NORTHERN PENNSYLVANIA REGIONAL COLLEGE

Student Catalog

2019 – 2020

This first catalog of Northern Pennsylvania Regional College is dedicated to the talented and fervent advocates and trailblazers of the college.

These individuals include Dr. Richard McDowell, Dr. Fran Grandinetti, Ms. Deborah Pontzer, Ms. Helene Nawrocki; members of the Educational Consortium of the Upper Allegheny (ECUA); members of NPRC's Board of Trustees; and state and local legislators who identified the need for and spearheaded the establishment of a two-year postsecondary institution committed to providing quality affordable and accessible educational opportunities to underserved residents of the region.

The faculty, staff, and administration of Northern Pennsylvania Regional College applaud the personal contribution of Duane Vicini, whose ten years of selfless and passionate service culminated in the launch of NPRC as an independent institution of higher learning.

The unwavering dedication of those who came before has paved the path for the realization of NPRC's unique vision and mission.

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The information in this catalog is descriptive in nature. The College reserves the right to make any changes in the contents of this catalog or in the documented course of study that it deems necessary or desirable. When changes are made, they will be communicated to the appropriate students.

Catalog Home

Welcome and Navigation

Welcome to the Northern Pennsylvania Regional College (NPRC) Catalog. You may navigate this catalog through our website by clicking through the relevant links on the Table of Contents. Alternatively, you may click on the PDF file for the College Catalog and scroll through the pages as you would a printed book. You may also, should you choose to do so, print a copy of the PDF to have a physical copy of the current year's College Catalog. A limited number of printed catalogs are available upon request from the Office of the Vice President for Academic and Student Affairs.

This is the first College Catalog for NPRC as an independent College authorized to grant degrees and certificates by the Pennsylvania Department of Education. College catalogs generally cover a full academic year, from Fall through Summer terms. NPRC's first catalog is effective for Spring and Summer of 2020 only, due to NPRC's transition to an independently authorized College as of January 2020. The second catalog will be released in late Spring 2020 and will be in effect for Fall 2020 through Summer 2021.

Authorization Statement

Northern Pennsylvania Regional College is authorized to grant degrees and certificates as a college in the Commonwealth of Pennsylvania by the Pennsylvania Department of Education, effective May 28, 2019.

NPRC is actively pursuing regional accreditation.

History of Northern Pennsylvania Regional College

The roots of Northern Pennsylvania Regional College began with a group of four highly motivated and engaged professionals working with postsecondary education in northern Pennsylvania. Dr. Richard McDowell, Dr. Fran Grandinetti, Ms. Deborah Pontzer, and Ms. Helene Nawrocki saw the need for accessible and affordable postsecondary options for young people and adults in the more rural areas of northern Pennsylvania. Senator Joseph Scarnati saw the value of these efforts and supported a feasibility study of postsecondary education needs in this region.

Following the study in 2009, Senator Scarnati helped establish the Educational Consortium of the Upper Allegheny (ECUA) to find a process through which smaller communities can be provided postsecondary education in an effective and efficient

manner without pulling students away from their communities. The ECUA hired Mr. Duane Vicini, retired Forest Area School District Superintendent, to lead the project with a goal of bringing open admission, low-cost, high-quality postsecondary education to communities that have never been served by these opportunities. Moving forward, this project involved identifying and connecting with higher education partners that could provide classes using a media-based, real-time education model with an affordable tuition rate.

Additional feasibility studies were performed. The Pennsylvania Legislative Budget and Finance Committee commissioned "The Need for Public Community College Programs in Rural Pennsylvania" in 2011, and the Rural Community College Alliance (RCCA) produced "Providing Educational Opportunity – The Viability of a Regional Community College in the Upper Allegheny Region" in 2013. The studies revealed similar themes and identified common needs that supported the 2009 study. The finding was that a need for affordable, accessible technical and Associate degree programs in northwestern Pennsylvania exists and that these programs are critical to the region's economic recovery.

In the summer of 2013, PA Senate Bill 1000 was introduced to address the long-term goal of the ECUA and to provide a permanent solution to this finding. A companion House Bill was proposed in spring of 2014. The legislation was enacted in 2014 that created a new entity, the Rural Regional College of Northern Pennsylvania (RRC). As a means of enabling the new college to serve students immediately, a partnership with an existing postsecondary institution was provided for in the legislation. After three semesters of working with a community college in the Commonwealth, the RRC initiated a request for proposals, and Gannon University responded. Gannon University then began serving as RRC's postsecondary partner. The RRC updated its name to Northern Pennsylvania Regional College (NPRC) in late 2017.

The College was incorporated into the PA Public School Code as Article XIX-G in July 2016. As a preliminary step toward independent status, a College Plan was written and approved by the Pennsylvania Department of Education, and the college was officially established in May 2017. NPRC continues to work with the Pennsylvania Department of Education and is operating as an independent institution without a postsecondary partner beginning Spring 2020.

Nondiscrimination Policy

As indicated in policy NPRC-3205 Nondiscrimination Policy, section 5:

- The College shall not discriminate and prohibits discrimination against any individual based upon race, color, religious creed, national origin, gender, disability, veteran status, age, or other classification protected by applicable law in matters of admissions, employment, services, or in the educational programs or activities that it operates. Harassment that is based on any of these characteristics, whether in verbal, physical, or visual form, constitutes a form of

prohibited discrimination. This includes harassing conduct which affects tangible job benefits, unreasonably interferes with an individual's academic or work performance, or which creates what a reasonable person would perceive to be an intimidating, hostile or offensive work or educational environment.

- The College shall not take an action, direct or indirect, to segregate students in a classroom or course on the basis of race, color, religious creed, ancestry, national origin, handicap or disability, age, or sex.
- The College shall not subject students to different or separate treatment in, nor restrict the enjoyment by a student of, a service, facility, activity or program on the basis of race, color, religious creed, ancestry, national origin, disability, age, or sex, except that the following facilities may be segregated on the basis of sex: dormitories, bathrooms, and locker rooms. This exception will be strictly construed so that the right to privacy is not used as a façade for denying equal facilities to members of both sexes.

For further details about NPRC's Nondiscrimination Policy, including information about how to file complaints, see the full Nondiscrimination Policy, NPRC 3205 at https://regionalcollegepa.org/nprc-policies/ – Academic Policies and Procedures – Student Expectations.

Policy regarding Title IX Compliance

NPRC-3205 Nondiscrimination Policy, section 5, recognizes the College's obligations regarding Title IX Compliance, as indicated below.

- The College shall comply with the requirements of Title IX of the Education Amendments of 1972 and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), as amended by the Campus Sexual Violence Elimination Act (SaVE Act). Conduct prohibited under Title IX, the Clery Act and the SaVE Act includes sexual harassment, sexual misconduct, and acts of sexual violence, including sexual assault, domestic violence, dating violence, and stalking.
- In furtherance of the laws referenced in 5.5, the College shall designate a Title IX Coordinator whose responsibilities shall include overseeing the College's response to Title IX reports and complaints and identifying and addressing patterns or systemic issues revealed by such reports and complaints. With the exception of staff designated by the College to provide confidential professional counseling services to victims of such conduct, College employees are required to inform the Title IX Coordinator of incidents or suspected incidents of sex or gender discrimination, sexual harassment, or sexual violence against a student, employee, vendor, or guest of which they become aware.

For further details about NPRC's policy regarding Title IX Compliance, including information about how to make complaints, see the full Nondiscrimination Policy, NPRC 3205 at https://regionalcollegepa.org/nprc-policies/ – Academic Policies and Procedures – Student Expectations.

On behalf of your college, I am pleased to welcome you to Northern Pennsylvania Regional College where access and affordable excellence are the hallmarks of our learning community.

As the newest two-year institution in Pennsylvania, NPRC prides itself on how we prepare our students to be lifelong learners, leaders, and contributors to their communities. While we are a young institution, we are already known for producing quality graduates who have gone on to careers in business and industry, as well as transfers to complete four-year degrees. You will come to realize your potential as you interact and connect with our committed, dedicated, and passionate faculty and staff.

Whether you are a dual enrollment high school learner, a traditional-aged college student, or a returning adult, you will be engaged in high-quality learning projects and experiences that will provide you with unique learning opportunities and new perspectives. As a college offering academic and workforce education, we understand the importance of providing opportunities for family sustaining employment.

I applaud you for joining us to pursue your educational goals at Northern Pennsylvania Regional College. Here at NPRC, you have joined a learning community in which you will learn the values and skills necessary for our communities to thrive.

We are excited that you are here!

Joseph T. Nairn, D.Mgt.
Founding President

Mission and Identity

A mission statement succinctly communicates the essence of a college's primary goal to all constituencies. The mission statement guides all institutional activities and governs the use of resources. An identity statement is an honest description of an institution at a moment in time that encapsulates the principles of the institution and communicates how the institution executes its mission. Together, the mission and identity statements of NPRC are intended to focus the attitudes, principles, and activities of all those who seek to serve the students of NPRC. All employees of NPRC and all members of the College's Board of Trustees are responsible for aligning their actions and interactions on behalf of NPRC with the aspirations of the institution's mission and identity statement.

Northern Pennsylvania Regional College's mission is to provide affordable and accessible postsecondary education to the underserved residents of northern Pennsylvania.

Northern Pennsylvania Regional College's identity statements are as follows:

- Northern Pennsylvania Regional College provides highly accessible, low-cost, postsecondary education and workforce development training to the underserved and unserved of northern Pennsylvania.
- We enhance regional economic growth and civic development by meeting employers' needs for skilled workers. By doing so, we create greater opportunities and the career and educational pathways that will help retain and attract residents to our region.
- We serve underserved communities in northern Pennsylvania by engaging recent graduates, high school or college non-completers, returning adults, and first-generation students.
- We bring classrooms to communities by providing a flexible, career-focused curriculum and quality instruction through the use of interactive media. We offer Associate degrees, certificate programs, short-term classes, workshops and seminars, and customized training.
- We are low-cost, high quality, easily accessible, student-centered, and highly responsive to existing or emerging community needs.
- Our future is bright because we fill a unique niche in the way in which we deliver postsecondary education and workforce development to the residents of our region. Our dedicated, highly qualified, and passionate trustees and staff are true partners in ensuring our students' success in school and in life.

General Education Goals

Northern Pennsylvania Regional College (NPRC) is committed to providing general education important to the development of the qualities, skills, and abilities Associated with college-educated adults. Therefore, all credit-bearing programs of study at NPRC are built upon a strong foundation of general education coursework that provides students with highly sought-after skills in communication, reasoning, respect for diversity, and professionalism. All academic degree and certificate programs include general education courses whose content, expectations, objectives, and learning outcomes embody the general education goals. NPRC's commitment to the general education goals extends to coursework beyond that of the general education core. Major courses within each academic degree program apply the knowledge, skills, attitudes, and abilities established by the general education foundational courses to the disciplines within the major as well. Northern Pennsylvania Regional College's general education coursework endeavors to impart intellectual insight, self-awareness, and an ability to consider issues from multiple points of view in all students.

The **philosophy of general education at Northern Pennsylvania Regional College** is to produce graduates who possess a common academic foundation of knowledge, skills, attitudes, and abilities which encourages life-long learning and fosters intellectual curiosity.

Northern Pennsylvania Regional College's general education goals are given by the following:

- **Communication** is the accurate and appropriate use of verbal and written language to explain, discuss, facilitate, and comprehend the exchange of relevant knowledge.

- **Reasoning** is the development of a range of approaches for analysis, evaluation, and problem-solving that includes the ability to express informed opinions about artistic works; fluently and accurately use computational methods and mathematical reasoning to solve problems and analyze data; and apply scientific approaches to explain physical phenomena.

- **Respect for diversity** is the demonstration of an appreciation of multiculturalism, promotion of a culture of respect for others, and recognition of differing ideas or opinions.

- **Professionalism** is the adherence to principles of ethical behavior and organizational codes of conduct, the exercise of good judgement, and the assumption of personal responsibility for one's actions and choices.

General Education Requirements for Programs

Certificate and Associate degree programs include a full complement of general education foundational course requirements appropriate to the level of the degree, including courses essential to the development of knowledge, skills, attitudes, and abilities in communication, reasoning, respect for diversity, and professionalism.

The Associate of Arts degree is intended to prepare the student to transfer to a baccalaureate degree program at the junior level. It gives emphasis to those whose majors may include, but are not limited to, liberal studies and social sciences. While a student may enter directly into employment upon attainment of this degree, the goal of programs that award this degree is successful transfer with junior status. A minimum of 27 semester hours of coursework shall be in general education and shall be composed of general education core courses commonly transferable to multiple public baccalaureate institutions. Required coursework includes at least two courses whose focus is communication, at least three courses whose focus is reasoning, at least two courses whose focus is respect for diversity, and an emphasis on professionalism throughout the curriculum.

The Associate in Science degree is intended to prepare the student to transfer to a baccalaureate degree program prepared for entry at the junior level. It gives emphasis to those whose majors may include, but are not limited to, business and criminal justice. While a student may enter directly into employment upon attainment of this degree, the goal of programs that award this degree is successful transfer with junior status. A minimum of 27 semester hours of coursework shall be in general education and shall be composed of general education core courses commonly transferable to multiple public baccalaureate institutions. Required coursework must include at least two courses whose focus is communication, at least three courses whose focus is reasoning, at least two courses whose focus is respect for diversity, and an emphasis on professionalism throughout the curriculum.

The Associate in Applied Science degree is intended to prepare the student to enter directly into employment in a specific career. It gives emphasis to those majoring in occupational programs designed with and through the input of employer advisory

committees. This degree is intended as employment credential. While a student may be able to achieve successful transfer of some or all courses within this degree to a baccalaureate institution, the goal of programs that award this degree is the student's successful employment. For successful entry directly into employment in a specific career and to provide a foundation for life-long learning and future career changes, a minimum of 15 semester hours of coursework for programs awarding this degree shall be in general education unless otherwise required by the accrediting agency for the program. Required general education coursework must include at least one course whose focus is communication, at least one course whose focus is reasoning, at least one course whose focus is respect for diversity, and an emphasis on professionalism throughout the curriculum. Other general education coursework required by the degree may be related to the specific occupational career area. Each general education goal must be addressed and assessed in at least one course required for degree completion.

Certificates, currently under development by NPRC, are coherent, specialized curricula designed for students in search of a specific body of knowledge for personal and career development or professional continuing education. The intent of a certificate program is to prepare the student to enter directly into employment in a specific career and meet documented workforce needs of local employers. Additionally, certificate programs often provide the foundation for an Associate of Applied Science degree for occupational programs or establish a foundational credential on a student's educational journey. In most cases, the requirements for a certificate are fully embedded in the requirements for a related Associate degree. At the core of the Certificate in Applied Science and for successful entry into employment in a specific career, a minimum of 6 semester hours of coursework for the certificate shall be in general education. Required general education core courses include at least one course whose focus is communication and at least one course whose focus is reasoning. At least one required course addresses and assesses respect for diversity and professionalism throughout the curriculum. Each general education goal must be addressed and assessed in at least one required course.

Assessment of Student Learning for General Education

Assessment is an ongoing process through which NPRC seeks to evaluate and improve student learning. The assessment process seeks to establish measurable learning goals; promote mechanisms to support student achievement of the goals; systematically collect, analyze, and interpret supporting evidence of student learning related to the learning goal; and use the results to improve student learning.

NPRC's Assessment Committee, a subset of employees formed from academic administrators, student services unit, support staff, full-time faculty, and/or part-time faculty, is appointed and led by an academic administrator or faculty member designated by the Vice President for Academic and Student Affairs. It is charged with oversight of the assessment of student learning, including primary authorship of the

Annual General Education Assessment Report. Students and other interested parties may review the Annual General Education Assessment Report, contained within the Annual Assessment Report published on NPRC's website, https://regionalcollegepa.org, to find information concerning the assessment of student learning in relationship to NPRC's general education goals.

NPRC's academic programs and assessment processes for student learning possess

- Clearly stated educational goals at the institutional, program, and course level which are interrelated with one another, correspond to relevant educational experiences, and are consistent with the College's mission for all academic programs of study leading to the attainment of an Associate degree;
- A documented, organized, and sustained assessment process conducted by faculty and/or other appropriate professionals to evaluate the extent of and improve student learning as it relates to established institutional, program, and course level goals;
- Evidence of consideration and use of assessment results for the improvement of educational effectiveness, including evidence of sharing and discussion of information about student learning assessment with appropriate stakeholders and use of assessment results to improve teaching and learning through evidence-based decision-making;
- Evidence of the use of student learning assessment as part of institutional assessment; and
- Periodic assessment of the effectiveness of assessment processes employed by the institution for the improvement of educational effectiveness.

Adherence to the general education philosophy and goals is the responsibility of all who work and learn at Northern Pennsylvania Regional College. General education goals are addressed, imbedded, and assessed in all programs.

Faculty Participation in Assessment

The assessment of student learning is a primary responsibility of the faculty. All full-time and part-time faculty participate in the assessment process. Faculty involvement may include, but is not limited to, the following:

- Guiding assessment processes;
- Identifying courses in which program and general education goals are addressed and assessed;
- Assessing the efficacy of assessment processes;
- Writing assessment reports;
- Developing and using rubrics;
- Providing and/or collecting student work samples;

- Scoring student work samples;
- Developing and/or administering common assessment instruments;
- Selecting and/or administering applicable industry-recognized and/or nationally normed assessment instruments, such as National Institute of Metalworking Skills (NIMS) certification tests, SkillsUSA instruments, and National Occupational Competency Testing Institute (NOCTI) assessments; and
- Serving on the Assessment Committee.

Student Participation in Assessment

Student participation in the assessment process at NPRC is mandatory. NPRC conducts assessment through nonintrusive means designed to maximize information regarding student learning, while minimizing disruption to the daily lives of enrolled students. Students are expected to respond in a timely manner to requests for information Associated with the assessment process when necessary. Consent is obtained from students for work samples obtained or student work products used in the assessment process in situations impacting a student's privacy. Assessment results are provided in an aggregate manner designed to maintain individual anonymity. Work samples collected are subject to the confidentiality provisions of appropriate state and federal laws and regulations which prohibit unnecessary disclosure of this information without the written consent of the person to whom it pertains, or as otherwise permitted by such regulations. Work samples shall not include any disclosure of any grades earned.

Administrative Center and Instructional Locations

Northern Pennsylvania Regional College (NPRC) does not operate as a traditional campus-based college. It covers a regional footprint that includes Cameron, Crawford, Elk, Erie, Forest, McKean, Potter, Venango, and Warren Counties. To keep classes affordable and convenient for students, community locations are utilized to deliver class instruction at multiple sites across this nine-county region via live interactive technology.

The NPRC Administrative Offices are centrally located in Warren, PA. These offices provide services including, but not limited to, the Office of the President, Academic and Student Affairs, Registrar, Finance, Human Resources, Curriculum and Instruction, Enrollment and Student Success, and Marketing and Public Relations. Additionally, an office of Erie Operations and Workforce Development is located in Erie, PA.

Along with administrative staff, NPRC employs Student Success Specialists who are located at HUB locations across our footprint. Student Success Specialists are the main point of contact for students. They are there to help with admissions, applications for financial aid, class schedule advising, and anything else that may come up during a student's time with NPRC.

