the development of responsible individuals. Each student is considered to be a responsible person and is expected to uphold appropriate standards of behavior. The College expects proper student conduct on-campus and at off-campus functions sponsored by the College. Students who demonstrate an inability to conform to acceptable conduct may lose the right to enjoy the educational, social and recreational opportunities of the College.

To view the entire Student Code of Conduct, including the disciplinary process, sanctions, appeals, and interpretation and review, please visit the following link:

<http://elog.pennhighlands.edu/content.php?catoid=34&navoid=1101>



# Academic Integrity Policy

The purpose of the Academic Integrity Policy is to ensure that students enrolled in all courses at Pennsylvania Highlands Community College complete the required coursework and go forth prepared to meet the next challenges in their academic progression or employment. Sanctioning guidelines for this policy are based on a student's academic career at Penn Highlands not a single semester.

The following information is provided as examples of actions that could violate the College's Academic Integrity Policy.

## **Intentionally Presenting Inaccurate Information or Forging Documents**

- Changing or inventing results, data, or conclusions for any assignment.
- Changing or making up information or quotations that are passed off as authentic for any assignment.

Forging College personnel's signature or information on any academic document.

## **Plagiarism**

- Presenting the work of another as one's own (not citing a source).
- Using ideas from any source without providing proper citation of the source. Improper citation consists of excluding a source or misrepresenting a source.
- Copying or presenting material word for word from any source without using quotation marks and the proper citation of the source.
- Copying and/or altering a few words from a source, to avoid exact quotation, without providing the proper citation of the source.
- Rewording (paraphrasing) an idea found in a source without providing the proper citation of the source.
- 
- Submitting a student's own single piece of work multiple times without instructor permission.
- Submitting the same paper or assignment during the same term to two instructors without both instructors' permission.
- Submitting a previously graded paper, assignment, or speech to a different instructor without the current instructor's approval.



# Academic Integrity Policy

## Cheating

- Cheating on exams and assignments.
  - Copying answers from another person or submitting another person's work as one's own.
  - Collaborating on any assignment that is supposed to be done individually.
  - Submitting as one's own any course assignment created by someone else.
  - Using any unauthorized resources during an exam or while completing assignments. Unauthorized resources include, but are not limited to, notes, electronic devices, solution manuals, Cliff's Notes® or anything not permitted by the instructor or proctor.
  - Stealing, or having in one's possession without permission, any exams, materials, or property belonging to faculty, staff, or another student.
  - Receiving the answers to exam questions or other assignments.
  - Having another person take an exam or a class for the enrolled student.
- Aiding other students in cheating.
  - Doing another student's assignment, excluding collaborative learning assignments or joint assignments approved by the instructor. Some examples may include, but are not limited to, doing a student's assignment or writing or re-writing a major portion of a student's assignment.
  - Giving a student answers to exam questions or to other assignments.
  - Taking an exam or a class for a student.



# Academic Integrity Policy

## Reporting Responsibility of Faculty

It is at the discretion of the faculty to determine whether an inappropriate action taken by a student in the completion of assignments and/or testing materials is the result of an honest mistake or a deliberate attempt to earn credit by cheating. If the faculty member determines that the inappropriate action is the result of an honest mistake on the part of the student, then the faculty member takes corrective action, such as a lowered grade on the assignment, test, or quiz or may provide the student with an opportunity to repeat the assignment, test, or quiz. The faculty member may also take this opportunity to educate the student on what constitutes a violation of the Academic Integrity Policy.

If the faculty member determines that an inappropriate action taken by a student is a deliberate attempt on the part of the student to earn credit by cheating, then it is the faculty member's responsibility to file an incident report via the Incident Reporting Form found on the college's website under About → Consumer Information → Health and Safety Information → Report a Concern.

The College will convene an Academic Integrity Review Team consisting of three academic affairs administrators. Once a report of an alleged academic integrity violation has been received, the Academic Integrity Review Team has three days to review the report and determine whether an infraction has been committed. The review team has the right to review all relevant coursework, interview all witnesses, and utilize any electronic surveillance provided by the institution in order to ensure a fair and equitable ruling. Upon determining that an infraction has been committed, the College's Administrative Conference Team (consisting of one student services officer and one security officer) will then notify the student and the faculty member involved and impose any and all sanctions.



# Academic Integrity Policy

FIRST OFFENSE: The student receives a zero for the assignment, test, or quiz involved in the infraction; the student is suspended from the class until he/she has completed a counseling session through the Student Success Center, and is given both a verbal and written warning indicating what the penalty will be for a second offense.

SECOND OFFENSE SAME CLASS: Should a student commit a second infraction in the same class, the penalty is an F grade for the class and notation of an Academic Integrity Violation will be placed on the official transcript and student record. The student is suspended from the class until he/she has completed a counseling session through the Student Success Center. Student also receives verbal and written warnings indicating what the penalty will be for a third offense.

SECOND OFFENSE DIFFERENT CLASS: Should a student commit a second infraction in a different class from the first, then the penalty is a zero on the assignment and the student is suspended from the class in which the second offense occurred until he/she has completed a counseling session through the Student Success Center. Student also receives verbal and written warnings indicating what the penalty will be for a third offense.

THIRD OFFENSE: Student receives an F grade for the class where the infraction occurred and is administratively withdrawn from all semester classes. Student receives a W grade in all other classes and notation of an Academic Integrity Violation will be placed on the official transcript and noted in the student record. Student is expelled from classes for the remainder of the semester. Student receives verbal and written warning indicating what the penalty will be for a fourth offense.