NPRC's Nine-County Regional Footprint

Figure 1 (below) depicts the nine-county region in northern Pennsylvania that NPRC currently services. These counties include Cameron, Crawford, Elk, Erie, Forest, McKean, Potter, Venango, and Warren Counties. Out-of-state students and students who do not reside in our footprint are also welcome to enroll in NPRC classes.
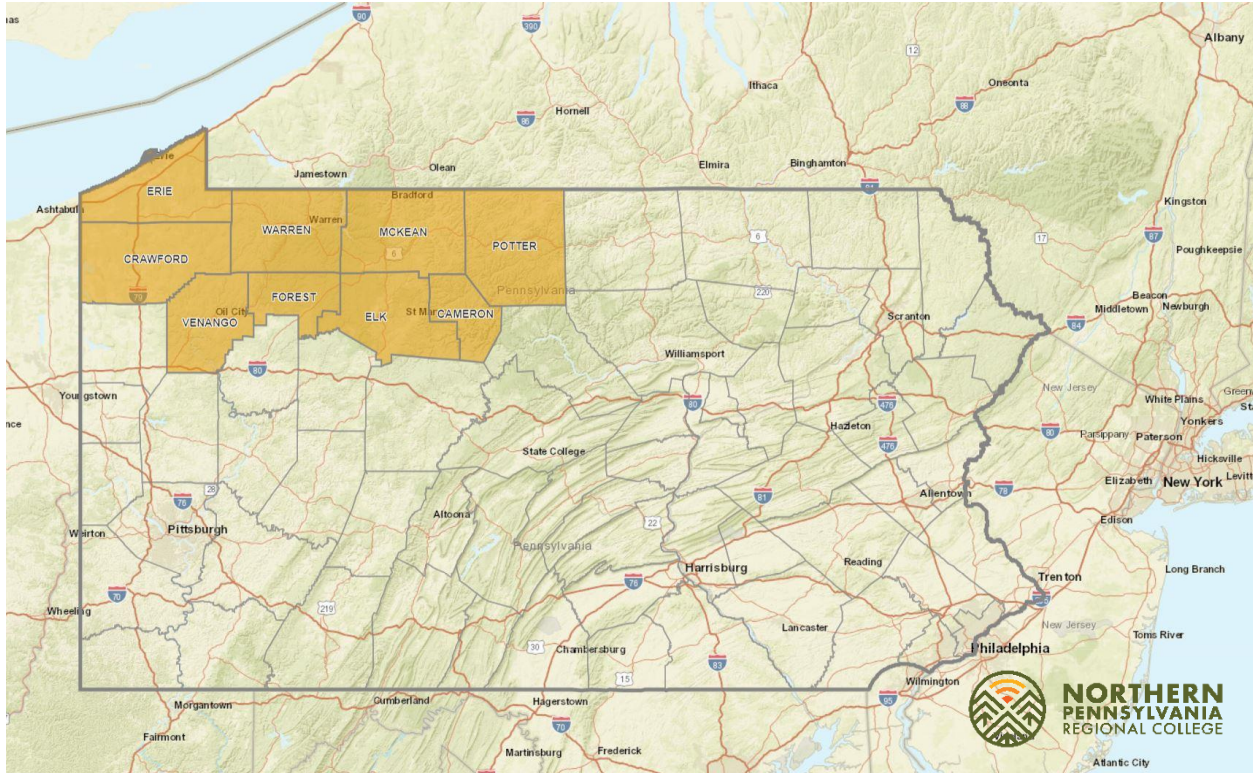
Figure 1: NPRC Nine-County Footprint

NPRC Administrative Offices and Instructional Sites

Figure 2 (below) depicts the NPRC Administrative Offices and Instructional Sites throughout our region. Most residents in the NPRC footprint live within 15 miles of a site. *Figure 3* (below) depicts a 15-mile radius around each site (sites are shown as green dots and each circle represents a 15-mile radius). Students may attend classes at any of these sites. *Table 1* (below) is a comprehensive list of all sites where classes are delivered. This includes site names and site addresses. *Table 2* (below) lists all sites, their site type, the Student Success Specialists (SSS) Associated with each site, and the classrooms where instruction is delivered. The sites which are missing classroom descriptions may have some classrooms that are not numbered traditionally. In those instances, specific directions to the classroom location are provided by site personnel upon a student's arrival. Interactive maps illustrating administrative and instructional locations can be found on our website at https://regionalcollegepa.org/ or by using this link http://arcg.is/0XGDCq.
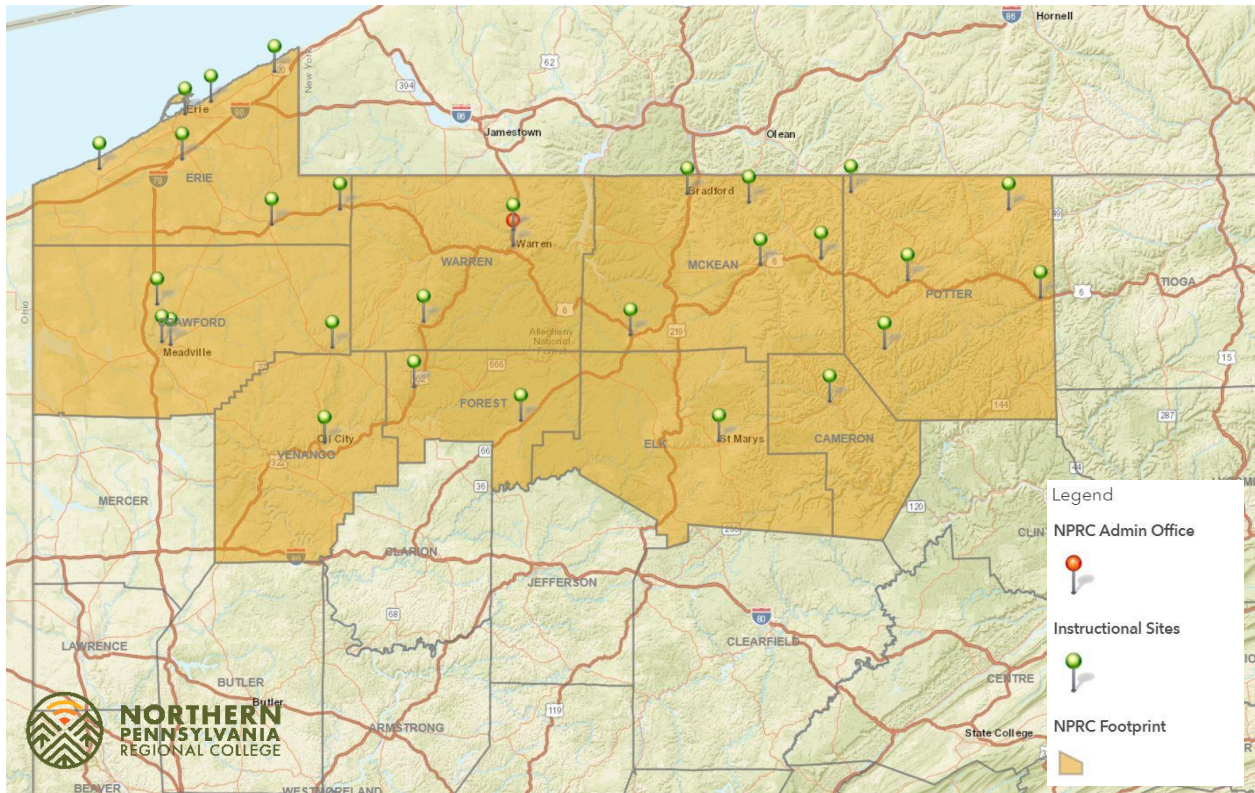
Figure 2: NPRC Administrative Offices and Instructional Sites
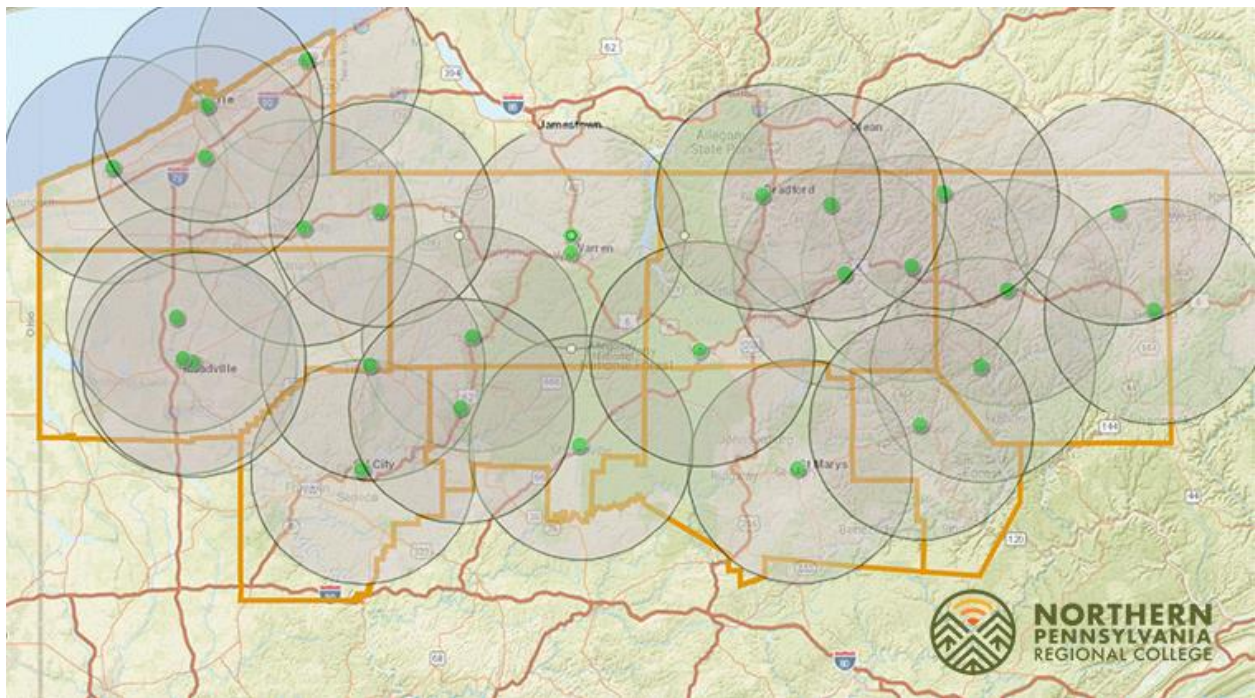
Figure 3: Fifteen-mile Radius around each Instructional Site

Table 1: **Instructional Sites – Site Name and Address**

Site Name	Address
4 N.I.N.E	103 Clay Street, North East, PA 16428
Austin High School	138 Costello Avenue, Austin, PA 16720
Cameron County Junior/Senior High School	601 Woodland Avenue, Emporium, PA 15834
Community Education Center of Elk and Cameron Counties	4 Erie Avenue, St. Marys, PA 15857
Corry Higher Education Council	221 N Center Street, Corry, PA 16407
Crawford County Career and Technical Center	860 Thurston Road, Meadville, PA 16335
East Forest School	120 W Birch Street, Marienville, PA 16239
Erie County Technical School	8500 Oliver Road, Erie, PA 16509
Galeton Area School	25 Bridge Street, Galeton, PA 16922
Gannon University, A.J. Palumbo Center	110 W 9th Street, Erie, PA 16541
Iroquois Junior/Senior High School	4301 Main Street, Erie, PA 16511
Kane Area High School	6965 PA-321, Kane, PA 16735
Marilyn Horne Hall	2 Marilyn Horne Way, Bradford, PA 16701
Meadville Public Library	848 N Main Street, Meadville, PA 16335
Northern Potter Junior/Senior High School	745 Northern Potter Road, Ulysses, PA 16948
Oswayo Valley Junior/Senior High School	318 S Oswayo Street, Shinglehouse, PA 16748
Otto Eldred Junior/Senior High School	143 R.L. Sweitzer Drive, Duke Center, PA 16729
Potter County Education Council (Coudersport)	5 Water Street, Coudersport, PA 16915
Potter County Education Council at Seneca Highlands CTC	219 Edison Bates Drive, Port Allegany, PA 16743
Rice Avenue Middle School	1100 Rice Avenue, Girard, PA 16417
Saegertown Junior/Senior High School	18079 Mook Road, Saegertown, PA 16433
Smethport Area Junior/Senior High school	414 South Mechanic Street, Smethport, PA 16479
Tidioute Community Charter School	241 Main Street, Tidioute, PA 16351
Union City Junior/Senior High School	105 Concord Street, Union City, PA 16438
University of Pittsburgh at Titusville	504 East Main Street, Titusville, PA 16345
Venango Technology Center	1 Vo-Tech Drive, Oil City, PA 16301
Warren-Forest Higher Education Council	589 Hospital Drive, Suite F, Warren, PA 16365
West Forest School	22318 Route 62, Tionesta, PA 16353

Table 2: **Comprehensive Site Descriptions**

Site Name	Type	SSS	Classrooms
4 N.I.N.E	Site	Amy Rowe	
Austin High School	Site	Jeanne Morley	
Cameron County Junior/Senior High School	Site	Jocelyn Hamilton Bash	
Community Education Center of Elk and Cameron Counties	HUB	Jocelyn Hamilton Bash	201, 202, 203, 301
Corry Higher Education Council	HUB	Amy Rowe	
Crawford County Career and Technical Center	HUB	Steve Carr	
East Forest School	Site	Steve Carr	16, 18
Erie County Technical School	Site	Amy Rowe	
Galeton Area School	Site	Jeanne Morley	181
Gannon University, A.J. Palumbo Center	HUB	Amy Rowe	2201, 2202
Iroquois Junior/Senior High School	Site	Amy Rowe	
Kane Area High School	Site	Jocelyn Hamilton Bash	HS107, HS108
Marilyn Horne Hall	Site	Jeanne Morley	218
Meadville Public Library	Site	Steve Carr	Conference Room
Northern Potter Junior/Senior High School	Site	Jeanne Morley	High School Library
Oswayo Valley Junior/Senior High School	Site	Jeanne Morley	118, Lab 101, Lab 103
Otto Eldred Junior/Senior High School	Site	Jeanne Morley	Cyber Commons
Potter County Education Council (Coudersport)	HUB	Jeanne Morley	1, 2, 3
Potter County Education Council (Port Allegany)	Site	Jeanne Morley	B112, PCEC Office
Rice Avenue Middle School	Site	Amy Rowe	RAMS Conference Room, Student Lounge
Saegertown Junior/Senior High School	Site	Steve Carr	226, 224, 215, 220
Smethport Area Junior/Senior High school	Site	Jeanne Morley	
Tidioute Community Charter School	Site	Dannielle Nebinski	
Union City Junior/Senior High School	Site	Amy Rowe	114, Union City Learning Center
University of Pittsburgh at Titusville	Site	Steve Carr	Student Union Rm. 203
Venango Technology Center	Site	Steve Carr	Board Conf. Room, Technology Conf. Room
Warren-Forest Higher Education Council	HUB	Dannielle Nebinski	
West Forest School	HUB	Steve Carr	1125, 1126

Understanding Academic Programs

Academic programs at NPRC provide students with a pathway to employment by providing students with courses designed to develop knowledge and skills needed in the workforce. Some programs of study provide a foundation for seeking immediate employment after completing a two-year degree or certificate, while others are designed primarily to provide the first two years of coursework in programs that can be completed at a four-year college or university.

Programs of Study

A Program of Study is an academic program offered for credit by the College that provides a focused approach to earning a credential (degree or certificate), preparing the student for employment in a particular career field after graduation, and/or for continuation of education at a four-year college or university through a transfer of credits from NPRC to a four-year program of study. NPRC offers programs of study in the following areas: Business Administration, Criminal Justice, Early Childhood Education, Liberal Studies, and Social Science. Additional programs of study are under development to be added in future years.

Any Program of Study can be divided into two primary components, General Education and Specialized Knowledge.

General Education

General Education courses are foundational in nature. They ensure that students are introduced to a common core of the following knowledge, abilities, and skills.

- **Communication** is the accurate and appropriate use of verbal and written language to explain, discuss, facilitate, and comprehend the exchange of relevant knowledge.

- **Reasoning** is the development of a range of approaches for analysis, evaluation, and problem-solving that includes the ability to express informed opinions about artistic works; fluently and accurately use computational methods and mathematical reasoning to solve problems and analyze data; and apply scientific approaches to explain physical phenomena.

- **Respect for diversity** is the demonstration of an appreciation of multiculturalism, promotion of a culture of respect for others, and recognition of differing ideas or opinions.

- **Professionalism** is the adherence to principles of ethical behavior and organizational codes of conduct, the exercise of good judgement, and the assumption of personal responsibility for one's actions and choices.

Specialized Knowledge

Major Courses (courses in the Program of Study's major field) include those courses that provide knowledge and skills for the student's particular educational goals in relation to their Program of Study, whether the student chooses to seek employment after completion of the certificate or degree, to continue education at a four-year college or university, or to pursue both goals.

Pre-College-Level Preparation and Just-In-Time Support Instruction

Effective college learning requires a level of competency in mathematics, reading, writing, listening, reasoning, and study skills that can be highly challenging for students. Northern Pennsylvania Regional College recognizes that some students need more help along the way than the course instructor alone can provide. NPRC meets that need for students in multiple ways, including, but not limited to, supplemental instruction (support courses taught concurrently with college-level courses that provide supportive information and practice in needed skills), online tutoring, real-time tutoring, and referrals to other assistance services.

To ensure that students have the greatest opportunity for success in gateway freshman-level English and mathematics courses, NPRC requires initial assessments of student achievement and pre-college skills for placement purposes. A variety of initial assessments may be used, including scores from the ACT or SAT-1. Those entering students who do not submit ACT or SAT-1 test scores or who desire a reassessment of their entering achievement-level may take a free initial assessment of their skills and competencies in math, reading, and/or writing through application of the ACT CollegeReady, The College Board's Accuplacer, or an alternative choice of instrument at NPRC's discretion. For details about college placement testing, see the "Getting Started" section of this catalog.

Students who do not require additional services based on a preliminary test can self-identify as needing help by talking with their Student Success Specialist or an instructor, who can relay the desire for additional help to the Dean of Instruction and Curriculum or appropriate designee.

Degrees Awarded

Northern Pennsylvania Regional College offers Associate of Arts, Associate of Science, and Associate of Applied Science degrees.

All Associate degrees at NPRC require a combination of General Education courses and Major courses (those providing specialized knowledge). All Associate degrees require a minimum of 60 credits and take 15-24 months of full-time study.

The **Associate of Arts** degrees offered include Associate of Arts in Liberal Studies and Associate of Arts in Social Sciences. Both degrees are used primarily by those students who intend to transfer to a four-year college or university and continue studies for a baccalaureate degree. Students should work with an NPRC advisor, as well as the institution they intend to transfer to, so they can make the most effective and efficient course choices. The Associate of Arts in Social Sciences degree can also provide a strong foundation for entry-level employment in various Human Service organizations and agencies.

The **Associate of Science** degrees offered include Associate of Science in Business Administration and Associate of Science in Criminal Justice. Both degrees are designed with options that enable students to develop a strong foundation in the field that can assist them in entering the workforce directly after program completion or that can help them transfer to a four-year program. Students should work with an NPRC advisor, as well as the institution they intend to transfer to, so they can make the most effective and efficient course choices.

The **Associate of Applied Science** degree offered is an Associate of Applied Science in Early Childhood Education. These degrees often require more courses in the area of specialized knowledge than other Associate degrees. Generally, the student who pursues an Associate of Applied Science intends to work in a chosen field immediately after graduation and uses the process of earning this degree as an opportunity to develop the basic skills and knowledge essential to success in that chosen field. Associate of Applied Science degrees usually serve workforce-specific fields, often providing the skills and knowledge needed to enter technical, trade, and career tracks at entry-levels. Many AAS degrees embed the requirements needed for students to attain industry-recognized credentials specific to a particular field.

Certificates

Certificates provide students with intensive training in a specialized field. The number of credits required for a certificate varies depending upon the skills and knowledge needed to enter or advance in a field. Usually, a certificate can be completed within a year of full-time study. The credits that students earn to receive a certificate can often be used

toward earning an Associate degree as well. Certificates are not yet available through NPRC, are under development, and will be offered in the future.

Graduation Requirements

To graduate with a degree or certificate from NPRC, the following requirements must be met:

- Successful completion of all coursework required for the degree or certificate
- An overall institutional GPA of 2.00 or higher
- Completion of at least 25% of the credit hours required for the certificate or degree through enrollment in NPRC coursework
- Successful completion of any additional program requirements provided upon a student's acceptance into a program with selective admission including, but not limited to, achieving minimum grades in specified courses, achieving minimum scores on specified assessment, and demonstration of minimum acceptable performance for specified tasks
- Submission of a completed application for graduation to the Office of the Registrar prior to the published deadline for application for graduation

Classes – Instructional Models

- **Lecture and Discussion-based Classes**: The dominant instructional model for NPRC classes is real-time, live instruction of students by an instructor located in one of several classrooms that are connected by video-conferencing technology. Students in each connected classroom interact with faculty and other students within other technology-connected classrooms in much the same way that students and faculty interact in a single traditional college classroom.

- **Laboratory Classes**: Classes that require both lecture-discussion and hands-on labs generally are taught using a combination of real-time, live instruction through video-conferencing technology (for lecture, discussion, and demonstration) and in-person laboratory instruction. The in-person laboratory instruction sessions are available to students in limited locations, requiring students to schedule lab times and locations, in addition to the regular class times. Information on the lab times and locations is available so that students can register for lab times/locations at the same time they register for lecture-discussion classes.

- **Observation, Clinical, Fieldwork, or Practicum Experience**: Some programs of study at NPRC require students to observe and/or experience workplace activities. Students must complete their observations, clinical experiences, fieldwork, and/or practicum at college-approved sites.

Prerequisite and Corequisite Instruction

- Prerequisites are courses that must be taken prior to other courses. Prerequisites provide the skills and knowledge needed to begin a course and are listed, when required, with each course description. A prerequisite must be satisfactorily completed prior to enrollment in the course it is prerequisite to.
- Corequisite instruction refers to two or more courses that should be taken at the same time. In corequisite courses, information learned in each class assists the student in both.