# Academic Integrity Policy

FOURTH OFFENSE: Student receives an F grade for all enrolled classes in which an infraction has occurred and is administratively withdrawn from all other enrolled classes and assigned a W grade. A notation of the Academic Integrity Violation will be placed on the official transcript and in the student record. The student is expelled from classes for the remainder of the semester and is suspended for one additional semester. Semester suspensions will be served during the Fall or Spring semesters. A student expelled during the Spring semester is not eligible to return to class until the next Spring semester. A student expelled during the Fall semester may return to class during the summer term. Student receives both verbal and written warning indicating what the penalty will be for a fifth offense.

FIFTH OFFENSE: Student receives an F grade for all enrolled classes in which an infraction has occurred and is administratively withdrawn from all other enrolled classes. Student receives a W grade in all other classes and notation of an Academic Integrity Violation will be placed on the official transcript and noted in the student record. The student is expelled from classes for the remainder of the semester and is also suspended for five years.

## **Reports of Violation at the End of the Semester**

Should an Academic Integrity Violation occur at the end of the semester and delay the grading of final tests, quizzes, presentations, or papers, the student will receive an RD (report delayed) grade for the course until the case is reviewed and a decision regarding the alleged violation is rendered. All timelines with regard to this process and opportunities for appeal remain available to the student.



# Academic Integrity Policy

## Appeals

An appeal to review a decision of the Academic Integrity Review Team or Administrative Conference will be granted if one or more of the three situations below are met:

- That a procedural error occurred during the process (someone involved that should not have been, a timeline not met, substantiated bias).
- New evidence that was previously unknown or unavailable.
- Sanctions that step outside of the stated framework for sanctioning.

Student(s) and/or faculty who wish to appeal a decision made by the Academic Integrity Review Team must submit a request for appeal letter to the Vice President for Academic Affairs within five business days of the decision of the Academic Integrity Review Team. This appeal letter must specify which circumstances listed above are the basis for the appeal. All appeals will be reviewed and ruled upon within five business days.

Should an appeal be granted, the case would be reviewed jointly by the Vice Presidents for Academic Affairs and Student Services.

## Upon Return to the College

A student who has been suspended from the College for disciplinary reasons involving violations of the Academic Integrity Policy who later returns to the College and repeats the classes impacted by disciplinary sanctions with satisfactory grades (C or better) will have the student record notations removed provided no further infraction of the Academic Integrity Policy occurs before completion of the student's enrolled program. Any student who has been officially documented for violations of the Academic Integrity Policy will not be eligible for Academic Amnesty, Academic Forgiveness or graduation honors.



# Family Educational Rights and Privacy Act

## Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act was designated to protect the privacy of educational records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the Act.

### Parental Access or Spousal Access to Student Records

Parents may have access to information pertaining to their son's or daughter's educational records and academic status without prior written consent of the student if the student is a dependent under the age of 18. If the student is 18 or older, then the College must receive prior written consent from the student in order to release such information to his or her parents and or spouse. This form is available from the Registrar's Office.

### Ownership of Records

Official student records are established and maintained in a number of administrative offices for a variety of legitimate educational purposes. All records kept concerning students, including those records originating at other colleges or universities, those records required for admission or transfer credit evaluation or those documents supporting student course waivers, are the property of Pennsylvania Highlands Community College.



# Family Educational Rights and Privacy Act

## Records Policy

The Family Educational Rights and Privacy Act provides students with certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar's Office written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. Proper identification must be presented by the student prior to the inspection of the records. The Registrar will remain present while the student reviews his or her education record. If the Registrar's Office does not maintain the records that are requested, the Registrar 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 or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write to the College official responsible for the record, clearly identify the part(s) of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to an appeal process regarding the request for amendment.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic, support staff position or Board of Trustees; 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. 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. Another exception can occur in the event of a health and/or safety emergency. A log sheet, indicating the reason for inspection and signed by the official reviewing the file, must be kept in the student's file at all times.



# Family Educational Rights and Privacy Act

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Pennsylvania Highlands Community College 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 20202-4605

## Public Information Regarding Students

The College has designated the following student information as public or “Directory Information”. Such information may be disclosed by the College at its discretion to individuals, agencies, and institutions for purposes relating to activities approved by and associated with Pennsylvania Highlands Community College. This information may be released without the prior consent of a student:

- Name
- Address
- Phone Number
- College Issued Email Address
- Program of study
- Dates of attendance
- Degrees and awards received
- Participation in officially recognized sports and activities

Currently enrolled students have the right to withhold disclosure of all (not partial) categories of public information. To withhold disclosure, written notification must be received in the Registrar’s Office prior to the end of the second week for the semester or summer session in which the withholding of Directory Information is to take effect. Students are cautioned that withholding information can have adverse consequences when we are unable to verify attendance or degrees to agencies, insurance companies, or prospective employers. Former students and alumni are not covered under the Family Educational Rights and Privacy Act of 1974. Therefore, the College is not obligated to honor requests for non-disclosure of public information from former students.



# Students with Disabilities

## Students with Disabilities

Pennsylvania Highlands Community College is committed to upholding the standards set forth by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008, which are designed to eliminate discrimination against individuals with disabilities. Pennsylvania Highlands is committed to making reasonable accommodations for students with disabilities.

Students with a disability wishing to request accommodations must meet either in person, via Skype or by telephone with the Counselor/ADA Specialist. Appropriate documentation from a licensed professional is required to certify that he-or she has a disability and to determine reasonable accommodations. The student is encouraged to request accommodations immediately upon admission to the College, as some accommodations, require at least three weeks planning in advance of each semester. Once a student is determined eligible for accommodations and receives an official accommodations plan, the student must meet with each of his or her instructors to inform the instructor of the requested accommodations.



# Sexual Harassment Policy

Pennsylvania Highlands Community College affirms its commitment to maintain a learning environment and workplace free of sexual harassment and sexual misconduct for its students and employees. No student or College employee of either sex shall impose a requirement of sexual cooperation for employment or academic advancement, or in any way contribute to or support unwelcome physical or verbal sexual behavior.

## **SEXUAL MISCONDUCT**

Members of the College Community are advised that coercive and unwelcome sexual contact is unlawful and will not be tolerated. Sexual offenses will be immediately pursued through both criminal and College disciplinary procedures. The College will not shield or protect its members from legal consequences of these actions and will cooperate fully in the investigation and prosecution of these cases. College disciplinary sanctions shall be made independently for the same violation.

## **SEXUAL HARASSMENT**

Sexual harassment is a violation of the Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendment of 1972. These laws include prohibition of discrimination in employment and educational program and services on the basis of sex. The following guidelines apply equally to students and employees:

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature when:

1. Submission to the conduct is either an explicit or implicit term condition of employment, instruction or participation in College activities;
2. Submission to or rejection of the conduct is used as a basis for making employment or academic decisions affecting the person rejecting or submitting to the conduct; or
3. The conduct has the purpose or effect of unreasonably interfering with the affected person's academic or work performance, or creating an intimidating, hostile or offensive college environment.



# Sexual Harassment Policy

Any student who believes he or she has been sexually harassed should contact the Title IX Coordinator, Campus Safety and Security, or site directors. If for any reason he/she is uncomfortable with this, the Vice President for Academic Affairs and Student Services should be contacted. If a Vice President is the alleged offender, the student should contact the Title IX Coordinator.

All complaints are treated seriously and will be given impartial and timely consideration. The complainant and the accused will be informed of the findings of any investigation. While every effort will be made to protect the privacy rights of all parties, anonymity cannot be guaranteed.

Sexual harassment or sexual misconduct will not be tolerated within the college community either in the workplace, living environment or in any collegial setting involving faculty, staff, administrators, or students.

Pennsylvania Highlands Community College will not tolerate any retaliation against any person who brings a complaint of sexual harassment or sexual misconduct to its attention. Allegations of retaliation should be brought immediately to the attention of the Title IX Coordinator. Complaints are treated seriously and will be investigated. Confidentiality will be maintained within the process of the investigation to the extent possible.





# Sexual Assault Victims' Bill of Rights

- To be treated with respect by College officials.
- To take advantage of campus support resources.
- To experience a safe educational and work environment.
- To have an advisor (students) or representative (employees) during this process.
- To refuse to have an allegation resolved through informal procedures.
- To be free from retaliation.
- To interim remedies related to the victims academic or work schedule.
- To have complaints heard in substantial accordance with these procedures.
- To reasonable and necessary participation in the process.
- To be informed in writing of the outcome of the complaint and, where permissible, sanctions, and the rationale for the outcome.



# Student Right-to-Know Act

Student Right-To-Know and Campus Security Acts are federal law that requires institutions of higher education receiving federal financial assistance to make available several key pieces of information:

- To current and prospective students, the college's graduation and/or completion rates for its full-time, degree seeking students.
- To current students and employees, crime statistics and security policy information about the College.



# Course Descriptions

All courses in the ACE program are the same as those courses listed in the Penn Highlands Community College Catalog. Below is the course information for all courses offered in the ACE program.

## **ACC 150 - Accounting Principles I**

This is an introductory accounting course designed to introduce underlying concepts and Generally Accepted Accounting Principles (GAAP) used in determining revenue recognition, expense recognition, asset valuation, and reporting of liabilities. Double-entry accounting is introduced and applied to service companies. The entire accounting cycle for a service business operating as a sole proprietorship will be presented - from the point of original entry through the adjustment process, financial statement preparation, and post-closing trial balance preparation. Students will first be exposed to a manual accounting system, then QuickBooks Online will be utilized to expose students to computerized accounting systems.

*3 credits*

## **ART 101 - Introduction to Art History\*\***

This course introduces the major periods of Western art history, including: Ancient, Egyptian, Greek, Early Medieval, Romanesque, Gothic, Renaissance, Baroque, 19th and 20th Century. The course will examine the religious, philosophical, and social forces that shaped the masterpieces.

*Note(s): \*\*This course is part of the 30 credit transfer framework agreement with the Pennsylvania State System of Higher Education universities.*

*3 credits*

## **ART 110 - Introduction to Painting and Sculpting\*\***

This hands-on course introduces the student to various materials, techniques and methods used to create works of art. The course involves 2 dimensional and 3 dimensional projects. Through class critique, students will be encouraged to articulate and reflect on their own work and the work of classmates. Students will also develop an awareness and appreciation of painting, sculpting and mixed media within the visual arts.

*Note(s): \*\*This course is part of the 30 credit transfer framework agreement with the Pennsylvania State System of Higher Education universities.*

*3 credits*



# Course Descriptions

## **BIO 104 - Principles of Biology I Lecture**

This introductory course provides an overview of the basic principles of biology including the structure and function of the cell, cellular respiration, photosynthesis, mitosis, meiosis, genetics and evolution. Lectures emphasize human biology and are complemented by discussions that stress critical thinking. This course is designed to prepare students for more advanced courses in biology.

*Co-requisite(s): BIO 114 Principles of Biology I Lab*

*3 credits*

## **BIO 106 - Principles of Biology II Lecture**

This introductory course provides an overview of the basic principles of biology including the structure and function of animals and plants, including organ systems, reproduction and the regulation of body systems. The course also provides an overview of the Earth's ecosystems and the diversity of life within each ecosystem. Lectures are complemented by discussions that stress critical thinking. This course is designed to prepare students for more advanced courses in biology.