Courses and Schedules

The schedule of classes offered for each term is listed on the College website at https://regionalcollegepa.org. Descriptions of all courses are listed in the College catalog and on the Academic Program pages of the NPRC website. Course descriptions include course alphabetical codes and numbers (the course identifier), titles, number of credits earned, class hours, any prerequisite or corequisite courses required, as well as a brief narrative description of the course. The schedule for credit courses assigns each class a section number identifying its dates, times, and locations available.

Choosing classes and making a schedule for the following term begins with students reviewing their progress in their program of study with an assigned Student Success Specialist or Faculty Advisor in order to determine what schedule of courses is best for the next term. Recommended schedules for completing programs of study are available on the College website and through the Student Success Specialists and Faculty Advisors. Student Success Specialists and Faculty Advisors can assist students who need to vary from those recommendations (part-time students and those with scheduling challenges) to ensure they make effective and efficient scheduling decisions.

Course offerings and dates for registration can be found at https://regionalcollegepa.org. Registering for classes can be completed through the Empower web portal on the College website or by contacting a Student Success Specialist for assistance.

Academic Programs

Northern Pennsylvania Regional College (NPRC) offers credit-bearing and non-credit-bearing programs of study. Academic programs are credit-bearing programs. Successful completion of an academic program of study at NPRC results in attainment of an Associate degree or a certificate.

NPRC offers students the opportunity to pursue completion of an Associate of Arts, Associate of Science, or Associate of Applied Science degree. The number of credit hours that must be completed successfully varies by program of study but is not fewer than sixty (60). Students who study at NPRC may choose to pursue any of the following Associate degrees:

- Associate of Arts in Liberal Studies
- Associate of Arts in Social Sciences
- Associate of Science in Business Administration
- Associate of Science in Criminal Justice
- Associate of Applied Science in Early Childhood Education

NPRC's certificate programs are currently under development.

Certificates provide students with the opportunity to celebrate a milestone of academic achievement in the pursuit of an Associate degree or to earn a credential for completing an identified set of courses targeting expertise in a narrow field of study. The number of credit hours that must be completed successfully varies by program.

Prerequisite courses are courses identified as providing foundational knowledge, skills, and abilities needed for success in a course for which the prerequisite course is required. Successful completion of identified prerequisites is a requirement of enrollment in a course. Corequisite courses are ones in which successful achievement of the knowledge, skills, and abilities is attained through concurrent enrollment in multiple courses which are dependent upon each other. Students must enroll in courses identified as corequisite courses during the same academic term.

Non-credit bearing courses and programs of study, customized training, and other training offered through agreements with other postsecondary educational providers are offered through the Workforce Development Unit of NPRC. For non-credit-bearing program information, course descriptions, and a detailed schedule of offerings, visit https://regionalcollegepa.org/workforce-development/.

Associate of Arts
Liberal Studies
60 Credit Hours

Program Purpose

The Associate of Arts in Liberal Studies is primarily designed to provide a foundation of first and second-year coursework upon which a student may build a four-year degree. The program introduces students to a broad array of foundational courses while providing flexibility for students to sample courses related to multiple fields of study and to tailor the program to correspond as closely as possible to many intended majors at baccalaureate institutions. Program coursework establishes a baseline postsecondary education for those who plan to pursue a general entry-level job while continuing their education by focusing on coursework whose goals include highly sought-after skills in communication, reasoning, respect for diversity, and professionalism. Students who successfully complete the program should have improved intellectual insight, self-awareness, and an ability to consider issues from multiple points of view. As much as possible, students should select courses which fulfill requirements within their planned four-year major field of study as identified by the college or university to which they plan to transfer.

Program Goals

Upon successful completion of the program, the graduate will complete coursework in alignment with the general education goals of the college.

1. Communication is the accurate and appropriate use of verbal and written language to explain, discuss, facilitate, and comprehend the exchange of relevant knowledge.
2. Reasoning is the development of a range of approaches for analysis, evaluation, and problem-solving that includes the ability to express informed opinions about artistic works; fluently and accurately use computational methods and mathematical reasoning to solve problems and analyze data; and apply scientific approaches to explain physical phenomena.
3. Respect for diversity is the demonstration of an appreciation of multiculturalism, promotion of a culture of respect for others, and recognition of differing ideas or opinions.
4. Professionalism is the adherence to principles of ethical behavior and organizational codes of conduct, the exercise of good judgement, and the assumption of personal responsibility for one's actions and choices.

Additionally, upon successful completion of the program, the graduate will

5. Acquire, analyze, organize, and evaluate information through technological and traditional means;

6. Use digital technology, productivity software, discipline-specific applications and technology-mediated collaboration tools to complete tasks;
7. Identify problems, explore and prioritize potential methods of constructing solutions, construct solutions and evaluate their veracity, and revise priorities as a means for purposeful action;
8. Apply appropriate mathematical and/or scientific concepts and theories to interpret data and solve problems based on verifiable evidence;
9. Describe and explain behaviors and beliefs of various societal groups; and
10. Demonstrate an understanding of the political, economic, and social heritage which leads to good citizenship.

Associate of Arts
Liberal Studies
60 Credit Hours

General Education Foundational Courses (33 credit hours)

Goal		Course Number	Course Name	Credit Hours	Prerequisite
Professionalism	**Communication**	ENG 110^	Writing I	3	
		ENG 115	Writing II	3	ENG 110
		SPC 105 or SPC 110	Interpersonal Communication or Public Speaking	3	
	Reasoning	BIO 105 or BIO 110	Environmental Biology or Human Biology	3	
		FIN 105 or FIN 110	Humanities Through the Arts or Music Appreciation	3	
		PHL 110	Introduction to Philosophy	3	
		Choose one of the following courses:			
		MTH 120^ MTH 125^ MTH 130^	Quantitative Reasoning Introduction to Statistics College Algebra	3	
	Respect for Diversity	**Choose four of the following courses:**			
		ENG 220	Introduction to Literature	3	ENG 115
		HST 110	History Without Borders	3	
		POL 110	US Government and Politics	3	
		PSY 110	Introduction to Psychology	3	
		SOC 110	Introduction to Sociology	3	

Liberal Studies Major Courses (27 credit hours)

Choose **27 credit hours** of additional coursework based upon your planned baccalaureate major* in consultation with your student success specialist and the catalog/transfer agreement for your intended transfer institution**. **Courses may include additional selections from the general education foundational courses requirements as well as those listed as liberal studies major courses.**

Course Number	Course Name	Credit Hours	Prerequisite
BIO 111	Human Biology Lab	1	BIO 110^^
BIO 120	Anatomy and Physiology I	3	
BIO 121	Anatomy and Physiology I Lab	1	BIO 120^^
BUS 105	Business Foundations	3	
CHM 110	Introduction to Chemistry	3	
CHM 111	Introduction to Chemistry Lab	1	
CRJ 110	Introduction to Criminal Justice	3	
CIS 150	Business Technology I	3	
ECE 110	Introduction to Early Childhood Education	3	
ECE 200	Creative and Expressive Arts	3	
ECN 220	Microeconomics	3	
ECN 225	Macroeconomics	3	
ENG 210	Business and Professional Communication	3	ENG 110
PHL 220	Ethical Responsibility	3	PHL 110

PHL 225	Philosophy of Knowledge	3	PHL 110
PSY 210	Human Development	3	PSY 110
PSY 205	Psychological Statistics	3	PSY 110
SWK 105	Introduction to Social Work	3	
THE 110	Foundations of Theology	3	
THE 220 or THE 225	Protestant Tradition or The Bible: An Introduction	3	THE 110

*Requirements for baccalaureate degrees vary widely by major and by institution. To maximize progress toward four-year degree completion, it is essential for students to consult the catalog and transfer policies of their intended transfer institution and to seek additional guidance from that institution's advisors and registrar as needed before selecting liberal studies pathway major courses.

**Acceptance of transfer credit, including the determination of whether and how courses transferred meet graduation requirements at the receiving institution, is at the discretion of the institution to which the student plans to transfer.

^See course descriptions for placement requirements.

^^Science lab courses are taken concurrently with the corresponding lecture courses or subsequently to successful completion of the corresponding lecture courses.

Associate of Arts
Social Sciences
60 Credit Hours

Program Purpose

The Associate of Arts in Social Sciences is primarily designed to provide a foundation of first and second-year coursework upon which a student may build a four-year degree in various majors within the social sciences. The program includes a broad array of introductory level courses in the social sciences, allowing students flexibility to sample courses related to multiple human service-related majors offered by baccalaureate institutions. The degree provides students with a competitive advantage for entry-level career opportunities with social and human service agencies immediately upon graduation while they pursue completion of a baccalaureate degree at a transfer institution. Required general education coursework prepares students for future careers by developing sought-after skills in communication, reasoning, respect for diversity, and professionalism. As much as possible, students should select courses which fulfill requirements within their planned four-year major field of study as identified by the college or university to which they plan to transfer.

Program Goals

Upon successful completion of the program, the graduate will complete coursework in alignment with the general education goals of the college.

1. Communication is the accurate and appropriate use of verbal and written language to explain, discuss, facilitate, and comprehend the exchange of relevant knowledge.
2. Reasoning is the development of a range of approaches for analysis, evaluation, and problem-solving that includes the ability to express informed opinions about artistic works; fluently and accurately use computational methods and mathematical reasoning to solve problems and analyze data; and apply scientific approaches to explain physical phenomena.
3. Respect for diversity is the demonstration of an appreciation of multiculturalism, promotion of a culture of respect for others, and recognition of differing ideas or opinions.
4. Professionalism is the adherence to principles of ethical behavior and organizational codes of conduct, the exercise of good judgement, and the assumption of personal responsibility for one's actions and choices.

Additionally, upon successful completion of the program, the graduate will

5. Acquire, organize, analyze, and evaluate qualitative, quantitative, and/or primary source data related to issues within the social sciences through technological and traditional means;

6. Use digital technology, productivity software, discipline-specific applications, and technology-mediated collaboration tools to complete tasks;
7. Identify problems within the social sciences, explore and prioritize potential solutions and evaluate their veracity, and revise priorities as a means for purposeful action;
8. Demonstrate an understanding of social heritage and societal norms;
9. Develop foundational knowledge of a variety of theories, perspectives, and findings of the social sciences; and
10. Use methods and theories of the social sciences to analyze social issues in historical context as applied to the individual, societal groups, and/or globally.

Associate of Arts
Social Sciences
60 Credit Hours

General Education Foundational Courses (33 credit hours)

Goal		Course Number	Course Name	Credit Hours	Prerequisite
Professionalism	**Communication**	ENG 110^	Writing I	3	
		ENG 115	Writing II	3	ENG 110
		SPC 105 or SPC 110	Interpersonal Communication or Public Speaking	3	
	Reasoning	BIO 110	Human Biology	3	
		FIN 105 or FIN 110	Humanities Through the Arts or Music Appreciation	3	
		PHL 110	Introduction to Philosophy	3	
		Choose one of the following courses:			
		MTH 120^ MTH 125^ MTH 130^	Quantitative Reasoning Introduction to Statistics College Algebra	3	
	Respect for Diversity	**Choose four of the following courses:**			
		ENG 220	Introduction to Literature	3	ENG 115
		HST 110	History Without Borders	3	
		POL 110	US Government and Politics	3	
		PSY 110	Introduction to Psychology	3	
		SOC 110	Introduction to Sociology	3	

Social Sciences Major Courses* (27 credit hours)

Course #	Course Name	Credit Hours	Prerequisite
SWK 105	Introduction to Social Work	3	
SWK 205	Human Behavior and the Social Environment I	3	SWK 105, PSY 110
PSY 205	Psychological Statistics	3	PSY 110
PSY 210	Human Development	3	PSY 110
ENG 210	Business and Professional Communication	3	ENG 110
THE 110	Foundations of Theology	3	
CIS 150	Business Technology I	3	
Complete the courses in Set A or Set B			
SET A			
SWK 210	Human Behavior and the Social Environment II	3	SWK 205
SWK 215	Human Behavior and the Social Environment III	3	SWK 210
SET B			
SWK 225	Social Problems, Services, and Issues	3	SWK 105, SOC 110
SWK 230	Human Diversity	3	SWK 105, SOC 110

*Requirements for baccalaureate degrees vary widely by major and by institution. To maximize progress toward four-year degree completion, it is essential for students to consult the catalog and transfer policies of their intended transfer institution and to seek additional guidance from that institution's advisors and registrar as needed before selecting liberal studies pathway major courses. Acceptance of transfer credit,

including the determination of whether and how courses transferred meet graduation requirements at the receiving institution, is at the discretion of the institution to which the student plans to transfer.
^See course descriptions for placement requirements.

Associate of Science
Business Administration
60 Credit Hours

Program Purpose

The Associate of Science in Business Administration provides a foundation of first and second-year coursework upon which a student may build a four-year degree in various business-related majors. The program also establishes foundational business knowledge, skills, and abilities for increased marketability applicable to a variety of business-related occupations. The general education component of the program focuses on course goals that include highly sought-after skills in communication, reasoning, respect for diversity, and professionalism. Students seeking transfer into a baccalaureate business program should select courses which fulfill requirements within their planned four-year major field of study as identified by the college or university to which they plan to transfer. Students who seek to enter directly into a business-related career upon graduation should select courses based upon their career goals in consultation with their academic advisor.

Program Goals

Upon successful completion of the program, the graduate will complete coursework in alignment with the general education goals of the college.

1. Communication is the accurate and appropriate use of verbal and written language to explain, discuss, facilitate, and comprehend the exchange of relevant knowledge.
2. Reasoning is the development of a range of approaches for analysis, evaluation, and problem-solving that includes the ability to express informed opinions about artistic works; fluently and accurately use computational methods and mathematical reasoning to solve problems and analyze data; and apply scientific approaches to explain physical phenomena.
3. Respect for diversity is the demonstration of an appreciation of multiculturalism, promotion of a culture of respect for others, and recognition of differing ideas or opinions.
4. Professionalism is the adherence to principles of ethical behavior and organizational codes of conduct, the exercise of good judgement, and the assumption of personal responsibility for one's actions and choices.

Additionally, upon successful completion of the program, the graduate will

5. Use digital technology, business application software, and technology-mediated collaboration tools to complete tasks;

6. Identify problems, explore and prioritize potential methods of constructing solutions, construct solutions and evaluate their veracity, and revise priorities as a means for purposeful action;
7. Develop foundational knowledge of a variety of business models and apply business models appropriately in decision-making situations;
8. Perform effectively in a team environment by applying organizational theory and concepts to produce collaborative projects;
9. Apply ethical reasoning to business situations through the demonstration of knowledge pertaining to how business behavior and policies impact society or the individual; and
10. Demonstrate self-awareness with respect to management style, time management, and sensitivity to workplace diversity.

Associate of Science
Business Administration
60 Credit Hours

General Education Foundational Courses (30 credit hours)

Goal		Course Number	Course Name	Credit Hours	Prerequisite
Professionalism	Communication	ENG 110^	Writing I	3	
		ENG 210	Business and Professional Communication	3	ENG 110
		SPC 105 or SPC 110	Interpersonal Communication or Public Speaking	3	
	Reasoning	BIO 105 or BIO 110	Environmental Biology or Human Biology	3	
		FIN 105 or FIN 110	Humanities Through the Arts or Music Appreciation	3	
		PHL 110	Introduction to Philosophy	3	
		Choose one of the following courses:			
		MTH 120^ MTH 125^ MTH 130^	Quantitative Reasoning Introduction to Statistics College Algebra	3	
	Respect for Diversity	**Choose three of the following courses:**			
		HST 110	History Without Borders	3	
		POL 110	US Government and Politics	3	
		PSY 110	Introduction to Psychology	3	
		SOC 110	Introduction to Sociology	3	

Business Administration Major Courses (30 credit hours)

Choose **30 credit hours** of additional coursework based upon your planned baccalaureate major in consultation with your student success specialist and the catalog/transfer agreement for your intended transfer institution*.		Credit Hours	Prerequisite
Course Number	**Course Name**		
ACC 120	Accounting I	3	
ACC 125	Accounting II	3	ACC 120
BUS 105	Business Foundations	3	
BUS 220	Principles of Marketing	3	
BUS 230	Principles of Management	3	
BUS 240	Business Law	3	
CIS 150	Business Technology I	3	
CIS 250	Business Technology II	3	CIS 150
ECN 220	Microeconomics	3	
ECN 225	Macroeconomics	3	
ENG 115	Writing II	3	ENG 110

*Requirements for baccalaureate degrees vary widely by major and by institution. To maximize progress toward four-year degree completion, it is essential for students to consult the catalog and transfer policies of their intended transfer institution and to seek additional guidance from that institution's advisors and

registrar as needed before selecting liberal studies pathway major courses. Acceptance of transfer credit, including the determination of whether and how courses transferred meet graduation requirements at the receiving institution, is at the discretion of the institution to which the student plans to transfer.
^See course descriptions for placement requirements.

Associate of Science
Criminal Justice
60 Credit Hours

Program Purpose

The Associate of Science in Criminal Justice provides a foundation of first and second-year coursework upon which a student may build a four-year degree in various majors within the field of criminal justice. The program also provides students with foundational knowledge, skills, and abilities for increased marketability for entry-level jobs in some criminal justice-related occupations. The general education component of the program focuses on course goals that include highly sought-after skills in communication, reasoning, respect for diversity, and professionalism. Students seeking transfer into a baccalaureate program should select courses which fulfill requirements within their planned four-year major field of study as identified by the college or university to which they plan to transfer. Students who seek to enter directly into the job market upon graduation should select courses based upon their career goals in consultation with their academic advisor.

Program Goals

Upon successful completion of the program, the graduate will complete coursework in alignment with the general education goals of the college.

1. Communication is the accurate and appropriate use of verbal and written language to explain, discuss, facilitate, and comprehend the exchange of relevant knowledge.
2. Reasoning is the development of a range of approaches for analysis, evaluation, and problem-solving that includes the ability to express informed opinions about artistic works; fluently and accurately use computational methods and mathematical reasoning to solve problems and analyze data; and apply scientific approaches to explain physical phenomena.
3. Respect for diversity is the demonstration of an appreciation of multiculturalism, promotion of a culture of respect for others, and recognition of differing ideas or opinions.
4. Professionalism is the adherence to principles of ethical behavior and organizational codes of conduct, the exercise of good judgement, and the assumption of personal responsibility for one's actions and choices.

Additionally, upon successful completion of the program, the graduate will

5. Acquire, organize, analyze, and evaluate qualitative and/or quantitative data related to the criminal justice system, the corrections industry, and/or the private sector security industry through technological and traditional means;

6. Use digital technology, productivity software, discipline-specific applications, and technology-mediated collaboration tools to complete tasks;
7. Identify internal and external challenges associated with the criminal justice system, the corrections system, and/or the private sector security industry, explore and prioritize potential solutions and evaluate their veracity, and revise priorities as a means for purposeful action;
8. Evaluate issues of justice, professionalism and ethics within law enforcement, the courts, the corrections industry, and/or the private sector security industry;
9. Discuss and compare recognized biological, psychological, and sociological theories about the causes of criminal behavior and the types of criminal behavior and methods for predicting future crime; and
10. Analyze the management and organizational components in the modern police organization and the various methods and theories of policing, including reactive, proactive, and community policing.

Associate of Science
Criminal Justice
60 Credit Hours

General Education Foundational Courses (30 credit hours)

Goal		Course Number	Course Name	Credit Hours	Prerequisite
Professionalism	**Communication**	ENG 110^	Writing I	3	
		ENG 115 or ENG 210	Writing II or Business and Professional Communication	3	ENG 110
		SPC 105 or SPC 110	Interpersonal Communication or Public Speaking	3	
	Reasoning	BIO 105 or BIO 110	Environmental Biology or Human Biology	3	
		FIN 105 or FIN 110	Humanities Through the Arts or Music Appreciation	3	
		PHL 110	Introduction to Philosophy	3	
		Choose one of the following courses:			
		MTH 120^ MTH 125^ MTH 130^	Quantitative Reasoning Introduction to Statistics College Algebra	3	
	Respect for Diversity	**Choose three of the following courses:**			
		HST 110	History Without Borders	3	
		POL 110	US Government and Politics	3	
		PSY 110	Introduction to Psychology	3	
		SOC 110	Introduction to Sociology	3	

Criminal Justice Major Courses (30 credit hours)

Choose **30 credit hours** of additional coursework based upon your planned baccalaureate major in consultation with your academic advisor and the catalog/transfer agreement for your intended transfer institution*.		Credit Hours	
Course Number	**Course Name**		**Prerequisite**
CRJ 110	Introduction to Criminal Justice	3	
CRJ 200	Corrections	3	CRJ 110
CRJ 225	Criminology	3	CRJ 110
CRJ 230	Police Function	3	
CRJ 235	Criminal Law and Procedure	3	CRJ 110
CRJ 240	Criminal Justice Ethics	3	CRJ 225
CRJ 245	Cyber Crime	3	CRJ 110
CRJ 250	Investigation	3	CRJ 110
Choose two of the following courses:			
CIS 150	Business Technology I	6	
CRJ 285	Criminal Justice Practicum		CRJ 110, CRJ 200
CRJ 260	Substantive Criminal Justice Law		CRJ 235
ENG 115^^	Writing II		ENG 110

*Requirements for baccalaureate degrees vary widely by major and by institution. To maximize progress toward four-year degree completion, it is essential for students to consult the catalog and transfer policies of their intended transfer institution and to seek additional guidance from that institution's advisors and registrar as needed before selecting liberal studies pathway major courses. Acceptance of transfer credit, including the determination of whether and how courses transferred meet graduation requirements at the receiving institution, is at the discretion of the institution to which the student plans to transfer.