*Prerequisite(s): BIO 104 Principles of Biology I*

*Co-requisite(s): BIO 116 Principles of Biology II Lab*

*3 credits*

## **BIO 114 - Principles of Biology I Lab**

This introductory course provides an overview of the basic principles of biology including the structure and function of the cell, cellular respiration, photosynthesis, mitosis, meiosis, genetics and evolution. Lab experiments are designed to teach basic scientific skills, and to reinforce the topics covered during BIO 104 lectures. This course is designed to prepare students for more advanced courses in biology.

*Co-requisite(s): BIO 104 Principles of Biology I Lecture*

*1 credit*

## **BIO 116 - Principles of Biology II Lab**

This introductory course provides an overview of the basic principles of biology including the structure and function of animals and plants, including organ systems, reproduction and the regulation of body systems. The course also provides an overview of the Earth's ecosystems and the diversity of life within each ecosystem. Lab experiments are designed to teach basic scientific skills, and to reinforce the topics covered during lectures. This course is designed to prepare students for more advanced courses in biology.

*Prerequisite(s): BIO 104 Principles of Biology I*

*Co-requisite(s): BIO 106 Principles of Biology II Lecture*

*1 credit*



# Course Descriptions

## **BIO 202 - Human Anatomy and Physiology I**

This course introduces the student to the structure and function of the human body. This is a semester long introduction to Human Anatomy and Physiology and prepares the student for Human Anatomy and Physiology II. Course topics will include the organization of the body at the molecular, cellular, and tissue levels and homeostatic mechanisms associated with the endocrine, integumentary, skeletal, muscle, and nervous systems.

*Prerequisite(s): BIO 104 Principles of Biology I or accepted by CSON or high school biology within the last five years*

*Co-requisite(s): BIO 212 Human Anatomy and Physiology Lab*

*3 credits*

## **BIO 204 - Human Anatomy and Physiology II**

This course is the second half of a yearlong introduction to Human Anatomy and Physiology. Course topics will include the organization of the body systems at the molecular, cellular, and tissue levels and homeostatic mechanisms associated with the cardiovascular, respiratory, lymphatic, digestive, urinary and reproductive systems.

*Prerequisite(s): BIO 202 Human Anatomy and Physiology I or accepted by CSON*

*Co-requisite(s): BIO 214 Human Anatomy and Physiology II Lab*

*3 credits*

## **BIO 212 - Human Anatomy and Physiology Lab I**

This course introduces the student to the structure and function of the human body. This is a semester long introduction to Human Anatomy and Physiology Lab applications. Students will experience and apply the material learned in lecture through experimentation and application of the scientific method to the following topic areas. Course topics will include the organization of the body at the molecular, cellular, and tissue levels, focusing on the integumentary, skeletal, muscle, and nervous systems.

*Prerequisite(s): BIO 104 Principles of Biology I or accepted by CSON*

*Co-requisite(s): BIO 202 Human Anatomy and Physiology I*

*1 credit*

## **BIO 214 - Human Anatomy and Physiology Lab II**

This course is the continuation of BIO 212 Human Anatomy and Physiology I Lab. Students will experience and apply the material learned in lecture through dissection and application of the scientific method to the following topic areas: cardiovascular, muscular, lymphatic, respiratory, digestive, urinary, reproductive, and endocrine systems.

*Prerequisite(s): BIO 202 Human Anatomy and Physiology I or accepted by CSON*

*Co-requisite(s): BIO 204 Human Anatomy and Physiology II Lecture*

*1 credit*



# Course Descriptions

## **BUI 105 - Architecture I**

This course covers techniques for rapid development of working plans. Students will learn to identify, create, store and use appropriate symbols within the CADD environment. The main emphasis will be placed on design and engineering for residential construction, some comparisons will be made to the similar techniques used for commercial projects. Drawings included within the course will be: sections, floor plans, foundation plans, various schedules and elevations. Advanced drafting techniques utilizing the latest CADD software will be emphasized.

*Prerequisite(s): CAD 106 Computer Aided Drafting II*

*3 credits (2 lecture; 1 lab)*

## **BUI 125 - Architectural Blueprint Reading**

This course covers the basics for reading blueprints for Architecture construction plans. Students will learn various layouts and structure of Architecture construction plans. They will learn and understand common symbols and drawing techniques used in the industry. Students will learn how to identify and find floor plans, details, schedules, notes and sections within any complete set of Architecture construction plans. The student will then learn to perform quantity take-offs for the materials needed to construct a given project.

*3 credits*

## **BUS 110 - Introduction to Business**

This course examines the social, legal, ethical, economic, and political interactions of business and society. This is a basic foundation for the student who will specialize in some aspect of business and will also provide the opportunity for non-business majors to learn about the relationship and impact of business to a society in which they are citizens, consumers, and producers. The class includes such topics as: economic systems; government and business; ethics and law; social responsibility; globalization; and international business concepts, principles and practices.

*3 credits*

## **BUS 130 - Personal Consumer Finance**

This course is designed to introduce the student to the basic principles of personal finance, with an emphasis on effective money management. Students will construct a financial plan, using the following concepts: personal financial statements, time value of money, tax planning, banking and interest rates, credit management, personal loans, major purchases and insurances, investment strategies, and retirement/estate planning.

*3 credits*



# Course Descriptions

## **BUS 210 - Business Law**

This is an introductory course that considers the nature of business law and procedural framework of the legal system. Special interest centers upon current legal issues such as compliance issues, EEOC, employment problems/issues, workers' compensation, and sexual harassment.

*3 credits*

## **BUS 230 - Principles of Marketing**

This course will focus on the major elements of the marketing mix, including demand, product planning, pricing, channels, logistics of distribution, and promotion. Principles, functions, and basic problems are also under discussion. The class examines actual practical case studies to assist the student in fully comprehending the nature of marketing.

*3 credits*

## **CAD 105 - Computer Aided Drafting I**

This course covers basic Windows, computer and CAD terminology, and basic entity creation and modification all of which are used to produce elementary geometric figures. Students learn to use and control accuracy enhancement tools,

use geometric and non-geometric editing commands, control coordinates and display scale, and use layering techniques.

*3 credits (2 lecture, 1 lab)*

## **CAD 106 - Computer Aided Drafting II**

This course covers and uses standards and techniques for layering and efficient drawing production through the use of CAD library development, including the use of attributes. Students learn to use standard parts and/or symbol libraries, grouping techniques, and query commands to interrogate database, trim surfaces, edit control points, and extract geometric data.

## **CAD 201 - Computer Aided Drafting 3D**

This course is designed to expose the advanced CAD user to all aspects of 3-D design. Students will work with 3D models, 3D surface models, solid modeling, presentations and application projects. Students will use the latest version of AutoCAD to complete their assigned work.

*Prerequisite(s): CAD 106 Computer Aided Drafting II*

*3 credits*



# Course Descriptions

## **CHM 106 - Introductory Chemistry**

This course is designed to introduce the student to basic concepts of chemistry and connections of these chemical principles to everyday life. Topics include atomic structure, the periodic table, chemical reactions, stoichiometry, properties of gasses, matter and energy, chemical bonding, acids and bases, nuclear chemistry, and organic chemistry.

*Prerequisite(s): MAT 131 Intermediate Algebra, MAT 117 Technical Math for Trades, or high school algebra*

*4 credits (3 lecture, 1 lab)*

## **CHM 120 - General Chemistry I**

This course is designed to prepare students for more advanced courses in chemistry and science. The lecture portion of the course focuses on the study of the properties of matter and chemical transformations. Topics include: measurement, chemical nomenclature, chemical reactions and stoichiometry, atomic theory, molecular structure, thermochemistry, and gas laws. The laboratory will reinforce the lecture topics and emphasize safety technique. This course is a first semester course of a two semester sequence.

*Prerequisite(s): High school chemistry and Algebra (or placement test into College Algebra)*

*4 credits (3 lecture, 1 lab)*

## **CHM 122 - General Chemistry II**

This course is designed to prepare students for more advanced courses in chemistry and science. This course is a continuation of the study of the basic principles of chemistry. Topics include: intermolecular forces, solutions, kinetics, equilibria, acids and bases, thermodynamics, electrochemistry, nuclear chemistry, and organic chemistry. The laboratory will reinforce the lecture topics and emphasize safety and technique. This course is a second semester course of a two semester sequence.

*Prerequisite(s): CHM 120 General Chemistry I*

*4 credits (3 lecture, 1 lab)*

## **CIT 100 - Microcomputer Applications**

This hands-on course introduces the student to the more popular microcomputer software packages available including Windows, word processing, spreadsheets, and presentations. This course provides students with a working knowledge of these software packages to accomplish the more common tasks. The Microsoft Office suite, including MS Word, MS Excel and MS PowerPoint, is used.

*3 credits*





# Course Descriptions

## **CIT 107 - Microsoft Word**

This course provides basic as well as advanced information and hands-on training in the use of Microsoft Word for Windows. Students create, edit, format, revise and print documents. Students also learn to add graphics to documents and work with multiple documents as well as sorting and merging techniques.

*Prerequisite(s): CIT 100 Microcomputer Applications*

*3 credits*

## **CIT 110 - Theory of Computing**

This course provides students with an understanding of the components of the computer and how these components coordinate with each other to become a computer system. Topics covered include hardware and its functions, operating

systems and how they coordinate and manage computer activities, computer terminology, and various uses of computers in the home and office, data storage, the future of technology, computer ethics, and other concerns. This course lays the foundation required in technical education and serves as a stand-alone overview of the use of technology

in office automation.

*3 credits*

## **CIT 132 - Local Area Networks**

This course provides an overview of data communications and information as it explores the terminology, equipment and procedures that are used as LAN building blocks. It also covers methods of connecting PCs and the specialized applications that are designed to utilize the special advantages of a networked environment.

*Note(s): Successful completion of CIT 132 Local Area Networks will assist students in passing the CompTIA Network+ Certification exam.*

*4 credits*

## **CIT 165 - Hardware Components**

This course is designed to provide the student with the knowledge and ability to identify various types of computer hardware. The student will become familiar with internal and external hardware and their configurations.

*Note(s): Successful completion of CIT 165 Hardware Components will prepare students to take the first part of the CompTIA A+ Certification exam.*

*3 credits*



# Course Descriptions

## **CIT 166 - Visual Basic Programming**

The student will use Visual Basic to analyze, design, code, test, and debug a computer application using structured programming techniques. There will be an emphasis on modular programming techniques.

*3 credits*

## **CIT 173 - Windows Enterprise Desktop Operating Systems**

This course is designed to provide the student with the knowledge and ability to design, install, and maintain desktop operating system. Students explore advanced aspects of the newest Windows desktop operating system, Windows 7. Topics covered include installation and mass installations, the user interface, hardware and software requirements and support, remote connectivity, networking, and troubleshooting. After successful completion of the course, students will be prepared to take the Microsoft certification exam #70-697.