^See course descriptions for placement requirements.

^^ENG 115 may be used to fulfill a General Education Foundational or Criminal Justice Major requirement but may not be counted in both categories.

Associate of Applied Science
Early Childhood Education
60 Credit Hours

Program Purpose

The Associate of Applied Science in Early Childhood Education provides students with knowledge, skills, and abilities associated with guiding the social, emotional, physical, language, and cognitive development of children from birth to age ten in a variety of educational and childcare settings. The program establishes a foundation of first-and second-year coursework that

- Permits students to prepare to seek a baccalaureate degree in early childhood education. Students with this educational goal should select course requirements within their planned four-year major field of study as identified by the college or university to which they plan to transfer.
- Allows for increased marketability for direct entry into the workforce in an entry-level position with an early childhood education provider.
- Affords those currently employed by early childhood education providers with professional growth opportunities to take advantage of the benefits associated with attainment of formal credentials associated with the profession.

Program Goals

Upon successful completion of the program, the graduate will complete coursework in alignment with the general education goals of the college.

1. Communication is the accurate and appropriate use of verbal and written language to explain, discuss, facilitate, and comprehend the exchange of relevant knowledge.
2. Reasoning is the development of a range of approaches for analysis, evaluation, and problem-solving that includes the ability to express informed opinions about artistic works; fluently and accurately use computational methods and mathematical reasoning to solve problems and analyze data; and apply scientific approaches to explain physical phenomena.
3. Respect for diversity is the demonstration of an appreciation of multiculturalism, promotion of a culture of respect for others, and recognition of differing ideas or opinions.
4. Professionalism is the adherence to principles of ethical behavior and organizational codes of conduct, the exercise of good judgement, and the assumption of personal responsibility for one's actions and choices.

Additionally, upon successful completion of the program, the graduate will

5. Exhibit professional knowledge of the physical, emotional, social, language, and cognitive development of typical and atypical early learners;
6. Identify and apply major theories and concepts associated with early learning.
7. Develop performance skills in concepts and methods associated with curriculum planning, instructional design, and lesson delivery that foster enthusiasm for learning;
8. Promote positive relationships between children and adults to encourage each child's sense of individual worth and belonging as part of a community;
9. Demonstrate ability to construct and implement a variety of formal and informal approaches of assessing learning and development in early learners; and
10. Build skills for eliciting effective reciprocal communications between teachers, early learners, and the families and communities of young children with sensitivity to the cultural contexts in which children are developing.

Associate of Applied Science
Early Childhood Education
60 Credit Hours

General Education Foundational Courses (30 credit hours)

Goal		Course Number	Course Name	Credit Hours	Prerequisite
Professionalism	Communication	ENG 110^	Writing I	3	
		ENG 115^	Writing II	3	ENG 110
		SPC 105 SPC 110	Interpersonal Communication or Public Speaking	3	
	Reasoning	BIO 105 or BIO 110	Environmental Biology or Human Biology	3	
		ECE 200	Creative and Expressive Arts	3	
		PHL 110	Introduction to Philosophy	3	
		Choose one of the following courses:			
		MTH 120^ MTH 125^ MTH 130^	Quantitative Reasoning Introduction to Statistics College Algebra	3	
	Respect for Diversity	**Choose three of the following courses:**			
		ENG 220	Introduction to Literature	3	ENG 115
		HST 110	History Without Borders	3	
		POL 110	US Government and Politics	3	
		PSY 110	Introduction to Psychology	3	
		SOC 110	Introduction to Sociology	3	

Early Childhood Education Major Courses (30 credit hours)

Choose **30 credit hours** of additional coursework based upon your career goals and/or your planned baccalaureate major in consultation with your academic advisor and the catalog/transfer agreement for your intended transfer institution.		Credit Hours	Prerequisite
Course Number	**Course Name**		
ECE 105	Psychology of Teaching and Learning	3	
ECE 110*	Introduction to Early Childhood Education	3	
ECE 118*	Family Involvement and Collaboration	3	
ECE 120*^^	Instructional and Classroom Design for Early Childhood Curricula	3	
ECE 228^^	Integrated Curriculum for Early Childhood Education	3	ECE 120
Complete all courses listed in the one of the two Specializations given below based upon your area of interest, future career plan, and/or intended transfer institution/baccalaureate major.			
Pre-Kindergarten and Paraprofessional Education Specialization			
ECE 222^^	Concepts and Methods: Language and Literacy Development	3	ECE 120
ECE 224^^	Concepts and Methods: Mathematical and Scientific Thinking	3	ECE 120
ECE 230	Child Development: Birth to Age 5	3	
ECE 232	Child Development: Ages 5-10	3	

ECS 245^^	Meeting Learning Needs for Children with Exceptionalities	3	ECE 230, ECE 232
Infant and Toddler Care Specialization			
ECE 205^^	Language and Literacy Foundations	3	ECE 120
ECE 214^^	Quality Care Environments for Infants and Toddlers	3	ECE 120
ECE 216^^	Social and Emotional Development of Infants and Toddlers	3	
ECE 233	Infant Physical and Cognitive Development: Birth to 12 Months	3	
ECE 234	Toddler Physical and Cognitive Development: 12 to 36 Months	3	

^See course descriptions for placement requirements.

^^Field experience embedded throughout the term. Attainment of mandatory clearances required. See course descriptions for details.

*Course assignments and outcomes aligned to Child Development Associate (CDA) Professional Portfolio components.

Course Descriptions

Northern Pennsylvania Regional College (NPRC) offers credit-bearing and non-credit-bearing courses and programs.

This section provides detailed descriptions of credit-bearing courses. A complete course description includes the course identifier and number, the complete course name, the number of credit hours associated with the course, a list of any prerequisites or corequisites necessary for enrollment in the course, and a detailed description of the purpose and content of the course.

Prerequisite courses are courses identified as providing foundational knowledge, skills, and abilities needed for success in a course for which the prerequisite course is required. Successful completion of identified prerequisites is a requirement of enrollment in a course. Corequisite courses are ones in which successful achievement of the knowledge, skills, and abilities is attained through concurrent enrollment in multiple courses which are dependent upon each other. Students must enroll in courses identified as corequisite courses during the same academic term.

Non-credit bearing courses and programs of study, customized training, and other training offered through agreements with other postsecondary educational providers are offered through the Workforce Development Division of NPRC. For non-credit-bearing course descriptions and a detailed schedule of offerings, visit https://regionalcollegepa.org/workforce-development/.

Accounting

ACC 120 Accounting I
3 credit hours

This course introduces the main aspects of accounting structure and principles as presented in the form of the balance sheet equation, followed by the logical development of the subject of debits and credits, journal entries, special journals, and specific account classifications. The course provides a thorough review of how accounting transactions affect financial statements and their analysis.

ACC 125 Accounting II
3 credit hours
Prerequisite: ACC 120

This course continues the focus on the application of accounting principles inside the enterprise, i.e., the proprietorship, the partnership, and the corporation. It also includes the use of accounting topics such as budgeting, job costing, and break-even analysis to aid in the planning, controlling, and evaluation of company performance.

Biology

BIO 105 Environmental Biology
3 credit hours

This is an interdisciplinary course exploring the complex relationships between the major groups of living organisms. It examines the physical and biological systems of Earth from the perspective of ecology and considers populations and communities of organisms in terms of their relationship with the environment and other organisms, rather than individuals. The course facilitates critical questioning about global and regional environmental issues, current and future energy issues, sustainable development, and viability of green initiatives.

BIO 110 Human Biology
3 credit hours

This course is an introduction to human body systems with the repeated demonstration of the interconnection between structure and function. It includes a general study of the basic principles of chemistry as related to biological function; an overview of cellular structure and metabolism; the general study of selected organ systems; the impacts of globalization on human health; and exploration of medical and research technologies impacting society, including cloning, genetic engineering, stem cell research, and gene therapy.

BIO 111 Human Biology Lab
1 Credit Hour
Corequisite/Prerequisite: BIO 110

This course is a laboratory investigation of the concepts covered in BIO 110 including the nature of the chemistry of life, cell and tissue dynamics, the structure and physiology of selected human organ systems, and an exploration of human genetics with biotechnology applications.

BIO 120 Human Anatomy & Physiology I
3 Credit Hours

Students in this course participate in a study of the anatomy, physiology, and systems of homeostasis, at both the gross and microscopic level, of the human body which emphasizes the structure-function relationship found throughout. Specific topics covered include cell and tissue dynamics including water balance and tissue morphology; the integumentary system; the skeletal system, joints, and bone metabolism; the muscular system; the nervous system and the special and somatic senses.

BIO 121 Human Anatomy & Physiology I Lab
1 Credit Hour
Corequisite/Prerequisite: BIO 120

This course requires a series of laboratory investigations that explore the concepts from BIO 120, including chemical principles that govern living systems; the use of microscopes to examine cells and tissues; the structural and functional characteristics of cells and tissues; and the structure and functional characteristics of the integumentary system, skeletal system, muscular system, and nervous system with general and special senses.

Business

BUS 105 Business Foundations
3 credit hours

This course provides the foundation for the business program, helping students to gain a solid understanding of the components of a business, its external environment, and the interactions between them. Students will engage in decision making and problem-solving exercises. Ethics, leadership, employee empowerment, the impact of technology, and the global market are also explored. Students will develop critical thinking, written and oral communication, and team skills through case-based learning and a term project.

BUS 220 Principles of Marketing
3 credit hours

This course helps students to understand and apply the fundamentals of marketing from a global perspective. The examination of buyer behavior, marketing research, marketing planning, as well as societal, consumer and ethical issues of marketing are examined through readings, experiential exercises, class discussions, and a comprehensive marketing planning project.

**BUS 230 Principles of
Management**
3 credit hours

This course introduces students to the principles of management. From the organizational and behavioral aspects to process and management techniques of everyday business, this course is designed to give students social, historical, legal, economic, and environmental knowledge, and an understanding of today's complex business world.

BUS 240 Business Law
3 credit hours

This course addresses the global, political, social, environmental, and regulatory legal issues confronting businesses. Students will explore important topics in business law, including entity formation, corporations, contracts, agency, and other topical areas. Because decision making at all levels in the firm must take legal consequences into account, the study of the legal environment requires and develops critical thinking skills, logic, and reasoning.

Chemistry

CHM 110 Introduction to Chemistry
3 Credits

This course is a survey of the properties of matter that include atomic theory, electron configurations, chemical bonding, molecular geometry, properties of the phases of matter, stoichiometry, and thermochemistry. The course emphasizes experimental techniques and technology used to measure and quantify matter.

CHM 111 Introduction to Chemistry Lab
1 Credit
Corequisite/Prerequisite: CHM 110

This course is a laboratory investigation of the techniques and technology discussed in CHM 110 to focus on the nature of elements, phases of the elements, stoichiometry, thermochemistry, and chemical bonding.

Computer Information Systems

CIS 150 Business Technology I
3 credit hours

This course is a hands-on introduction to the application of personal computers in a modern, networked business environment, including introduction to the Windows operating system, use of the Internet, and the components of Microsoft Office, with emphasis on Word, Excel, and PowerPoint.

CIS 250 Business Technology II
3 credit hours
Prerequisite: CIS 150

This course picks up from where CIS 150 leaves off, providing a more thorough exploration of the components of Microsoft Office, including Outlook, Publisher, Word, Excel, and PowerPoint.

Criminal Justice

CRJ 110 Introduction to Criminal Justice
3 credit hours

This course introduces students to the field of the American criminal justice system through the examination of police, courts, and corrections. It includes a review of historical data, statistical information, and evaluation of criminal justice system policies, procedures, and trends. Students learn the terminology of the field, gain an awareness of the methods of inquiry used in the field, and examine attitudes and values regarding crime and responses to crime.

CRJ 200 Corrections
3 credit hours
Prerequisite: CRJ 110

This course provides an analysis of punishment in our criminal justice system, with focus on why we punish and how we punish, all examined within the context of correction philosophies. The history and development of corrections, including relevant theories, practices, systems analysis, and treatment modalities is evaluated.

CRJ 225 Criminology
3 credit hours
Prerequisite: CRJ 110

This course is designed to provide an overview of the scientific study of crime as a social phenomenon of criminal behavior. Criminological theory will be addressed from a sociological perspective. Major schools of thought will be discussed utilizing the founders of each school and supplementing their premises with supporting criminology research.

CRJ 230 Police Function
3 credit hours

This course is an introduction to American policing with an analytical framework for understanding the police as a product of a balance of social, historical, political, legal, individual, and organizational forces. It examines theoretical propositions about the police and analyzes the three major functions of policing in the United States: law enforcement, service provision, and the maintenance of order. Legalities involved in policing and police administration are explored in relation to contemporary issues that pose substantial challenges to police officers and administrators.

CRJ 235 Criminal Law and Procedure
3 credit hours
Prerequisite: CRJ 110

This course examines the dynamic balance of the power of the government (to enforce the criminal law) against the rights of the individual to come and go as they please without government interference. Additionally, the course examines judicial review, constitutional supremacy, and the protections of state constitutional rights concerning criminal procedure as related to federal constitutional protections. The course will cover the area of search and seizure law, its current status as well as its historical development (through the tracing of case law); the ever-changing laws on interrogation, confessions, identifications, and courtroom procedures, such as right to counsel, right to jury trials, the laws governing sentencing and direct and collateral attacks on convictions. It also includes a review of the remedies afforded by law to an individual when the government violates the rights its constitution and statutes pro vides.

CRJ 240 Criminal Justice Ethics
3 credit hours
Prerequisite: CRJ 225

This course is an introduction to the application of ethical theories relevant to the practice of the criminal justice system. The course is designed to focus on and emphasize the most significant moral issues faced by criminal justice professionals today. The student is required to conduct a detailed examination of these issues and to apply the various ethical theories, codes, and canons to arrive at a moral decision.

CRJ 245 Cyber Crime
3 credit hours
Prerequisite: CRJ 110

This course introduces students to the evolution of cyber society, cyber-crime and cybersecurity. It will provide a broad overview of history, socio-political relations, economics, social structure and culture in cyber space. It also examines types of cyber offenses. Students in this course will gain familiarity with laws designed to control cyber-crime and terminology associated with cybercrimes.

CRJ 250 Investigation
3 credit hours
Prerequisite: CRJ 110

This course examines the forensic science field through exploration of its applications to criminal investigations, with clear explanations of the techniques, abilities, and limitations of the modern crime laboratory. The course focuses on the application of science to criminal and civil laws enforced by agencies in the criminal justice system and is designed to familiarize the student with the most current technologies in forensic analysis that private agencies, police, and law enforcement professionally rely on to approach criminal perpetrators and to link them through trace evidence to crime scenes.

CRJ 260 Substantive Criminal Justice Law
3 credit hours
Prerequisite: CRJ 235

This course is a generic study of criminal law in the United States and does not cover any specific federal or state law. Topics include principles of criminal law, principles of criminal liability, complicity, inchoate crimes, defenses, justifications, excuses, crimes against persons, crimes against property, and crimes against public order.

CRJ 285 Criminal Justice Practicum
3 credit hours
Prerequisite: CRJ 110 and CRJ 200

This course provides an opportunity for students to engage in participant observation, task performance, or other related activities in an agency of the criminal justice system. A 60-hour field placement is required in addition to attendance at scheduled seminars and/or class meetings.

Economics

ECN 220 Microeconomics
3 credit hours

This course develops the techniques necessary for an understanding of basic economics from a microeconomic standpoint. The specific topics explored include the concepts of scarcity (paucity), supply and demand, cost-production decision making, the operation of a firm in the product market under varying assumptions of competition, monopolistic competition, monopoly, and oligopoly, plus the operation of the firm in the factor market.

ECN 225 Macroeconomics
3 credit hours

This course develops tools for an understanding of macroeconomic issues and theory, including application to current social issues such as unemployment, economic growth, and inflation. The role of money and financial institutions is examined, along with the use and effectiveness of economic policy to control the macroeconomy.

Education-Early Childhood Education

For enrollment in course(s) which include a prerequisite of field experience clearances, a student must submit the following documents to the Office of the Registrar:

- A valid Act 34 Criminal History Background Clearance, Act 33/151 Child Abuse History Clearance, and Act 114 FBI Fingerprinting Clearance. All clearances are mandated by Pennsylvania School Code and Pennsylvania Child Care Code.
- An Arrest of Conviction Report and Certification Form as associated with Act 82 of 2012 which expands the provision of Act 24. Resubmission of the form is required to report arrests or convictions within 72 hours of the occurrence of such arrests or conviction. See the form for a list of reportable offenses.
- Completion of Act 126 Mandated Reporter Training, a free 3-hour seminar available online at www.reportabuse.pa.pitt.edu, is mandated by the Pennsylvania Department of Education Act 126 Child Abuse Recognition and Reporting Act. The seminar includes recognition of the signs of abuse, mandatory reporting requirements, and maintenance of professional and appropriate relationships with students.
- A valid National Crime Information Center / National Sex Offender Registry (NSOR) Clearance as mandated by federal requirement under the reauthorization of the Child Care Development Block Grant.
- A Negative Tuberculin Test Certificate signed by a physician as mandated by Pennsylvania Public School Code.

Students may not participate in required field experiences until all mandated clearances have been submitted; students enrolled in course(s) with field experiences who fail to complete all clearances prior to the date by which first quarter grades are due for fall/spring courses or before the start of the term for summer course(s) shall be administratively withdrawn from course(s) requiring clearances. Refer to NPRC-3415 Administrative Withdrawal and NPRC-8015 Assessment, Payment, and Refund of Tuition and Fees at https://regionalcollegepa.org/nprc-polices for additional information regarding potential financial and/or academic consequences which may result. Originally submitted clearances remain valid for 60 months for students who maintain continual enrollment in the Early Childhood Education programs. Details and associated forms are available upon request from any advisor or student success specialist.

ECE 105 Psychology of Teaching and Learning
3 credit hours

This course explores the nature of learning, theories of motivation, and cultural and individual differences found in the classroom which affect learning. Through an investigation of behaviorist, cognitivist, constructivist, and social psychology perspectives and approaches, pre-service teachers explore how to apply concepts and principles of psychology to educational settings in field experiences.

ECE 110 Introduction to Early Childhood Education
3 credit hours

This course examines the structure of early childhood education. Social and cultural foundations are addressed in the context of interpersonal relationships among children, families, and communities. An introduction to curricular approaches, observation, and assessment of young children, play, and developmentally appropriate practices is provided. Embedded within this course are requirements for both field placements at NPRC and professional positions within Pennsylvania's Early Learning programs including clearances, mandated reporter certification, and completion of an online health and safety basics module. Assignments and outcomes within this course are aligned to portfolio components for the Child Development Associate (CDA) credential.

ECE 118 Family Involvement and Collaboration
3 credit hours

This course examines the symbiotic relationship between family and care environments while emphasizing a team approach utilizing family, educational and childcare providers, and community resources to promote early development and learning. Focus is placed on practical components of family involvement that teachers encounter, effective home and educational provider communications, parent and teacher conferences, facilitation of connections with community resources, administrative issues, and challenges with family involvement in the educational system. Assignments and outcomes within this course are aligned to portfolio components for the Child Development Associate (CDA) credential.

ECE 120 Instructional and Classroom Design for Early Childhood Curricula
3 credit hours
Prerequisite: Field Experience Clearances

This course introduces pre-service teachers to best practices in creating and managing instruction in the early childhood learning environment. The course fosters quality teaching and learning through lesson development designed to connect learning theories, academic standards, subject content, the learning process, student achievement, assessment of student learning, and arrangement of the classroom environment for improved instruction. Effective strategies for classroom behavior management that promote a safe, respectful learning environment are emphasized. Assignments and outcomes within this course are aligned to portfolio components for the Child Development Associate (CDA) credential. A 40-hour field experience provided through field experience or alternate video review is required.

ECE 200 Creative and Expressive Arts
3 credit hours

This course emphasizes the importance of the arts as a foundation for expression in childhood. Students examine how to use art, music, dance, and drama to help children express and communicate their developing ideas, experiences, and feelings about themselves and the world. The development of the arts as process-driven over product-driven disciplines is evaluated and discussed.

ECE 205 Language and Literacy Foundations
3 credit hours
Prerequisite: Field Experience Clearances, ECE 120

This course focuses on how language and literacy develop in the infant and toddler years with a study of best practices for enhancing and sustaining foundational skills. The teacher's role in supporting language development and characteristics of a language-rich classroom are examined. An emphasis is placed on the importance of milestones of emergent literacy, use of children's literature, and appropriate assessment of language and literacy development from birth through age 5. Psychological and socio-cultural factors affecting the development and acquisition of language and literacy are examined. A 40-hour field experience is required.

ECE 214 Quality Care Environments for Infants and Toddlers
3 credit hours
Prerequisites: Field Experience Clearances, ECE 228

Course content includes theory and application of why and how to establish, organize, and modify early childhood learning environments to effectively meet the developmental needs of infants and toddlers. Focus is on the role of the teacher, integration of Pennsylvania Early Learning Standards, developmental assessment inventories, classroom design principles, and health and safety concerns as critical elements for providing quality care environments for infants and toddlers. A 40-hour field experience is required.

ECE 216 Social and Emotional Growth of Infants and Toddlers
3 credit hours
Prerequisite: Field Experience Clearances, ECE 120

The course focuses on social and emotional development, including the management of emotions and the ability to establish positive relationships with others. The importance of, and mechanisms for establishing, engagement, and connections with infants and toddlers is emphasized. The course explores development of behavioral assessments and effective positive behavioral support plans for infants and toddlers. The elements present in a childcare setting that supports healthy social, emotional, and behavioral adjustment in infants and toddlers are examined. A 20-hour observation, provided through field experience or alternate video review, is required.

ECE 222 Concepts and Methods: Language and Literacy Development
3 credit hours
Prerequisite: Field Experience Clearances, ECE 120

This course focuses on developing effective instructional strategies for teaching reading and literacy in pre-kindergarten through fourth grade. Research and standard-based understanding of instructional reading strategies, including traditional and holistic approaches, and the development of reading and writing assessments for a diverse population are emphasized as pre-service teachers learn how to facilitate children becoming independent readers and speakers. A 40-hour field experience is required.

ECE 224 Concepts and Methods: Mathematical and Scientific Thinking
3 credit hours
Prerequisite: Field Experience Clearances, ECE 120

This course provides a conceptual framework, appropriate strategies, and methods in teaching mathematics and science in pre-kindergarten through fourth grade. Study includes appropriate standards and instructional goals to promote mathematical growth, the scientific method of inquiry, intellectual curiosity, and an investigative-learning mindset during the early childhood years in typical and atypical learners. The use of manipulatives and project-oriented inquiry will be explored and evaluated. A 40-hour field experience is required.

ECE 228 Integrated Curriculum for Early Childhood Education
3 credit hours
Prerequisite: Field Experience Clearances, ECE 120

This course provides a conceptual framework for developing and implementing appropriate curricula for typical and atypical children. The relationships between instruction, curriculum, and assessment will be explored as guides to effective curricular planning at the instructional unit, age group, or grade level. The integration of content across multiple standards areas is stressed as pre-service teachers plan, adapt, and analyze curriculum content, instructional materials, and strategies to enhance learning. A 40-hour field experience is required.

ECE 230 Child Development: Birth to Age 5
3 credit hours

A broad study of child development concepts, the course builds foundational knowledge of expected developmental milestones in cognitive, language, physical, and social-emotional domains from birth through age 5 in typical and atypical children. Study includes discussion of the impact of prenatal care and gestational experiences as well as contextual influences on child development.

ECE 232 Child Development: Ages 5-10
3 credit hours

This course provides a broad study of child development theories and concepts from kindergarten through fourth grade. Pre-service teachers explore the physical, emotional, social, and cognitive development of typical and atypical children from kindergarten through fourth grade. An emphasis on developmentally appropriate practices in the primary grades is explored through analysis of video vignettes.

ECE 233 Infant Physical and Cognitive Development: Birth to 12 Months
3 credit hours

The course emphasizes the sequence of developmental milestones in the physical and cognitive domains during the prenatal stages and the first year of a baby's growth. Sensory, fine and gross motor, communication, attachment, and other cognitive development concerns for typical and atypical children from birth to 12 months are explored.

ECE 234 Toddler Physical and Cognitive Development: 12 to 36 Months
3 credit hours

The course emphasizes the sequence of developmental milestones expected for children from 12 to 36 months old. Sensory, fine and gross motor, language, and other cognitive development concerns for typical and atypical children from 12 to 36 months are explored.

Education-Early Childhood Special Education

ECS 245 Meeting Learning Needs for Children with Exceptionalities
3 credit hours
Prerequisite: Field Experience Clearances, ECE 230, ECE 232

This course examines the educational programming for birth through fourth grade for children with delays or exceptionalities. Pre-service teachers explore historical legislations and current legal issues in special education; the concept and processes involved in early intervention; the Individual Family Service Plan (IFSP) and the Individual Education Plan (IEP); and best practices in teaching, managing, and supporting children with exceptionalities in the educational environment. Best practices for behavioral intervention approaches of behaviors typically associated with exceptionalities are explored. A 20-hour field experience is required.

English

NPRC Placement Standards for English

For enrollment in ENG 110 Writing I, with no concurrent support courses, students must provide evidence that they meet or exceed ONE of the following standards:

- High school GPA of 85/3.25 or higher with either a high school graduation date within the past three years of first term of enrollment or current enrollment in high school as a junior or senior

- ACT English score of 18 or higher and ACT Reading score of 17 or higher with either a high school graduation date within the past three years of first term of enrollment or current enrollment in high school as a junior or senior
- SAT-1 verbal score of 500 or higher with either a high school graduation date within the past three years of first term of enrollment or current enrollment in high school as a junior or senior

Students with a high school GPA of 75/2.5 or higher but below 85/3.25 with either a high school graduation date within the past three years of first term of enrollment or current enrollment in high school as a junior or senior are eligible for ENG 110 Writing I. In addition, these students:

- Are automatically enrolled in corequisite support courses ENG 090 College Reading and Success Strategies and ENG 099 College Writing and Success Strategies
- Have the option to voluntarily remove themselves from ENG 090 College Reading and Success Strategies if they choose to complete the Next-Generation Accuplacer exam and receive a reading scaled score of 248 or higher
- Have the option to voluntarily remove themselves from ENG 099 College Writing and Success Strategies if they choose to complete the Next-Generation Accuplacer exam and receive a writing scaled score of 254 or higher

Students with a GED/high school equivalency OR no high school diploma OR a high school graduation date greater than three years prior to the first term of enrollment are eligible for ENG 110 Writing I. In addition, these students:

- Are automatically enrolled in corequisite support courses ENG 090 College Reading and Success Strategies and ENG 099 College Writing and Success Strategies
- Have the option to voluntarily remove themselves from ENG 090 College Reading and Success Strategies if they choose to complete the Next-Generation Accuplacer exam and receive a reading scaled score of 248 or higher
- Have the option to voluntarily remove themselves from ENG 099 College Writing and Success Strategies if they choose to complete the Next-Generation Accuplacer exam and receive a writing scaled score of 254 or higher

Students with a high school GPA below 75/2.5 and high school graduation date within the past three years of first term of enrollment OR any student who does not provide the above referenced required evidence for voluntary removal from corequisite support courses are eligible for ENG 110 Writing I. In addition, these students are automatically enrolled in, and required to complete, corequisite support courses ENG 090 College Reading and Success Strategies and ENG 099 College Writing and Success Strategies.

ENG 090: College Reading and Success Strategies
2 credit hours
Corequisite: See NPRC Placement Standards for English

This course develops effective strategies specifically helpful for reading non-fiction, informational college-level texts across the curriculum. Through specific skills instruction and guided practice, this reading intensive course helps students develop greater reading speed, comprehension, and retention of college-level texts. The course also provides specific skills instruction to develop study skills and habits necessary for students to effectively manage time and responsibilities in and out of the classroom. This course provides pre-college level instruction and support and may not be used to fulfill graduation requirements.

ENG 099: College Writing and Success Strategies
2 credit hours
Corequisite: See NPRC Placement Standards for English

As a writing workshop to accompany ENG 110 Writing I, additional writing skill development and support featuring just-in-time instruction, additional guided writing practice, and targeted help overcoming non-cognitive barriers to developing college-level writing abilities are provided. This course provides supplementary instructional support and may not be used to fulfill graduation requirements.

ENG 110: Writing I
3 credit hours
Corequisite(s): See NPRC Placement Standards for English

This course develops effective written communication knowledge, skills, and abilities by approaching writing as a process consciously controlled and changed by the writer to meet goals and objectives in various personal, academic, and professional contexts. This course progressively builds writing expertise from basic composition to argumentation with emphasis on organization, clarity, sentence structure and fluency, sensitivity to audience and purpose, and construction of a logical progression of ideas in development and support of an idea, opinion, or thesis.

ENG 115: Writing II
3 credit hours
Prerequisite: ENG 110

This course further develops effective written communication knowledge, skills, and abilities and progressively builds upon the concept of writing as a process and applies the concept to argumentative, analytical, and research writing required for upper-level college coursework across the curriculum. The course places a high emphasis on the use of digital library and technical resources, proper use of sources and citations, synthesis of source material, and advanced revision and editing skills.

ENG 150: Essential Business and Industry Communication
3 credit hours
Prerequisite: ENG 110

This course develops essential speaking and writing knowledge, skills, and abilities to promote excellence in interpersonal interactions in daily life and the work environment. The course progressively builds upon the concept of writing as a process and applies the concept to the creation of oral presentations and writing projects required in daily life, the workplace, and the job search process with a focus on revision, organization, clarity, sensitivity to audience and purpose, editing and grammar, and the logical progression of ideas in such projects.

ENG 210: Business and Professional Communication
3 credit hours
Prerequisite: ENG 110

This course develops advanced communication skills used in the professions, business, and industry. The course progressively builds upon the concept of writing as a process and applies the concept to career-related writing and oral presentation skills for internal and external audiences within an organization with a focus on revision, organization, clarity, sensitivity to audience and purpose, editing and grammar, and the logical progression of ideas in such projects. In addition, this course develops research skills and the proper use of sources and citations and requires the completion of a research paper.

ENG 220: Introduction to Literature
3 credit hours
Prerequisite: ENG 115

This course develops an appreciation of literature as it reflects human experience in diverse cultural contexts and an understanding of the essential elements of prose, drama, and poetry. Students will compare, contrast, and evaluate a variety of readings from different genres, time periods, and cultural contexts. Though multiple assessment measures may be used, students will be required to draw on research and writing skills from ENG 115 and the completion of a research paper will be required.

Fine Arts

FIN 105 Humanities Through the Arts
3 credit hours

This course explores human values, attitudes, and ideas by examining the history and nature of creative expression representing a variety of art forms including architecture, painting, sculpture, dance, film and video, photography, drama, music, and literature. Examines art forms from a variety of different time periods, cultural movements, and creators, incorporating the terms, processes, and tools used by artists.

FIN 110 Music Appreciation
3 credit hours

This course introduces students to music by examining the art form from a variety of different time periods, cultural movements, and creators incorporating the elements of music and the instrumentation used by musical artists. Explores the significance of surroundings and time periods and how they influenced and were influenced by the music of the day. Promotes enjoyment and understanding of music through use of recorded music and song literature.

History

HST 110 History Without Borders
3 credit hours

This course surveys the social, political, economic, cultural, religious, and intellectual history of the Western World, the interactions of the West with other regions of the world, the regions of the Western World with each other, and how the West influences and is influenced by other regions of the world from the Seventeenth Century through the present.

Mathematics

NPRC Placement Standards for Mathematics

For enrollment in MTH 120 Quantitative Reasoning, MTH 125 Introduction to Statistics, or MTH 150 Applied Mathematics, with no concurrent support courses, students must provide evidence that they meet or exceed <u>ONE</u> of the following standards:

- High school GPA of 85/3.25 or higher with either a high school graduation date within the past three years of first term of enrollment or current enrollment in high school as a junior or senior
- ACT Math Score of 19 or higher with either a high school graduation date within the past three years of first term of enrollment or current enrollment in high school as a junior or senior
- SAT-1 Quantitative Score of 500 or higher and high school graduation date within the past three years of first term of enrollment or currently enrolled in high school

Students with a high school GPA between 75/2.5 and 85/3.25 with either a high school graduation date within the past three years of first term of enrollment or current enrollment in high school as a junior or senior are eligible for MTH 120 Quantitative Reasoning, MTH 125 Introduction to Statistics, or MTH 150 Applied Mathematics. In addition, the students:

- Are automatically enrolled in corequisite support course MTH 090 Math and College Reasoning Strategies
- Have the option to voluntarily remove themselves from MTH 090 Math and College Reasoning Strategies if they choose to complete the Next-Generation Accuplacer exam and receive a score of 250 or higher on the arithmetic test AND scaled sore of 255 or higher on the quantitative reasoning, algebra, and statistics test.

Students with a high school GPA below 75/2.5 and high school graduation date within the past three years of first term of enrollment OR any student who does not provide the above referenced required evidence for voluntary removal from corequisite support courses are eligible for enrollment in MTH 120 Quantitative Reasoning, MTH 125 Introduction to Statistics, or MTH 150 Applied Mathematics. In addition, these students are automatically enrolled in, and required to complete, corequisite support courses MTH 090 Math and College Reasoning Strategies.

For enrollment in MTH 130 College Algebra, <u>ALL</u> students must meet or exceed <u>ONE</u> of the following standards:
- ACT Math Score of 19
- SAT-1 Quantitative Score of 500
- Concurrent enrollment in MTH 095 Algebra and College Reasoning Strategies

MTH 090 Math and College Reasoning Strategies
2 credit hours
Corequisite: See NPRC Placement Standards for Mathematics

This course provides just-in-time instruction of fundamental skills and concepts in problem-solving and general mathematics. The course promotes perseverance to excellence in problem-solving; establishes connections between concepts involving interpretation and communication of quantitative information; bridges gaps between previously learned material and new concepts; and encourages engagement in productive struggle in building mathematical skills and abilities in mathematical and statistical reasoning and application of that reasoning to career and technical programs. The course encourages consistent use of correct mathematical procedures and recognition of when and how to apply skills learned in unfamiliar situations. The course provides pre-college level instruction and support and may not be used to fulfill graduation requirements.

MTH 095 Algebra and College Reasoning Strategies
2 credit hours
Corequisite: See NPRC Placement Standards for Mathematics

This course provides just-in-time instruction of fundamental algebraic skills and concepts in support of MTH 130 course objectives. The course promotes perseverance to excellence in problem-solving; establishes connections between concepts; bridges gaps between previously learned material and new concepts; and encourages engagement in productive struggle in building mathematical skills and abilities in college algebra. The course follows a cyclical approach that encourages consistent use of correct mathematical procedures and recognition of when and how to apply skills learned in unfamiliar situations. The course provides pre-college level instruction and support and may not be used to fulfill graduation requirements.

MTH 120 Quantitative Reasoning
3 credit hours
Corequisite: See NPRC Placement Standards for Mathematics

This course promotes interpretation and communication of quantitative information presented in verbal, symbolic, graphical, or numerical form and the ability to draw conclusions about and make decisions with quantitative information. An understanding of mathematical and statistical concepts is built through the development of number sense and problem-solving skills as applied to financial literacy, mathematical perspective, logical reasoning, linear and exponential models, conversions, descriptive statistics, probability, and data.

MTH 125 Introduction to Statistics
3 credit hours
Corequisite: See NPRC Placement Standards for Mathematics

This course develops problem-solving and decision-making skills by applying concepts related to descriptive measures, elementary probability, and fundamental statistical inference procedures including estimation and hypothesis testing to a variety of situations with wide applications. The course explores statistical concepts including random sampling, confidence interval estimation, chi-square testing, regression analysis and correlation, and analysis of variance.

MTH 130 College Algebra
3 credit hours
Corequisite: See NPRC Placement Standards for Mathematics

This course promotes interpretation and communication of relationships and functions presented in verbal, symbolic, graphical, or numerical form. An understanding of algebraic concepts and the ability to apply algebraic skills and reasoning to linear, quadratic, cubic, radical, rational, exponential and logarithmic functions is developed using modeling, algebraic manipulation, and exploration of data to determine the solution set for equations and inequalities and their associated systems with and without the use of technology. The course explores conic sections from the perspective of pattern recognition with focus on graphing and application to solving nonlinear systems of equations and inequalities. The course develops basic understanding of matrix operations and the use of matrix concepts to solve linear systems.

MTH 150 Applied Math
3 credit hours
Corequisite: See NPRC Placement Standards for Mathematics

This course promotes interpretation and communication of quantitative information and the ability to draw conclusions about and make decisions with quantitative information. Problem-solving strategies and project-based scenarios are employed to build an understanding of basic mathematical, algebraic, and geometric concepts, develop number sense, and cultivate reasoning skills fundamental to success in career and technical programs in applied science.

Philosophy

PHL 110 Introduction to Philosophy
3 credit hours

This course examines the fundamental nature of knowledge, reality, and existence beginning with the dawn of philosophical awareness among the ancient Greek philosophers. Traditional and modern approaches to the understanding of the human condition are incorporated with consideration given to the importance of skepticism and critical reasoning in human affairs. The relationship between certainty, belief, and doubt is explored, and the boundaries of human knowledge is examined.

PHL 220 Ethical Responsibility
3 credit hours
Prerequisite: PHL 110

In this course, students examine a variety of influential approaches to ethics, and gain skill in applying ethical theory both to practical ethical issues in daily life and to some of the urgent ethical issues in contemporary society.

PHL 225 Philosophy of Knowledge
3 credit hours
Prerequisite: PHL 110

This course is a study of the possibility and validity of human knowledge, together with the criteria of truth.

Physics

PHY 150 Applied Physics
3 credit hours

This course establishes foundational principles and processes of physics from a conceptual and applied approach. Using large-scale and small-scale perspectives, the basic concepts of measurement, motion, forces, energy transformation and transfer processes, heat, electricity, magnetism, and wave properties associated with sound and light are examined.

PHY 151 Applied Physics Lab
1 credit hour
Prerequisite/Corequisite: PHY 150

This course investigates the foundational principles and processes of physics through a broad range of laboratory activities and experiments designed to explore how measurement, motion, forces, energy transformation and transfer processes, heat, electricity, magnetism, and wave properties associated with sound and light relate to the physical world.

Political Science

POL 110 US Government and Politics
3 credit hours

This course examines the historical backgrounds, governing principles, and institutions of the government of the United States. The course explores the content and application of the Constitution and identifies the duties of, and interactions between, the legislative, executive, and judicial branches of government. The course analyzes politics, the political process, and political events including the roles played by, and stances of, political parties and interest groups. The course explores the relationship of individual values to political views and develops the ability to formulate and articulate one's own political views.

Psychology

PSY 110 Introduction to Psychology
3 credit hours

Students study the mental processes and behavior of the individual and examine psychological phenomena including development, intelligence, personality, emotion, memory, perception, learning, abnormal behavior, language, and behavior as influenced by biological and social factors.

PSY 205 Psychological Statistics
3 credit hours
Prerequisite: PSY 110

This course introduces frequency distributions, sampling distributions, t-tests, analysis of variance, correlation, linear regression, and non-parametric statistics.

PSY 210 Human Development
3 credit hours
Prerequisite: PSY 110

This course investigates the theories and research findings related to the understanding of complex behavior as it evolves throughout the lifespan.

Sociology

SOC 110 Introduction to Sociology
3 credit hours

This course emphasizes the systematic study of human social activity with focus on the characteristics of human group life as it relates to the structure of the social environments, institutions, and organizations and their influences on the individual as well as the manner individuals shape the group life of the social environments, institutions, and organizations to which they belong. It also develops a greater capacity to assess, interpret, and evaluate the social world.

SOC 150 Diversity in the Workplace
3 credit hours

This course examines issues related to growing diversity in the workplace as a reflection of cultural, cognitive, and physical diversity involving differing languages, religions, races, sexual orientations, genders, ages, and ethnicities of employees and those they encounter in interactions with those served by the place of employment. The course analyzes diversity issues related to demographics, socioeconomic status, education levels, access and legitimacy, discrimination and fairness, relevant legislation, and values questions from multiple perspectives. Students develop the ability to identify, avoid, or mitigate the effects of discrimination and harassment, prejudice, unconscious and conscious bias, and stereotyping to promote improved group communication, productivity, and satisfaction in the workplace.