*3 credits*

## **CIT 237 - TCP/IP Connectivity and Troubleshooting**

This course is designed to provide the student with a working knowledge of TCP/IP for purposes of internetworking. In this course the student will explore the functionality of the TCP/IP protocol suite, TCP/IP internetworking, and managing TCP/IP. Students will learn IPv4 addressing and subnetting, as well as the new IPv6 addressing and configuration. Troubleshooting techniques appropriate to the server, node and network environment as well as learning how to systematically locate the problem and how to correct it will also be explored.

*Prerequisite(s): CIT 132 Local Area Networks*

*3 credits*

## **CIV 100 - Western Civilization: Ancient through Renaissance\*\***

This course examines past cultures in order to compare their experiences and make us aware of the opportunities and limitations of modern cultures. Major political, social, economic, and culture trends and their influences on modern civilization are examined. As an introduction, this course begins in the Ancient Near East and proceeds through the Central Middle Ages. Western Civilization: Renaissance to Present (CIV 110) examines the period from the 17th century to the present.

*Note(s): \*\*This course is part of the 30 credit transfer framework agreement with the Pennsylvania State System of Higher Education universities.*

*3 credits*



# Course Descriptions

## **CIV 110 - Western Civilization: Renaissance to Present\*\***

This course examines the history and experiences of cultures from the Renaissance to the present. Major political, social, economic, cultural and religious trends and influences are examined, discussed and interpreted. Topic discussions include perspectives on the rise of European power, revolutions (political, social, scientific and economic), the arts, literature, philosophy, nationalism and global interdependence among nations.

*Note(s): \*\*This course is part of the 30 credit transfer framework agreement with the Pennsylvania State System of Higher Education universities.*

*3 credits*

## **COM 101 - Public Speaking**

This course is designed to help the student build confidence in the theory and practice of public speaking, with the emphasis on the speaker-audience relationship. Skills include analyzing the speaking situation, choosing appropriate topics, conducting research, organizing ideas, utilizing evidence, using voice and body to deliver public speeches effectively to a live audience, and developing the ability to listen actively and critically.

*3 credits*

## **COM 115 - Introduction to Communication**

This introductory course explores human communication in its broadest sense. Emphasis is placed on providing entry-level

students with an overview of human communication theory; interpersonal communication; small group, nonverbal, intercultural communication; the basics of effective presentations; and the nature of conflict and strategies for its resolution.

*3 credits*

## **ECE 110 - Child Development**

This course focuses on child development from conception to age nine with an emphasis on the infant/preschool child through middle childhood. The course studies the physical, cognitive, and personality-social aspects of development, both through normal and atypical circumstances. Small group projects, child observations, investigation, and discussion of issues related to scientific principles of development are examined. The National Association for the Education of Young Children (NAEYC) standards, the Pennsylvania Early Learning standards (ELS), and the Council for Exceptional Children standards (CEC) are used throughout the course.

*3 credits*



# Course Descriptions

## **ECO 100 - Macroeconomics**

The course is designed to introduce the student to the basic principles of economics with an emphasis on macroeconomic analysis, policy and theory. The major topics for the course include the scope and nature of economics, ideology and structure of the American economy, supply and demand, production and opportunity cost, efficiency, gross domestic product, business cycles and unemployment, inflation, history of economic thought, federal deficits and national debt, and monetary policy.

*3 credits*

## **ECO 110 - Microeconomics**

This course is designed to introduce students to basic principles of microeconomics theory and analysis. The major topics of the course include the scope and nature of economics, price elasticity of demand and supply, consumer choice theory, production costs, market structures, labor markets, income distribution, poverty and discrimination, anti-trust regulation, environmental economics, international trade and finance, comparative economic systems, and growth in less developed countries.

*3 credits*

## **ENG 110 - English Composition I\*\***

This course emphasizes the techniques of writing expository essays with stress upon careful thinking, word choice, sentence structure, and methods of organization. Students practice the writing of clear, coherent, and unified paragraphs and essays. Editing skills and the use of correct grammar and mechanics are also emphasized. Students are taught research skills and are required to write an argumentative research paper. This is the standard college English composition course.

*Note(s): \*\*This course is part of the 30 credit transfer framework agreement with the Pennsylvania State System of Higher Education universities.*

*Prerequisite(s): By placement exemption or examination*

*3 credits*

## **ENG 200 - English Composition II: Studies in Literature\*\***

ENG 200 English Composition II: Studies in Literature emphasizes the study of literary terms and techniques frequently used in literature. This course introduces students to major themes found in fiction, poetry, and drama. Students are required to read various types of literature and must be able to respond to their readings in well-developed essays and in an analytical research paper, as well as to participate in class discussions. This is a standard college-level introductory literature course.

*Note(s): \*\*This course is part of the 30 credit transfer framework agreement with the Pennsylvania State System of Higher Education universities.*

*Prerequisite(s): ENG 110 English Composition I*

*3 credits*



# Course Descriptions

## **FRE 101 - French I**

This course studies the foundations of French, including pronunciation, basic vocabulary, writing, and target language culture.

*3 credits*

## **FRE 102 - French II**

This course continues building foundations of French, including pronunciation, basic vocabulary, writing and target language culture.

*Prerequisite(s): FRE 101 French I*

*3 credits*

## **GEO 100 - Introduction to Geography**

This course offers an introduction to the basic concepts found in physical and cultural geography. Characteristics (air, water, land, language, religion, economics, population, urbanization, and national identity) of various world regions will be examined. A comparison of the characteristics and relationships of world regions will be analyzed.

*3 credits*

## **GOV 100 - Introduction to American National Government<sup>\*\*\*</sup>**

This course introduces the processes and institutions of the American national government. The course examines the evolution of the principles, form, and operation of the national government system with special emphasis on constitutional issues; voting behavior; public opinion; the party system; the Executive, Legislative, and Judicial branches of American national government.