Speech

SPC 105: Interpersonal Communication
3 credit hours

This course introduces students to the basic theories of interpersonal communication and develops communication skills necessary for success in a variety of personal and professional contexts. This course also increases students' understanding of relationship stages and types, self-concept formation, and aspects that influence interpersonal communication such as power and conflict.

SPC 110 Public Speaking
3 credit hours

This course introduces fundamental principles and practices of effective verbal communication in a variety of contexts involving public speaking. Students develop knowledge, skills, and abilities in voice production, nonverbal communication, confidence, and poise necessary to produce optimal verbal presentations. The course cultivates improved listening and interviewing skills and the ability to appropriately respond to verbal communication in a variety of public settings and incorporates the use of technology in required verbal presentations.

Social Work

SWK 105 Introduction to Social Work
3 credit hours

This course gives the student an opportunity to learn about social work. Students examine common human needs and the services which meet them. Values and issues related to social work and the roles assumed by social workers and related helping professionals in the social service delivery system are explored.

SWK 205 Human Behavior and the Social Environment I
3 credit hours
Prerequisite: SWK 105, PSY 110

In this course, students begin to study the person from a biopsychosocial perspective. Students focus on the social environment and apply theoretical frameworks in order to put human behavior into perspective, looking first at the individual from a biological perspective. Next students examine development of the self. This course examines the impact of culture, the physical environment and social institutions in shaping human behavior. Students begin to see how social systems impact individual health and well-being.

SWK 210 Human Behavior and the Social Environment II
3 credit hours
Prerequisite: SWK 205

This course focuses on the person in his/her environment across the life span. Biological,
psychological, sociological, and cultural variables that influence development are identified across the life cycle. This course addresses the impact of various systems on human behaviors as well as issues of discrimination and social/economic justice.

SWK 215 Human Behavior and the Social Environment III
3 credit hours
Prerequisite: SWK 210

This course focuses on ways in which drugs and alcohol impact the individual. It examines the major human biological systems with a special emphasis on understanding the brain as affected by drugs and alcohol and provides the student with a broad understanding and insight into the use and abuse of drugs within American society and their impact upon society in general.

SWK 225 Social Problems, Services, and Issues
3 credit hours
Prerequisite: SWK 105, SOC 110

This course is designed to provide students with a basic understanding of the historical development of social welfare policy in the United States. It provides students with an opportunity to explore career choices through study of, and interactions with, area human service delivery organizations. This course requires a 20-hour service-learning experience.

SWK 230 Human Diversity
3 credit hours
Prerequisite: SWK 105, SOC 110

This course celebrates human differences, developing an appreciation of diversity and multiculturalism. It also examines the impact of discrimination and inequality on specific and generalized groups in the U.S. The course will examine the responses offered by specific fields of study as well as by the larger society and segments of that society as they relate to discrimination and inequality. Course includes exploration of methods of celebrating differences.

Theology

THE 110 Foundations of Theology
3 credit hours

This course explores the religious experiences of the human being and their relationship to Christian moral living.

THE 220 Protestant Tradition
3 credit hours
Prerequisite: THE 110

The Protestant Tradition course is an examination of contemporary Protestant expressions and the interface of religion, politics, and social movements. The course provides a context by investigating the nature of Protestantism beginning with its origins in the Reformation of the 16th century. The defining characteristics of the movement are examined, as are the ways in which these characteristics influenced subsequent church formation both in Europe and in North America.

THE 225 The Bible: An Introduction
3 credit hours
Prerequisite: THE 110

Students will explore the structure, theological themes, literary forms, and historical context of the Judeo-Christian Bible using methods of Biblical interpretation.

Academic Calendar

The academic calendar is the system by which Northern Pennsylvania Regional College (NPRC) defines the landmark dates that drive the day-to-day business of the college and establishes significant enrollment and academic progress reporting dates.

Start and end dates for registering for courses are published on the Academic Calendar and include priority registration dates open to Veterans, students currently served by the Office of Disability Services, and students who reside within NPRC's service region.

Students seeking financial assistance for payment of costs associated with enrollment are encouraged to pay special attention to important deadlines related to the application and processing of financial aid.

Dates NPRC is closed and any additional dates that classes do not meet due to federal, state, or institutional holidays and breaks observed by NPRC are noted on the Academic Calendar to assist students and personnel with schedule planning.

Schedule adjustment periods are timeframes during which students are permitted to add and drop courses without impacting their permanent academic record. The Academic Calendar communicates dates related to schedule adjustment for each term. No grade or other information is recorded on a student's transcript for changes in student class schedules during the schedule adjustment period. Upon conclusion of the schedule adjustment period, student schedules are considered final, and a grade shall be awarded for each course enrolled. Students who seek to end their enrollment after the schedule adjustment period may do so through the withdrawal process. The Academic Calendar provides the deadline by which a student must submit a request for withdrawal from course(s) for each academic term.

Important academic progress reporting dates for each academic term are provided on the Academic Calendar. Faculty of NPRC provide students with an updated progress grade indicating their current achievement in a course around the end of the first quarter (fourth week), midterm (eighth week), and third quarter (twelfth week) of the fall and spring academic terms and at the midterm of each summer session. Progress grades are not entered on a student's permanent educational record (transcript). For each academic term, the date of submission for final course grades to be recorded on students' transcripts is published on the Academic Calendar.

NPRC hosts an annual celebration for students who have successfully completed their academic program of study. At the commencement ceremony, Associate degrees and/or Certificates are conferred upon students who are entitled to them in the presence of friends and family, including NPRC personnel, members of the college's Board of Trustees, community dignitaries, and honored guests. The date for Commencement is provided on the Academic Calendar.

The dates encompassing the academic terms for credit-bearing courses offered for student enrollment during 2019-2020 (Academic Year 2020) are as follows:

Academic Term		Classes Begin	Classes End
Fall 2019		August 21, 2019	December 16, 2019
Spring 2020		January 22, 2020	May 19, 2020
Summer 2020	Summer A	June 3, 2020	August 4, 2020
	Summer B	June 3, 2020	June 30, 2020
	Summer C	July 8, 2020	August 4, 2020

The Fall 2019 calendar is provided to reference only. It provides useful approximations for key dates in future Fall terms for students' planning purposes.

**Academic Term
Fall 2019**

April 17	Summer and Fall priority registration begins for Veterans and students currently served by the Office of Disability Services who reside within the service region. Continuous registration during regular business hours with online registration available 24 hours per day. Returning students may register online or see their assigned Student Success Specialist if they need assistance.
April 18 – April 21	Summer and Fall priority registration for all students who reside within the NPRC service region begins. Continuous registration during regular business hours with online registration available 24 hours per day. Returning students may register online or see their assigned Student Success Specialist if they need assistance.
April 22	Open registration for Summer and Fall begins. Continuous registration during regular business hours with online registration available 24 hours per day. Returning students may register online or see their assigned Student Success Specialist if they need assistance.
July 31	Institutional financial aid priority processing date for Fall.
After July 31	Institutional financial aid processing will continue for Fall, but students who submit required documentation after this date must submit a completed commitment to payment form.
August 16	Regular Fall registration closes.
August 19 – August 20	Late Fall registration opens. Payment arrangements are required at the time of registration. Registration for Fall closes at the end of business on August 20.
August 21	Classes begin
August 19 – August 28	Schedule adjustment period. Currently registered students may add or drop courses with no grade issued through the end of business on August 28.
September 2	College closed - Labor Day Holiday
September 20	First Quarter Progress Grades Due
October 1	Spring priority registration begins for Veterans and students currently served by the Office of Disability Services who reside within the service region. Continuous registration during regular business hours with online registration available 24 hours per day. Returning students may register online or see their assigned Student Success Specialist if they need assistance.
October 2-4	Spring priority registration for all students who reside within the NPRC service region begins. Continuous registration during regular business hours with online registration available 24 hours per day. Returning students may register online or see their assigned Student Success Specialist if they need assistance.
October 7	Open registration for Spring begins. Continuous registration during regular business hours with online registration available 24 hours per day. Returning students may register online or see their assigned Student Success Specialist if they need assistance.
October 18	Mid-Term Progress Grades Due
November 8	Third Quarter Progress Grades Due
November 12	Last day to withdraw with a grade of W
November 27 – December 1	No classes - Thanksgiving Break

December 2	Classes resume
December 10 – December 16	Final Exams
December 18	Final grades due to the Records Office by noon
December 20	Institutional financial aid priority processing date for new students for Spring.
December 21, 2019 – January 17, 2020	Institutional financial aid processing will continue for Spring for new students, but students who submit required documentation during these dates must submit a completed commitment to payment form.

NPRC will be closed for holiday break beginning at the end of business on Friday, December 20, 2019.
NPRC will reopen at the start of business on Thursday, January 2, 2020.

**Academic Term
Spring 2020**

October 1	Spring priority registration begins for Veterans and students currently served by the Office of Disability Services who reside within the service region. Continuous registration during regular business hours with online registration available 24 hours per day. Returning students may register online or see their assigned Student Success Specialist if they need assistance.
October 2-4	Spring priority registration for all students who reside within the NPRC service region begins. Continuous registration during regular business hours with online registration available 24 hours per day. Returning students may register online or see their assigned Student Success Specialist if they need assistance.
October 7	Open registration for Spring begins. Continuous registration during regular business hours with online registration available 24 hours per day. Returning students may register online or see their assigned Student Success Specialist if they need assistance.
December 20, 2019	Institutional financial aid priority processing date for new students for Spring
December 21, 2019 – January 17, 2020	Institutional financial aid processing will continue for Spring for new students, but students who submit required documentation during these dates must submit a completed commitment to payment form.
January 17	Regular Spring registration closes
January 20	College closed - Martin Luther King, Jr. Holiday
January 21	Late Spring registration opens. Payment arrangements are required at the time of registration. Registration for Fall closes at the end of business on January 21.
January 22	Classes begin
January 21 – January 29	Schedule adjustment. Currently registered students may add or drop courses with no grade issued through the end of business on January 29.
February 21	First Quarter Progress Grades Due
March 20	Mid-Term Progress Grades Due
March 23 – March 28	No Classes—Spring Break
March 29	Classes Resume
April 8	Summer and Fall priority registration begins for Veterans and students currently served by the Office of Disability Services who reside within the service region. Continuous registration during regular business hours with online registration available 24 hours per day. Returning students may register online or see their assigned Student Success Specialist if they need assistance.
April 9-April 12	Summer and Fall priority registration for all students who reside within the NPRC service region begins. Continuous registration during regular business hours with online registration available 24 hours per day. Returning students may register online or see their assigned Student Success Specialist if they need assistance.

April 13	Open registration for Summer and Fall begins. Continuous registration during regular business hours with online registration available 24 hours per day. Returning students may register online or see their assigned Student Success Specialist if they need assistance.
April 17	Third Quarter Progress Grades Due
April 21	Last day to withdraw with a grade of "W"
May 13 – May 19	Final Exams
May 21	Final grades due by noon
May 22	Institutional financial aid priority processing date for Summer
May 23	Commencement
May 23 – June 2	Institutional financial aid processing will continue for Summer, but students who submit required documentation during these dates must submit a completed commitment to payment form.
May 25	College closed - Memorial Day Holiday

NORTHERN PENNSYLVANIA REGIONAL COLLEGE

**Academic Term
Summer 2020**

Summer A (June 3-August 4)

April 8	Summer and Fall priority registration begins for Veterans and students currently served by the Office of Disability Services who reside within the service region. Continuous registration during regular business hours with online registration available 24 hours per day. Returning students may register online or see their assigned Student Success Specialist if they need assistance.
April 9 – April 12	Summer and Fall priority registration for all students who reside within the NPRC service region begins. Continuous registration during regular business hours with online registration available 24 hours per day. Returning students may register online or see their assigned Student Success Specialist if they need assistance.
April 13	Open registration for Summer and Fall begins. Continuous registration during regular business hours with online registration available 24 hours per day. Returning students may register online or see their assigned Student Success Specialist if they need assistance.
May 22	Institutional financial aid priority processing date for Summer
May 23 – June 2	Institutional financial aid processing will continue for Summer, but students who submit required documentation during these dates must submit a completed commitment to payment form.
May 25	College closed - Memorial Day Holiday
June 2	Registration closes for Summer A
June 3	Summer A classes begin
July 2	Mid-term grade reports due for Summer A
July 15	Last date to withdraw from Summer A with a grade of W
August 3	Final Exam Day for Summer A classes that meet on Monday and/or Wednesday
August 4	Final Exam Day for Summer A classes that meet on Tuesday and/or Thursday
August 6	Grades due by noon for Summer A

Summer B (June 3-June 30)

April 8	Summer and Fall priority registration begins for Veterans and students currently served by the Office of Disability Services who reside within the service region. Continuous registration during regular business hours with online registration available 24 hours per day. Returning students may register online or see their assigned Student Success Specialist if they need assistance.
April 9 – April 12	Summer and Fall priority registration for all students who reside within the NPRC service region begins. Continuous registration during regular business hours with online registration available 24 hours per day. Returning students may register online or see their assigned Student Success Specialist if they need assistance.
April 13	Open registration for Summer and Fall begins. Continuous registration during regular business hours with online registration available 24 hours per day. Returning students may register online or see their assigned Student Success Specialist if they need assistance.
May 22	Institutional financial aid priority processing date for Summer
May 23 – June 2	Institutional financial aid processing will continue for Summer, but students who submit required documentation during these dates must submit a completed commitment to payment form.
May 25	College closed - Memorial Day Holiday
June 2	Registration closes for Summer B
June 3	Summer B classes begin
June 17	Mid-term grade reports due for Summer B
June 23	Last date to withdraw from Summer B with a grade of W
June 30	Final exam day for Summer B classes
July 2	Grades due by noon for Summer B

Summer C (July 8-August 4)

April 8	Summer and Fall priority registration begins for Veterans and students currently served by the Office of Disability Services who reside within the service region. Continuous registration during regular business hours with online registration available 24 hours per day. Returning students may register online or see their assigned Student Success Specialist if they need assistance.
April 9-April 12	Summer and Fall priority registration for all students who reside within the NPRC service region begins. Continuous registration during regular business hours with online registration available 24 hours per day. Returning students may register online or see their assigned Student Success Specialist if they need assistance.
April 13	Open registration for Summer and Fall begins. Continuous registration during regular business hours with online registration available 24 hours per day. Returning students may register online or see their assigned Student Success Specialist if they need assistance.
May 22	Institutional financial aid priority processing date for Summer
May 23 – July 7	Institutional financial aid processing will continue for Summer, but students who submit required documentation during these dates must submit a completed commitment to payment form.
May 25	College closed - Memorial Day Holiday
July 3	College closed – Independence Day Holiday
July 7	Registration closes for Summer C
July 8	Summer C classes begin
July 22	Mid-term grade reports due for Summer C
July 29	Last date to withdraw from Summer C with a grade of W
August 4	Final Exam Day for Summer C classes
August 6	Grades due by noon for Summer C

Getting Started

NPRC is an open admissions institution and supports the philosophy that individuals should have access to higher education opportunities commensurate with their abilities and interests.

Whether students want to get a head start on college while in high school, earn an Associate degree, prepare to transfer to a four-year school, or expand a career skill base, Northern Pennsylvania Regional College is an affordable, accessible option.

Applying for Admission

Students interested in applying to Northern Pennsylvania Regional College may apply online at https://regionalcollegepa.org, or contact the Student Success Specialist for their region to receive a paper copy of the application and assistance in completing the application, if needed.

Completed applications may be submitted electronically on the website, by fax to (814) 313-7320, by email to admissions@rrcnpa.org, or by mail to the address below:

Northern Pennsylvania Regional College
Attention: Registrar
300 2nd Avenue, Suite 500
Warren, Pa 16365

In order to meet our mission of providing affordable and accessible postsecondary education to the underserved residents of northern Pennsylvania, NPRC has removed unnecessary admission barriers and has an open admissions policy. Students with a high school diploma, its equivalent, or GED are eligible to apply for admission.

Completed applications are reviewed by the Registrar and acceptance is based on the requirements outlined below.

Documents needed along with an application vary dependent on student type and are listed under each explanation of student type listed in the sections which follow.

Degree-Seeking and Non-Degree-Seeking Students

Admission to NPRC is open to individuals able to benefit from study at the two-year college level. Student Catalog determines specific requirements related to admission and enrollment.

Degree-Seeking Students are individuals with a high school diploma recognized by the Commonwealth of Pennsylvania or its equivalent, the Commonwealth Secondary School Diploma (CSSD), who are seeking a certificate and/or an Associate degree. The CSSD includes criteria for three equivalency options—the HiSET Exam, GED Test, or 30 College Credits. Individuals classified as Degree-Seeking Students may enroll as certificate or Associate degree-seeking students and apply for and be awarded any certificate or degree for which they have completed all requirements.

Admission documents required for Degree-Seeking Students are as follows:

- Application
- Official high school transcript
- Official transcripts from all institutions of higher education attended

Non-degree-Seeking Students are individuals who may or may not have a high school diploma or its equivalent, the CSSD as defined above; who wish to enroll in credit-bearing courses for personal enrichment, job-skill improvement, or other reasons; and who are not seeking a degree or certificate. Individuals classified as Non-Degree-Seeking Students may enroll in credit-bearing course(s) which may or may not be required for a specific certificate or degree. Upon meeting the definition of Degree-Seeking Students, those individuals classified as Non-Degree-Seeking Students may be reclassified as Degree-Seeking Students and become eligible to apply for and be awarded any certificate or degree for which they have completed all requirements.

Admission documents required for Non-Degree students are as follows:

- Application
- Official high school transcript
- Official transcripts from all institutions of higher education attended

Special Student Types

In addition to degree and non-degree students, NPRC welcomes transfer, guest, and early entry students.

Transfer Students are individuals who have earned credits for study at an institution of higher education other than NPRC and who seek to enroll in credit-bearing course(s) or

program(s) offered by NPRC. Admission requires submission of complete transcript(s) from all other institutions of postsecondary education the student has attended. Initial enrollment may be permitted using unofficial transcripts. Official transcripts must be received by the Office of the Registrar prior to the last date of withdrawal for the academic term for which the student has enrolled, or the student may be administratively withdrawn from any course(s) in which the student is enrolled.

Admission documents required for Transfer Students are as follows:

- Application
- Official transcripts from all institutions of higher education attended

Guest (transient) Students are individuals who are currently enrolled at an institution of higher education other than NPRC and who seek to enroll in one or more credit-bearing courses offered by NPRC as a non-degree seeking student on a term-by-term basis. Admission requires submission of complete unofficial transcript(s) from all other institutions of postsecondary education the student has attended.

Admission documents required for Guest Students are as follows:
- Application
- Unofficial transcripts from all institutions of higher education attended
- Completed permission form from the student's home college stating the courses to be taken

In addition to the admission documents required, transfer and guest students also have the following stipulations to their admission:

- No unresolved behavior-related issues pending at any institution of higher learning
- Not be on notice of expulsion from any institution of higher learning within the current or past three calendar years
- Not have any outstanding financial obligation at any institution of higher learning
- Not be in default on a federal student loan

Early Entry Students are students enrolled in a public or private high school, homeschool, or other secondary education entity recognized by the Commonwealth of Pennsylvania who do not have a high school diploma or its equivalent, the CSSD, and who may enroll in courses at NPRC provided they meet the eligibility requirements of policy statement NPRC-3420 Early Entry Students. Early Entry Students include the following:

- Dual Enrollment Students are students concurrently enrolled in a secondary education entity recognized by the Commonwealth of Pennsylvania and at NPRC.
- Home Education Program Students (Homeschool Students) are students who are taught the secondary school curriculum at home under the supervision of their parent(s) or guardian(s).
- Online High School Students are students enrolled in an online secondary education entity recognized by the Commonwealth of Pennsylvania.

Early Entry Students are subject to all admission standards and requirements for early entrance into institutions of higher education established by the Pennsylvania Department of Education and Pennsylvania Statute, Title 24, Public School Education. Early Entry Students must submit copies of all applicable high school transcripts, health records, and other documentation, as requested. Additional requirements for admission and course enrollment are as follows:

- Students must have a minimum cumulative grade point average (GPA) of 2.5 at their secondary education entity to be eligible for admission and enrollment.
- Enrollment is limited to a maximum of six credit hours during the first academic term, or academic part of term, of enrollment and to a maximum of twelve credit hours during each subsequent academic term, or part of term, of enrollment for Early Entry Students.
- Students must have successfully completed their sophomore or junior year of enrollment and be granted junior or senior standing at their secondary education entity to be eligible for admission and enrollment.
- Exceptions to the admission and enrollment requirements for Early Enrollment Students may be granted by the Vice President for Academic and Student Affairs or designee. Documentation must be provided by memorandum or notation in the student's educational record in the Office of the Registrar and must include justification for granting the exception.

Admission documents required for Early Entry Students are as follows:

- Application
- Transcript Request form
- Official current high school transcript
- Early Entry Transcript Request and Enrollment Authorization Form
- Course/Site Registration form

Conditionally Admitted Students are individuals who are eighteen years of age or older, are not enrolled in a secondary education entity recognized by the Commonwealth of Pennsylvania, and do not have a high school diploma or its equivalent, the CSSD, recognized by the Commonwealth of Pennsylvania. They may

enroll in classes as Non-Degree-Seeking Students with regular monitoring of their schedules and academic progress.

Conditionally Admitted Students may be enrolled in a maximum of 30 credit hours before being reclassified. Upon successful completion of 30 credit hours, Conditionally Admitted Students shall be reclassified as Degree-Seeking Students or Non-Degree-Seeking Students and shall no longer undergo regular monitoring of their schedules and academic progress.

How to Register for Courses

Once accepted into Northern Pennsylvania Regional College, students can register for classes online through their NPRC student portal or with their Student Success Specialist. Although not a requirement, students are encouraged to meet with their Student Success Specialist before registering for classes. Students can also update basic personal information through the portal to ensure accuracy.

The Registrar's Office is responsible for processing the registrations and maintaining student academic records. Registration dates and class schedules are posted on the College's website, https://regionalcollegepa.org/calendar/, the NPRC student portal, and registration paperwork provided by the Student Success Specialist.

Once the registration process is finalized, students will be able to retrieve their invoice from the NPRC student portal, with the classes and tuition amount listed.

Registration is open to students until the Friday prior to the first day of classes. Late registration is open until the day prior to classes starting, with payment arrangements required at the time of registration.

Entrance Assessments for Math and English Initial Course Placement

Northern Pennsylvania Regional College accepts a variety of initial assessments of student achievement and pre-college skills for placement in gateway freshmen-level mathematics and English courses. Although ACT (America College Test) and SAT-1 (Scholastic Aptitude Reasoning Test) test scores are not required, entering students who have them may be placed by submitting their scores from the ACT or SAT-1. Placement in college-level mathematics and English courses using ACT or SAT-1 scores is made by considering only the highest related sub-scores from all test scores submitted. NPRC permits students to "mix and match" scores from different tests (ACT or SAT-1) and different testing dates to provide students with the least restrictive placement. Entering students who do not submit ACT or SAT-1 test scores, or desire reassessment of their entering achievement-level, are eligible for a free initial assessment of their skills and competencies in mathematics, reading, and/or writing. Upon request, student's pre-college-level skills in mathematics, reading, and/or writing

may be assessed through application of the use of ACT CollegeReady or The College Board's Accuplacer, at the college's discretion.

All students are eligible for enrollment in college-level courses in mathematics and English upon admission. For students whose placement criteria indicate the need for additional pre-college-level preparation in mathematics and/or English, NPRC provides just-in-time instruction through enrollment in support courses. Students who qualify for entry into college-level mathematics and/or English courses with required mathematics and/or English support courses, are enrolled in the college-level and support course(s) concurrently. Support courses provide supplemental instruction, including time management and study skills, prerequisite skill-building, and reinforcement of the course goals of the college-level course.

Placement in Mathematics

For enrollment in MTH 120 Quantitative Reasoning, MTH 125 Introduction to Statistics, or MTH 150 Applied Mathematics, with no concurrent support courses, students must provide evidence that they meet or exceed ONE of the following standards:

- High school GPA of 85/3.25 or higher with either a high school graduation date within the past three years of first term of enrollment or current enrollment in high school as a junior or senior
- ACT Math Score of 19 or higher with either a high school graduation date within the past three years of first term of enrollment or current enrollment in high school as a junior or senior
- SAT-1 Quantitative Score of 500 or higher and high school graduation date within the past three years of first term of enrollment or currently enrolled in high school

Students with a high school GPA between 75/2.5 and 85/3.25 with either a high school graduation date within the past three years of first term of enrollment or current enrollment in high school as a junior or senior are eligible for MTH 120 Quantitative Reasoning, MTH 125 Introduction to Statistics, or MTH 150 Applied Mathematics. In addition, the students:

- Are automatically enrolled in corequisite support course MTH 090 Math and College Reasoning Strategies
- Have the option to voluntarily remove themselves from MTH 090 Math and College Reasoning Strategies if they choose to complete the Next-Generation Accuplacer exam and receive a score of 250 or higher on the arithmetic test AND scaled sore of 255 or higher on the quantitative reasoning, algebra, and statistics test.

Students with a high school GPA below 75/2.5 and high school graduation date within the past three years of first term of enrollment OR any student who does not provide the above referenced required evidence for voluntary removal from corequisite support courses are eligible for enrollment in MTH 120 Quantitative Reasoning, MTH 125 Introduction to Statistics, or MTH 150 Applied Mathematics. In addition, these students are automatically enrolled in, and required to complete, corequisite support courses MTH 090 Math and College Reasoning Strategies.

For enrollment in MTH 130 College Algebra, ALL students must meet or exceed ONE of the following standards:

- ACT Math Score of 19
- SAT-1 Quantitative Score of 500
  Concurrent enrollment in MTH 095 Algebra and College Reasoning Strategies

Placement in English

For enrollment in ENG 110 Writing I, with no concurrent support courses, students must provide evidence that they meet or exceed ONE of the following standards:

- High school GPA of 85/3.25 or higher with either a high school graduation date within the past three years of first term of enrollment or current enrollment in high school as a junior or senior
- ACT English score of 18 or higher and ACT Reading score of 17 or higher with either a high school graduation date within the past three years of first term of enrollment or current enrollment in high school as a junior or senior
- SAT-1 verbal score of 500 or higher with either a high school graduation date within the past three years of first term of enrollment or current enrollment in high school as a junior or senior

Students with a high school GPA of 75/2.5 or higher but below 85/3.25 with either a high school graduation date within the past three years of first term of enrollment or current enrollment in high school as a junior or senior are eligible for ENG 110 Writing I. In addition, these students:

- Are automatically enrolled in corequisite support courses ENG 090 College Reading and Success Strategies and ENG 099 College Writing and Success Strategies

- Have the option to voluntarily remove themselves from ENG 090 College Reading and Success Strategies if they choose to complete the Next-Generation Accuplacer exam and receive a reading scaled score of 248 or higher
- Have the option to voluntarily remove themselves from ENG 099 College Writing and Success Strategies if they choose to complete the Next-Generation Accuplacer exam and receive a writing scaled score of 254 or higher

Students with a GED/high school equivalency <u>OR</u> no high school diploma <u>OR</u> a high school graduation date greater than three years prior to the first term of enrollment are eligible for ENG 110 Writing I. In addition, these students:

- Are automatically enrolled in corequisite support courses ENG 090 College Reading and Success Strategies and ENG 099 College Writing and Success Strategies
- Have the option to voluntarily remove themselves from ENG 090 College Reading and Success Strategies if they choose to complete the Next-Generation Accuplacer exam and receive a reading scaled score of 248 or higher
- Have the option to voluntarily remove themselves from ENG 099 College Writing and Success Strategies if they choose to complete the Next-Generation Accuplacer exam and receive a writing scaled score of 254 or higher

Students with a high school GPA below 75/2.5 and high school graduation date within the past three years of first term of enrollment OR any student who does not provide the above referenced required evidence for voluntary removal from corequisite support courses are eligible for ENG 110 Writing I. In addition, these students are automatically enrolled in, and required to complete, corequisite support courses ENG 090 College Reading and Success Strategies and ENG 099 College Writing and Success Strategies.

Paying for College

Northern Pennsylvania Regional College understands that students and parents can feel overwhelmed with the cost of college and strives to help them balance the desire to reach their educational goals with the financial commitment that accompanies college attendance. We offer multiple payment options, scholarships, assistance with the financial aid process, and resources to scholarships available in your community to help ease the financial strain and provide a more positive college experience.

Tuition and Fees

Tuition is charged at a per credit hour rate for up to 12 credit hours of enrollment in credit-bearing courses during an academic term. For enrollment of more than 12 but less than 19 credit hours during an academic term, no additional tuition shall be charged. For enrollment in 19 or more total credit hours during an academic term, additional tuition shall be charged at the established per credit hour rate for each credit hour of enrollment greater than 18.

Tuition and fees are due by the last business day before the first day of classes each term. Tuition and fee rates are published on our website, https://regionalcollegepa.org/cost-and-aid/, each Spring. Please refer to NPRC-8015 Assessment, Payment, and Refund of Tuition and Fees that can be found at https://regionalcollegepa.org/nprc-policies/ - Student Finance.

Tuition for credit-bearing courses

Residential Tuition	Nine counties	$185/credit hour
Residential Dual Enrollment	Nine counties	$60/credit hour
Non-residential Tuition	Students residing outside the 9-county area traveling to one of our sites	$200/credit hour
Non-residential Dual Enrollment	High school students residing outside the 9-county area traveling to one of our sites	$100/credit hour
Out-of-State Tuition	Students residing outside of Pennsylvania traveling to one of our sites	$370/credit hour
Audit Tuition	Students who enroll in a course, but do not complete assessments or earn a grade.	$50/credit hour

Fees for credit-bearing courses

For all students other than Early Entry, there is a fee of $18/credit hour for five or fewer credits and a $100 flat fee for six or more credits.

Fees for non-credit-bearing courses

Non-credit course offerings are charged fees, rather than tuition. The amount charged for non-credit-bearing course(s) and/or programs is established in accordance with the costs Associated with the implementation of the offerings and in alignment with the mission and vision of the College.

Submitting Payment

Following our affordable and accessible model, Northern Pennsylvania Regional College provides multiple convenient forms of payment to our credit and non-credit students. Students may choose one of these payment options:

- Cash
- Check
- Credit Card
- E-Check

Cash Payments

Cash Payments are only accepted at the NPRC administrative office located at 300 2nd Avenue, Suite 500, Warren, PA 16365 or to the Student Success Specialist working with the student. Both student and NPRC personnel accepting the cash payment must complete and sign a payment receipt form.
Please do NOT mail cash.

Check Payments

Checks should be made payable to Northern Pennsylvania Regional College with the student's ID number on the memo line. Postdated checks will not be accepted, and a fee will be charged for returned checks. When notified by the College of a returned check, the student will be given the option to pay by cash, money order, cashier's check, or credit card.

Checks should be mailed to:
Northern Pennsylvania Regional College
Attn. Registrar
300 2nd Avenue, Suite 500
Warren, PA 16365

Credit Card Payments

Students may make secure credit card payments through their NPRC student portal. We accept Visa, Mastercard, Discover, American Express, and E-Check. Students can contact the NPRC administrative office for assistance on credit card payments at (814) 230-9010 or toll-free at (844) 350-7729. Refunds for dropped or cancelled classes paid by credit card will be completed through the same credit card used for the registration payment.

Using a Payment Plan

Northern Pennsylvania Regional College offers payment plans for credit and non-credit students to help spread the financial burden over a period of time using one of the options below.

For credit students who have applied for financial aid that has not been finalized by the payment deadline for that term due to reasons including, but not limited to, selection for submission of verification documentation, payment for tuition and fees may be submitted in two installments.

- First installment of 50% of the total tuition and fees due prior to the end of the business day on the date midterm grades are due for that academic term, as noted on the academic calendar.
- Second installment of 50% is due prior to the last date for withdrawal with a grade of W, as recorded on the academic calendar.

Credit students may also choose a payment plan with three installments.

- First installment of 20% of tuition and fees due by the end of the business day on the last business dy prior to the first day of class.
- Second installment of 40% of starting tuition and fees due prior to the end of the business day on the date midterm grades are due according to the academic calendar.
- Third installment of 40% of tuition and fees is due prior to the end of business day on the last date to withdraw from class(es) according to the academic calendar.

Non-credit students may choose a payment plan with two installments for courses with a training period longer than 20 business days.

- First installment of 50% of the total fee due prior to the last business day prior to the first course meeting.
- Second installment of 50% of the total fee due within 15 business days of the first meeting date for the course.

These payments can be composed of a combination of payment sources including, but not limited to, third party payment and institutional financial aid.

Financial Aid

The mission of Northern Pennsylvania Regional College is to provide affordable and accessible postsecondary education to the underserved residents of northern Pennsylvania. Providing access to financial aid is a significant means towards achievement of that mission. Therefore, the primary purpose of student financial aid is to provide access and choice to students who might otherwise be unable to pursue postsecondary education through appropriate distribution of funds available to students through scholarships, grants, and loans.

As a newly authorized college, NPRC is actively pursuing regional accreditation to complete eligibility requirements for awarding and distributing federal and state financial aid. Once NPRC has completed these requirements, applied to the U.S. Department of Education, and become an eligible institution, students may apply for federal and state grants and loans by filling out a FAFSA on the federal website and providing NPRC's ID code.

Until NPRC is Title IV eligible, NPRC will assist students in finding scholarships and grants through various sources. NPRC also makes institutional scholarships available by application for students.

Refunds

Credit Classes

Refunds for credit-bearing course(s) shall be granted as follows:

- A refund of tuition and fees paid shall be granted upon cancellation of course(s) by the College if such a cancellation results in an overpayment of tuition and fees by the student based upon any remaining course(s) in which the student is enrolled.

- A student registered for at least one course within a full academic term or exclusively in course(s) scheduled for a part of academic term shall be refunded 100% of any tuition and fees paid provided a written notice from the student of intent to not attend the College has been received by the Office of the Registrar prior to the end of the last business day before the date of the first day of classes for the academic term or part of academic term.
- A student registered for at least one course in a full academic term or exclusively for course(s) scheduled for a part of academic term who is administratively dropped for nonattendance from 100% of their courses at the conclusion of the roster verification period shall have their registration voided. A refund of 100% of any tuition and fees paid shall be granted.
- As defined by the academic calendar, after classes begin for a full academic term or part of academic term in which a student is enrolled, students who withdraw from some or all the course(s) in which they are enrolled via the official withdrawal process and who are eligible to receive refunds qualify for a partial refund of tuition and fees as follows:
  - A student registered for at least one course within a full academic term who add(s) and/or drop(s) course(s) during the schedule adjustment period defined by the academic calendar that results in an overpayment of tuition and fees by the student based upon any remaining course(s) in which the student is enrolled shall be granted a refund of the amount of overpayment not to exceed 90% of the total tuition and fees incurred by the student prior to the start of the schedule adjustment period.
  - A student registered for at least one course within a full academic term who withdraws from 100% of the courses in which they are enrolled after the end of the schedule adjustment period and prior to the end of business on the last day of the first full week of the full academic term shall be granted a refund of 90% of tuition and fees.
  - A student registered for at least one course within a full academic term who withdraws from 100% of the courses in which they are enrolled after the end of business on the last day of the first full week of the full academic term and before the end of business on the last day prior to the start of the fourth full week of the full academic term shall be granted a refund of 50% of tuition and fees.
  - A student registered exclusively for course(s) which have two or fewer class meetings scheduled within a part of academic term who provides written notice by email or phone message of intent to withdraw to the Registrar or designee prior to the start time of the second instructional meeting for a course shall be granted a refund of 50% of the tuition and fees for that course.
  - A student registered exclusively for course(s) which have more than two instructional meetings and fall within a full or full abbreviated academic term or part of academic term longer than 5 weeks but less than 13 weeks

in duration who withdraws from 100% of the courses in which they are enrolled after classes begin and prior to the end of business on the last day of the third full week of the academic term shall be granted a refund of 50% of the tuition and/or fees.

- o A student registered exclusively for course(s) which have more than two instructional meetings and fall within a part of term of 5 or fewer weeks who withdraws from 100% of the courses in which they are enrolled after classes begin and prior to the end of business on the last day of the first full week of classes shall be granted a refund of 50% of tuition and fees.

- A student who is administratively withdrawn for non-disciplinary reasons shall be granted a refund of the percentage of tuition and fees equivalent to the percentage of instructional time remaining in the course(s) in which the student is enrolled.

- In alignment with NPRC-3430 Academic Leave for Students, a refund of 100% of tuition and fees paid for enrollment shall be granted to students awarded academic leave due to activation as a member of the military reserve or National Guard.

- Any student who is administratively withdrawn due to disciplinary action based upon a violation of NPRC-3235 Behavioral Code of Conduct or NPRC-3225 Academic Code of Conduct shall be ineligible for a refund.

- For recipients of federal, state, third-party, and/or institutional financial aid, calculation and processing of all refunds are subject to the criteria of NPRC-8005 Standards of Academic Progress for Financial Aid and NPRC-8010 Financial Aid Standards for Non-Credit Offerings.

- Overpayments of tuition and/or fees shall be refunded to students.

- All exceptions to this policy must be approved in writing by the Vice President for Finance and Administration or other designee of the President.

Non-Credit Classes

Refunds for non-credit-bearing course(s) shall be granted as follows:

- A refund of 100% of any fees paid shall be granted upon cancellation of a course by the College.

- A student shall be refunded 100% of any fees paid provided a written notice from the student of intent to not participate has been received by the Office of the Registrar prior to the end of the last business day before the date of the first meeting of the course.

- With the exceptions outlined above, no refund shall be issued for a course that meets for fewer than 15 total hours of instruction or has two or fewer instructional meetings after the end of the last business date prior to the start date for instruction.

- A refund of the percentage of fees equivalent to the percentage of instructional time remaining in the course(s) shall be granted to students who are administratively removed for non-disciplinary reasons.
- In alignment with NPRC 4430 Leave for Non-Credit Programs, a refund of 100% of any fees paid for enrollment shall be granted to students awarded leave due to activation as a member of the military reserve or National Guard.

Academic Policies

The academic policies of Northern Pennsylvania Regional College (NPRC) govern the day to day educational activities of the institution. Complete text of all academic policies is available at https://www.rhttps://regionalcollegepa.org/nprc-policies/.

Extensive information related to key policies affecting day to day activity of students, including admission and enrollment; courses in which students enroll; assignment and use of grades and graduation requirements; standards of academic progress for students; administrative withdrawal and academic leave for students; rights, responsibilities, and codes of conduct for students; and information concerning student grievance and complaint is provided within this section of the catalog.

Admission and Enrollment Standards and Guidelines
(NPRC-3215: Admission and Enrollment Standards and Guidelines)

NPRC is an open admissions institution and supports the philosophy that individuals should have access to higher education opportunities commensurate with their abilities and interests. Preference with regards to admission, establishment of tuition and fees, and priority processing of admissions documents shall be granted to applicants residing within the designated region. In compliance with federal and state requirements, priority registration shall be granted to students identified as Veterans, students currently served by the Office of Disability Services, and students who reside within the legislatively-identified service region.

Admission to NPRC is open to individuals able to benefit from study at the two-year college level. Admission to NPRC does not imply or guarantee admission to any specific program of study for which more restrictive admission requirements may be established in compliance with institutional expectations, accrediting-body standards, Commonwealth rules and regulations, or federal guidelines and statutes.

The Office of the Registrar is responsible for conducting the admission and enrollment process. Student Success Specialists and other designated advisors are responsible for providing students with accurate information and for acting as conduits for the flow of required documentation involving admission and enrollment. Contact information for key personnel is provided in the Personnel section within the NPRC catalog.

All students are responsible for submitting all required documentation for admittance and enrollment in a timely manner. This documentation includes, but is not limited to, an application for admission appropriate to their student classification. Failure to comply may limit, prevent, or delay admission and enrollment and impact the timeline to completion of any program of study or other educational goal.

Student classification is determined by specific requirements related to admission and enrollment. Students may be granted full or conditional admission depending on their classification. Conditional admission may be granted to eligible individuals who are eighteen years of age or older; are not enrolled in a secondary education entity recognized by the Commonwealth of Pennsylvania; and do not have a high school diploma or its equivalent recognized by the Commonwealth of Pennsylvania. Students granted conditional admission may enroll in classes as Non-Degree-Seeking Students with regular monitoring of their schedules and academic progress. Conditionally Admitted Students may be enrolled in a maximum of 30 credit hours before being reclassified. Upon successful completion of 30 credit hours, Conditionally Admitted Students shall be reclassified as Degree-Seeking Students or Non-Degree-Seeking Students and no longer undergo regular monitoring of their schedules and academic progress.