*Note(s): <sup>\*\*\*</sup>This course is part of the 30 credit transfer framework agreement with the Pennsylvania State System of Higher Education universities.*

*3 credits*

## **GOV 210 - Current Events and Contemporary Issues**

This course will focus on events and issues that face the state, country and world today. Particular attention will be placed on newsworthy events and issues on a weekly basis involving both foreign and domestic policy. They will be put in historical perspective so that students can understand the background that led up to the present action or interpretation. In addition, the ramifications, repercussions and impact of those events and issues will be discussed in a "what if" format.

*3 credits*



# Course Descriptions

## **HIS 100 - U.S. History I: Discovery through Reconstruction\*\***

This course focuses on the history of the United States from pre-European discovery, through settlement and growth, the American Revolution, the Young Republic, antebellum America, the Civil War and Reconstruction. Major events will be introduced and analyzed along with political, economic, social and cultural challenges that faced America. In addition, the roles of Native Americans, African slaves and their descendants and women will be explored in sections of the course.

*Note(s): \*\*This course is part of the 30 credit transfer framework agreement with the Pennsylvania State System of Higher Education universities.*

3 credits

## **HIS 110 - U.S. History II: Reconstruction to Present\*\***

This course focuses on the history of the United States from the Gilded Age, Western Expansion, the World Wars and the Great Depression, and the Cold War through America's leadership role to our status as the sole superpower today. Major events will be introduced and analyzed along with political, economic, social and cultural challenges that faced America. In addition, the roles of the Native Americans, African-Americans, immigrant cultures and women will be explored in sections of the course.

*Note(s): \*\*This course is part of the 30 credit transfer framework agreement with the Pennsylvania State System of Higher Education universities.*

3 credits

## **HSC 100 - Medical Terminology**

As a study of the professional language of medicine, this course includes description, interpretation, the building and spelling of medical terms that relate to human anatomy and physiology, health care related diagnostic testing, medical procedures, and various modes of treatment. The course correlates a basic knowledge of anatomy and physiology. This course is a foundation course that allows the student to be able to communicate with medical language in other health

science courses and prepares the graduate to communicate effectively in the health care arena.

*Co-requisite(s): HSC 130 Basic Anatomy and Physiology*

3 credits

## **HSC 130 - Basic Anatomy and Physiology**

This course introduces the student to basic human anatomy and physiology. All systems are discussed at a primary learning level. Included is clinical application of related disease processes and diagnostic procedures and therapeutic measures. This is a foundation course for concurrent and upper level courses.

*Co-requisite(s): HSC 100 Medical Terminology*

3 credits



# Course Descriptions

## **HSC 160 - Law and Ethics for Health Occupations**

The student is introduced to a variety of issues facing health care personnel including legal situations involving health law, functioning within the constraints of applicable law and current challenges facing health care providers. Presented are aspects of medical malpractice, the regulatory environment, contract law, civil versus criminal law and the judicial system. There is an overview of health care ethics with discussion of such issues as the right to life, wrongful life, right to die, euthanasia, anatomical gift legislation, stem cell research and genetic engineering, as well as other ethical issues facing health care workers.

*Note(s): Health Science students must earn a "C" or higher in all HSC courses in order to graduate from their respective programs.*

*3 credits*

## **LIF 111 - Health and Wellness**

Healthy lifestyle behaviors contribute to wellness throughout the life cycle. This is a health science course that explores variables related to achieving a longer and healthier life. This course discusses how informed personal choices in regards to behavior, exercise, food intake and preservation/protection of our environment can promote health and wellness. This course looks at personal behavior choices in regard to various health issues such as stress management, chronic disease, HIV, sexually transmitted disease, eating disorders, alcohol and drug abuse, allergies and food intolerances. Healthy living must be rehearsed and practiced in order to be fully understood. For this reason, students will have the opportunity to participate in several activities related to healthier living. These activities (also known as "Hands-On Health Labs") will demonstrate methods for implementing the healthy lessons being taught in the classroom. The goal is for students to use this new knowledge to make informed choices and learn how to live a longer, fuller, healthier life.

*3 credits*

## **MAT 110 - Business Mathematics**

This course is designed to give students expanded fundamental knowledge of mathematical applications for personal use

and business applications. A review of fractions, decimals, percents, and formulae are included in the course. Topics include basic statistics, insurance, discounts, markup, markdown, inventory, interest, consumer credit, banking, payroll, taxes, financial statements, depreciation, and investments.

*Prerequisite(s): MAT 085 Algebra Fundamentals or by placement exam.*

*3 credits*



# Course Descriptions

## **MAT 115 - Construction Math**

This course is to prepare the student for the mathematics use in building construction. Topics include applying basic mathematics to calculate spacing and sizing of Roof Rafter, Overhangs, and Stairs as used in building construction. Use of geometry for the calculation of building materials needed.

*Prerequisite(s): MAT 085 Algebra Fundamentals or by placement exam.*

3 credits

## **MAT 131 - Intermediate Algebra**

This course is designed to prepare students for higher level mathematics through a mastery of algebraic concepts. Topics

include factoring, laws of exponents, polynomials, equations and linear inequalities, graphing (using linear equations and inequalities), functions, rational expressions, and radicals.

*Prerequisite(s): MAT 085 Algebra Fundamentals or by placement exam.*

3 credits

## **MAT 145 - College Algebra**

Students enrolled in this course should have a strong background in basic and intermediate algebra. Topics include a more in-depth study of expressions, solving equations, solving inequalities, circles, and a detailed study of functions including polynomial, logarithmic, and exponential functions.

*Prerequisite(s): MAT 131 Intermediate Algebra, with a grade of "C" or better or by placement exam.*

3 credits

## **MAT 170 - Precalculus**

This course is designed for the student who needs to strengthen the algebraic, geometric, and trigonometric skills necessary for calculus. Topics include a detailed study of graphs, functions (including polynomial, rational, and trigonometric functions), analytic trigonometry, systems of equations and inequalities, vectors, and limits.

*Prerequisite(s): MAT 145 College Algebra or by placement exam*

3 credits





# Course Descriptions

## **MAT 200 - Probability and Statistics**

This course provides the student with an opportunity to learn and apply mathematical concepts. Applications include problems from various fields. Sources of data, sampling, collection methods and processing of statistical data, frequency distributions, measures of central tendency and dispersion, probability theory, confidence intervals, tests for significance, hypothesis testing, correlation, and regression analysis will be covered. Emphasis will be placed on concepts, definitions, and analysis. Most calculations will be done through MyStatLab with StatCrunch while a few will be done with formulas and a scientific calculator.

*Prerequisite(s): Any 100-level MAT course or higher (or by placement test)*

*3 credits*

## **MAT 210 - Calculus I**

This course is designed as the first calculus course for students pursuing degrees in mathematics, engineering, or the natural sciences. Students are introduced to the basic concepts of calculus including limits, continuity, derivatives, applications of derivatives, and integration. Logarithmic, exponential, and trigonometric functions are included.

*Prerequisite(s): MAT 170 Precalculus or by placement exam*

*4 credits*

## **MAT 220 - Calculus II**

This course is designed as the second calculus course for students pursuing degrees in mathematics, engineering, or the natural sciences. Topics include differentiation and integration of transcendental functions, more advanced integration techniques, applications of integration, L'Hôpital's Rule, improper integrals and infinite series.

*Prerequisite(s): MAT 210 Calculus I*

*4 credits*

## **MUS 100 - Introduction to Music**

This course is an introduction to music that studies the elements of music (notation, scales, meter, rhythm, intervals) instruments of the orchestra, vocalization, and the lives and works of composers from the Middle Ages, Renaissance, Baroque, Classical, Romantic, and Contemporary eras. Use is made of recordings, concerts, and other media.

*3 credits*

## **MUS 200 - Popular American Music in the Twentieth Century**

Popular American Music in the Twentieth Century reviews the basic elements of music, surveys the history of popular music in America from the invention of the phonograph (1877) to the present, and explores the use of music as a social, cultural, and political mirror and influence on the society we live in. Supplemental recordings, concerts, and other media are used as tools in the study of American music.

*3 credits*



# Course Descriptions

## **PHY 110 - Physics (Algebra-based) I**

Among the topics covered are the kinematics and dynamics of linear motion, the conditions for static equilibrium, the principles of conservation of energy and of momentum, Newton's law of gravitation, the kinematics and dynamics of rotational motion, mechanics of solids and fluids and thermodynamics. This course is recommended for students wishing to transfer an algebra-based Physics course to a four-year institution; however, it is highly recommended that the student work with the transfer institution to ensure transferability.

*Prerequisite(s): MAT 115 Construction Math, MAT 117 Technical Math for Trades, or MAT 131 Intermediate Algebra*

*Co-requisite(s): PHY 111 Physics (Algebra-based) I Lab*

*3 credits*

## **PHY 111 - Physics (Algebra-based) I Lab**

The course illustrates many of the topics introduced in lecture through hands-on laboratory experiments. Experiments in laboratory are conducted, but not limited to, the topics of force, acceleration, gravity, friction, circular motion, matter, and temperature.

*Prerequisite(s): MAT 115 Construction Math, MAT 117 Technical Math for Trades, or MAT 131 Intermediate Algebra*

*Co-requisite(s): PHY 110 Physics (Algebra-based) I*

*1 credit*

## **PSY 100 - General Psychology\*\***

This course is a general introduction to the scientific study of the brain, behavior, and mental processes of humans and animals, with emphasis on the goals of psychology: to describe, explain, predict, and control behavior. Students examine the substance of psychology such as biopsychology, sensation and perception, learning, memory, cognitive processes, affective behaviors, and mental illness through an examination of the theories, principles, and methods of research used in the field. Examples and applications enable the student to acquire the elements of critical thinking as adapted to the research environment. Students produce an APA formatted research paper. This course applies the fundamental principles of psychology as a natural science. Students explore current research through reading original empirical research and write an APA formatted analytic research paper.

*Note(s): \*\*This course is part of the 30 credit transfer framework agreement with the Pennsylvania State System of Higher Education universities.*

*3 credits*



# Course Descriptions

## **SOC 100 - Introduction to Sociology\*\***

This is an introductory course that will familiarize the student with the basic principles and theories associated with sociology. This course will prepare students to look critically at a variety of social issues. Critical thinking is emphasized as students are provided thought provoking opportunities in challenging them to examine their diverse world.

*Note(s): \*\*This course is part of the 30 credit transfer framework agreement with the Pennsylvania State System of Higher Education universities.*

*3 credits*

## **SPA 101 - Spanish I**

This course studies the foundations of Spanish, including pronunciation, basic vocabulary, writing and target language culture.

*3 credits*

## **SPA 102 - Spanish II**

This course continues building foundations of Spanish, including pronunciation, basic vocabulary, writing and target language culture.

*Prerequisite(s): SPA 101 Spanish I*

*3 credits*

## **WEL 105 - Welding I**

Instructor demonstrations and practice by the students in basic GMAW/FCAW/SMAW processes. The student will practice flame cutting, gas and arc welding in flat, horizontal, and vertical positions. Emphasis on lab techniques and safety: to include safe and correct methods of assembly, operation of welding equipment and use of grinders.

*3 credits*