As a part of the admission process, NPRC's primary classification for students is as degree-seeking or non-degree-seeking. Additionally, applicants may be granted full or conditional admission, depending upon whether they are eligible for classification as Degree-Seeking Students. Full admission requires the applicant to be eligible for classification as a Degree-Seeking Student. However, applicants who meet the eligibility criteria may choose to be fully admitted as a Non-Degree-Seeking Student in alignment with the student's preference, priorities, and educational goals. Students granted conditional admission must be classified as non-degree-seeking only until they fulfill the requirements for full admission.

Secondary classifications used by NPRC during the admission process include Transfer, Re-entry, Early Entry (including Dual Enrollment), Guest (Transient), and International Students. Transfer, Re-entry, and Guest (Transient) Students are subject to the same guidelines for enrollment in any course or program as all other students. Additionally, admission requires submission of complete transcript(s) from all other institutions of post-secondary education the student has attended. Initial enrollment may be permitted using unofficial transcripts. Transfer, Re-entry and Guest (Transient) Students are responsible for arranging for submission of complete transcript(s) from all other institutions of post-secondary education the student has attended. Official transcripts must be received by the office of the Registrar prior to the last date of withdrawal for the academic term for which the student has enrolled or the student may be administratively withdrawn from any course(s) in which the student is enrolled.

Enrollment in a specific course requires the student to meet all course prerequisites as published in the course description of the NPRC catalog.

Degree-Seeking Students

Degree-Seeking Students are individuals with a high school diploma recognized by the Commonwealth of Pennsylvania or its equivalent, the Commonwealth Secondary School Diploma (CSSD), who are seeking a certificate and/or an Associate degree. The CSSD includes criteria for three equivalency options—the HiSET Exam, GED Test, or 30 College Credits. Individuals classified as Degree-Seeking Students may enroll as certificate or associate degree-seeking students and apply for and be awarded any certificate or degree diploma for which they have completed all requirements.

Degree-Seeking Students must submit a copy of their high school diploma or its equivalent, the CSSD, recognized by the Commonwealth of Pennsylvania and copies of all applicable high school transcripts or other academic records, health records, and other documentation as requested.

Participation in certain federal, state, and/or institutional financial aid programs may require additional documentation and/or requirements for eligibility. Refer to the policy statement NPRC-8000 Financial Aid Eligibility and Verification.

Any student who fails to acknowledge attendance at any other college or university at which they were previously enrolled or fails to provide accurate information regarding place of residence may face disciplinary consequences. Financial consequences may result for any student who is a recipient of federal and/or Commonwealth financial aid assistance.

Non-Degree-Seeking Students

Non-Degree-Seeking Students are individuals who may or may not have a high school diploma or its equivalent, the CSSD, as defined above; who wish to enroll in credit-bearing courses for personal enrichment, job-skill improvement, or other reasons; and who are not seeking a degree or certificate. Individuals classified as Non-Degree-Seeking Students may enroll in credit-bearing course(s) which may or may not be required for a specific certificate or degree. Upon meeting the definition of Degree-Seeking Students, those individuals classified as Non-Degree-Seeking Students may be reclassified as Degree-Seeking Students by submitting a request to the Office of the Registrar and become eligible to apply for, and be awarded, any certificate or degree diploma for which they have completed all requirements.

Transfer Students
(Refer to NPRC-3425 Transfer and Guest Students)

A transfer student is an individual who has earned credits for study at an institution of higher education other than NPRC and who seeks to enroll in credit-bearing course(s)

or program(s) offered by NPRC as a degree-seeking student. Transcripts for Transfer Students shall be evaluated in accordance with NPRC-3425 Transfer and Guest Students. Transfer students are subject to all rules regarding standards of progress required for federal or state financial aid eligibility.

For admission and enrollment, transfer students must

- Meet all requirements for admission for the student status sought provided in NPRC-3215: Admission and Enrollment Standards and Guidelines,
- Provide unofficial transcripts from all institutions of higher education attended to the Student Support Specialist or other designated advisor prior to their first term of enrollment for advising and placement purposes only,
- Submit complete official transcripts to the Office of the Registrar from all institutions of higher education attended prior to the due date for midterm grades for the first term of enrollment,
- Meet all additional requirements for selective admissions programs,
- Have no unresolved behavior-related issues pending at any institution of higher learning,
- Not be on notice of expulsion for a behavior-related infraction from any institution of higher learning within the current or past three calendar years,
- Not have any outstanding financial obligation at any institution of higher learning, and
- Not be in default on a federal student loan.

Transfer students are responsible for submitting all documentation required for admission and enrollment, including arranging for the electronic or paper submission of complete official transcripts for all institutions of higher learning the student has attended. Official transcripts must be received by the office of the Registrar prior to the last date of withdrawal for the academic term for which the student has enrolled, or the student may be administratively withdrawn from any course(s) in which the student is enrolled.

The Student Success Specialist or other designated advisor who provides the transfer student with academic advising, in consultation with other NPRC personnel as applicable, is responsible for reviewing the unofficial transcripts provided by the student for appropriate course selection and placement. Such an evaluation is unofficial, may only be used for prerequisite and/or placement assessment, and does not guarantee the course identity or number of credits awarded for the course(s) under consideration for transfer upon evaluation of the official transcript. A copy of transfer student's unofficial transcripts must be sent to the Office of the Registrar for inclusion into the student's academic file until the college receives the student's official transcripts. Upon receipt of the student's official transcripts, any unofficial transcripts shall be removed from the student's academic file and destroyed.

To receive any NPRC degree or certificate, transfer students must complete at least 25% of the credit hours required for completion of a certificate or degree through enrollment in NPRC coursework. Any course completed with a grade of C or higher from any institution of higher learning for which an equivalent course exists at NPRC is eligible for consideration for the awarding of transfer credit. Courses for which transfer credit is awarded may be used to meet program requirements or as elective credit as applicable to the student's program of study. GPA calculation for the purposes of academic standing, academic honors, and minimum GPA requirements for graduation is based on grades earned in NPRC courses only.

Upon receipt of complete official transcripts for a Transfer Student, the Registrar or designee shall conduct the transcript evaluation process for transfer students. The Registrar or designee shall refer courses without established equivalencies to the Dean of Curriculum and Instruction for evaluation prior to 10 days before the last date of withdrawal during the academic term in which the student is enrolled. The Dean of Curriculum and Instruction or designee shall determine equivalencies for the referred course(s) by comparing the course descriptions, course objectives, learning outcomes, and/or assessment instruments to the course(s) offered by NPRC and shall provide the Registrar with a recommendation for awarding equivalent credit prior to the due date for submission of final grades during the transfer student's first term of enrollment. The Registrar or designee shall complete the transcription process prior to the first day of class of the academic term following the first term of enrollment for a transfer student. The Registrar shall notify the student of the results of the transcript evaluation process by email to the student's college-assigned email account or by mail to the student's home address within 10 days of completion of the evaluation process.

The transfer student may submit a written appeal to the office of the Vice President for Academic and Student Affairs within 30 calendar days of completion of the evaluation process. In the event of an appeal, the Vice President for Academic and Student Affairs or designee shall review the transcript evaluation process and its conclusions, meet with the student to discuss the evaluation within 30 days of receipt of the appeal, and, via email to official college-assigned email accounts, issue a final ruling in writing to the Registrar, Dean of Curriculum and Instruction, and student regarding the awarding of transfer credit. This ruling shall be considered final.

Continuing Enrollment Students

Continuing Enrollment Students are students who maintain enrollment in credit-bearing course(s) at least one academic term during consecutive academic calendar years or are serving a term of approved academic leave.

Re-entry Students

Re-entry Students are students who interrupt their studies by failing to earn a grade in any coursework for any academic terms within an academic calendar year or fail to return from approved academic leave at the appointed time and wish to enroll in credit-bearing courses. Re-entry Students are required to resubmit an application for admission and are subject to the guidelines outlined in NPRC-3220 Standards of Academic Progress for Students as applicable to admission and enrollment. Such students are no longer considered to be Continuing Enrollments Students and are subject to all policies and catalog requirements outlined in the catalog effective on the date of acceptance as a Re-entry Student.

Early Entry Students (including Dual Enrollment)
(Refer to NPRC-3420 Early Entry Students)

Early Entry Students are students enrolled in a public or private high school, homeschool, or other secondary education entity recognized by the Commonwealth of Pennsylvania who do not have a high school diploma or its equivalent, the CSSD, and who may enroll in courses at NPRC provided they meet the eligibility requirements of policy statement NPRC-3420 Early Entry Students. Early Entry Students include the following individuals:

- Dual Enrollment Students are students concurrently enrolled in a secondary education entity recognized by the Commonwealth of Pennsylvania and at NPRC.
- Home Education Program Students (Homeschool Students) are students who are taught the secondary school curriculum at home under the supervision of their parent(s) or guardian(s).
- Online High School Students are students enrolled in an online secondary education entity recognized by the Commonwealth of Pennsylvania.

Early Entry Students are subject to all admission standards and requirements for early entrance into institutions of higher education established by the Pennsylvania Department of Education and Pennsylvania Statute, Title 24, Public School Education. Early Entry Students must submit copies of all applicable high school transcripts, health records, and other documentation as requested. Early Entry Students are ineligible for federal or state financial aid programs. Refer to the policy statement NPRC-8000 Financial Aid Eligibility and Verification.

Prior to receipt of a high school diploma recognized by the Commonwealth of Pennsylvania or of one the three equivalency options of the Commonwealth Secondary School Diploma (CSSD) – the HiSET Exam, GED Test, or 30 College Credits – Early Entry Students shall be classified as Non-Degree-Seeking Students. Upon receipt of a

high school diploma recognized by the Commonwealth of Pennsylvania or of one the three equivalency options of the Commonwealth Secondary School Diploma (CSSD), the HiSET Exam, GED Test, or 30 College Credits, Early Entry Students may be reclassified as Degree-Seeking Students upon student request.

For the first academic term of enrollment, Early Entry Students must complete an Application for Admission. For each academic term of enrollment as an Early Entry Student, students must submit an official transcript from the secondary school entity in which the student is enrolled, an official transcript from any other post-secondary institutions attended, a Secondary School Entity Transcript Request and Enrollment Authorization Form, and a Course/Site Registration Form.

For continuing enrollment as Degree-Seeking-Students in the academic year following receipt of a high school diploma recognized by the Commonwealth of Pennsylvania or receipt of equivalency through the HiSET Exam or GED Test, Early Entry Students must provide proof of completion and, as applicable, an official transcript from the secondary school entity from which the diploma was earned.

Additional requirements for admission and course enrollment for Early Entry Students are as follows:

- Students must have a minimum cumulative grade point average (GPA) of 2.5 at their secondary education entity to be eligible for admission and enrollment.
- Enrollment is limited to a maximum of six credit hours during the first academic term of enrollment and to a maximum of twelve credit hours during each subsequent academic term or part of term of enrollment for Early Entry Students.
- Students must have successfully completed their sophomore year of enrollment and be granted junior standing at their secondary education entity to be eligible for admission and enrollment.
- Exceptions to the admission and enrollment requirements for Early Enrollment Students may be granted by the Vice President for Academic and Student Affairs or designee. Documentation must be provided by memorandum or notation in the student's educational record in the Office of the Registrar and must include justification for granting the exception.

Early Entry Students may or may not be awarded credit at their secondary education entity for successful completion of the college credit course. The secondary education entity maintains responsibility for compliance with all rules and regulations of the Pennsylvania Department of Education and statutes of Commonwealth of Pennsylvania regarding acceptance and transcription of college-credit courses in meeting high school graduation requirements.

Any Early Entry student who fails to acknowledge attendance at any other college or university at which they were previously or currently enrolled or fails to provide accurate information regarding place of residence may face disciplinary consequences.

An Early Entry Student is responsible for providing accurate and complete information, including official transcripts from the secondary school entity in which the student is enrolled and official transcripts from any other post-secondary institutions attended, regarding admission to NPRC in compliance with published deadlines.

Guest (Transient) Students

Guest (transient) students are individuals who are currently enrolled at an institution of higher education other than NPRC and who seek to enroll in one or more credit-bearing courses offered by NPRC as a non-degree seeking student on a term-by-term basis. The Student Success Specialist or other designated advisor who provides guest (transient) students with academic advising may use unofficial transcripts for course placement and shall consult with the Director of Enrollment Management and Student Success or designee regarding enrollment in courses required by selective admission programs prior to completing the registration process with the student.

For admission and enrollment, a guest (transient) student must

- Meet all requirements for enrollment provided in NPRC-3215: Admission and Enrollment Standards and Guidelines,
- Provide unofficial transcripts from all institutions of higher education attended as needed for advising and placement purposes prior to enrollment,
- Submit a completed permission (guest or transient) form to the Office of the Registrar at NPRC from the student's home college stating the courses to be taken,
- Meet all requirements for enrollment in the course(s) in which the student seeks enrollment, including, but not limited to, any prerequisites or required clearances prior to enrolling in the course(s),
- Have no unresolved behavior-related issues pending at any institution of higher learning,
- Not be on notice of expulsion for a behavior-related infraction from any institution of higher learning within the current or past three calendar years,
- Not have any outstanding financial obligation at any institution of higher learning, and
- Not be in default on a federal student loan.

Guest (transient) students may be denied enrollment in courses required by selective admission programs due to limited seat availability or program admission requirements. Guest (transient) students are subject to all rules regarding standards of progress

required by federal or state financial aid eligibility and are responsible for following all guidelines established at their home school and for meeting established deadlines for full payment of all tuition and fees for enrollment in any course(s) at NPRC.

International Students

An International Student is an individual who is a non-immigrant on a temporary visa of type F-1 or M-1 who enrolls in credit-bearing courses at a post-secondary institution. NPRC is not certified to admit or enroll International Students.

Course-Related Information

Purpose and Use of a Course Syllabus
(NPRC-3035 Course Syllabus Adoption and Use)

A course syllabus provides written communication between an instructor and student(s) enrolled in a credit-bearing course. A course syllabus sets the expectations and responsibilities for teaching and learning and identifies the knowledge to be gained and skills to be attained upon successful completion of the course.

A course syllabus provides students with clear and complete information regarding the following:

- Course identifying information, including course name and number, number of credit hours, academic term, location of live instructional site, time and day of class meetings
- Instructor contact information
- A listing of required textbook and learning materials, including any required technology such as laptop, computer software, calculator, etc.
- The course description as provided by the College Catalog
- The general education goals, program goals, and course-specific learning objectives addressed through the teaching and learning process within the course
- General information related to course enrollment and success, including key dates related to the evaluation of student learning and enrollment status; key policies and procedures related to expectations for students, including academic integrity, attendance, and behavior; and available student support services and learning resources
- An outline of expected learning experiences, student contributions expected, and plans for assessment of student learning for purposes of curriculum improvement
- Course-specific expectations, including any restrictions for making-up missed assignments/exams, submission of late work, policies regarding class absence, etc.

- Grading and evaluation guidelines and practices, including information concerning the number and types of assignments, exams, homework, activities, etc., and their relative weight in determining the student's final course grade and the common grading scale for all sections of a specific course
- An outline of the expected course schedule, including planned dates of significant evaluations of learning and a timeline for planned class activities and/or topics
- Any attachments related to emergency preparedness, safety, class cancellation, and/or other related general information

All students are provided with an electronic and/or paper copy of the syllabus for each course in which they are enrolled prior to the second instructional meeting of the course. Students are responsible for reviewing and meeting the expectations outlined by the syllabi for the courses in which they are enrolled in pursuit of successful completion of the courses in which they enroll.

Class Meeting or Course Section Cancellation
(NPRC-3045 Course Section and Class Cancellation)

Class Meeting Cancellation

Cancellation of class meeting(s) may be authorized by the administration of NPRC for the following reasons when in alignment with the given criteria:

- Cancellation of a class meeting may be authorized due to closure of a site or limited number of sites caused by weather-related, power-related, or other unavoidable circumstances. Only class meetings that originate from closed site(s) shall be cancelled college-wide. All other class meetings shall continue as scheduled. Notice of such cancellation(s) is provided electronically to college-assigned email accounts or by other approved means to all affected students. Whenever possible, class meeting cancellation decisions are made at least two hours prior to the start time for the class instructional meeting. A recording of the class meeting may be released to the students enrolled at the affected site(s). The Director of Information Technology or designee is responsible for electronic distribution of recordings to students affected by class meeting cancellation(s). In these circumstances, the recording is automatically disseminated electronically to the college-assigned email accounts of affected students within 72 hours of the class meeting's conclusion.
- Cancellation of all class meetings at all instructional sites may be authorized due to weather-related, power-related, or other unavoidable circumstances predicted or occurring over the entirety of NPRC's service region. Whenever possible, college-wide class meeting cancellation decisions are made at least two hours prior to the common start time for a set of courses. College administrators assigned the responsibility for decision-making for college-wide cancellations

shall exercise best judgement regarding safety concerns and minimization of disruption to the educational process. Notice of such cancellation(s) is provided electronically to college-assigned email accounts or by other approved means to all affected students. The Vice President for Academic and Student Affairs or designee is responsible for making final decisions concerning College-wide class cancellation.

- Cancellation of a class meeting may be authorized for instructor absence due to unavoidable reasons. When possible, notice of such cancellation(s) is provided electronically to college-assigned email accounts or by other approved means to all affected students by the instructor or other authorized personnel. In these circumstances, the specific class meeting impacted is cancelled at all instructional delivery sites.
- Cancellation of a class meeting may be authorized by a proctor or other authorized personnel thirty minutes after the start time for a class meeting for which the instructor has not provided notice of his or her absence due to unavoidable emergent circumstances. In the event of such a cancellation, the specific class meeting impacted is cancelled at all instructional delivery sites.

Public notice of cancellations affecting a single site or limited number of sites is posted on the College's Facebook page (Northern Pennsylvania Regional College) and Twitter (@NPRCofficial). Public notice of cancellations affecting the entirety of the College's service region is posted on the College's Facebook page (Northern Pennsylvania Regional College), Twitter (@NPRCofficial), scrolling banner on NPRC's website (https://regionalcollegepa.org), and common media outlets, such as WICU/WSEE, WJET, WJAC-tv, WTAE, and KDKA.

For all class meeting cancellations, an alternate instructional plan, including any corresponding assignment, is provided by the instructor to the students enrolled in the course within seven (7) working days of the class meeting's cancellation.

Course Section Cancellation

Cancellation of course section(s) published on the master schedule for a full, a full-abbreviated, or a part of academic term as open for student enrollment may be authorized by the administration of NPRC for the following reasons when in alignment with the given criteria:

Cancellation of course section(s) may be authorized for sections with total enrollment less than six (6) across all instructional sites, when

- An alternate course or section is available to fulfill program requirements for the students enrolled,
- The educational plans for degree-seeking students enrolled can be modified to avoid extending the time to degree completion, and/or

- An arrangement for an appropriate equivalent educational experience can be provided through independent study.

Cancellation of course section(s) may be authorized for sections with total enrollment greater than six (6) across all instructional sites, when

- Alternate section(s) of the course have enough open seats to accommodate the enrolled students without exceeding ten (10) instructional sites for any one section; and
- The alternate section(s) available do not create scheduling conflicts between required courses that impede the ability of degree-seeking students to complete programmatic requirements without increasing time to degree completion.

Cancellation of course section(s) may be authorized for any reason deemed necessary by the Vice President for Academic and Student Affairs.

Students affected by course section cancellations are notified via email sent to their college-assigned account by the Office of the Registrar at least 48 hours prior to the first meeting scheduled for the course.

Information on Grades and Graduation

Assignment and Use of Grades
(NPRC-3245 Assignment and Use of Grades)

Grades designating the level of achievement are assigned to students enrolled in credit-bearing courses upon conclusion of each academic term. Students are responsible for monitoring their grades and seeking assistance and advice from the instructors of their courses and from their assigned Student Success Specialist as needed. Student Success Specialists are responsible for monitoring the progress grades of their assigned students and providing guidance and support as necessary to maximize the student's potential for success.

Faculty are responsible for monitoring the progress of students enrolled in courses they teach and of any students for whom they have assigned advising responsibilities and providing students with the opportunity to discuss their academic progress individually. Faculty are responsible for conducting a reasonable number and type of assessments of student learning to evaluate a student's achievement and for adhering to the terms of evaluation established within the course syllabus per NPRC-3035 Course Syllabi.

The Office of the Registrar is responsible for maintaining all student grade records and notifying students of grades, changes in enrollment status affecting grades, and grade changes. Notice is provided through official channels only. Such notice may be provided

by email to the student's college-assigned email address, U.S. mail, or using a student portal accessed securely via the college's website at NPRC's discretion.

Grades for credit-bearing courses are assigned in alignment with the tables provided.

Grading Table 1

Letter Grade	Description	Quality Points Per Credit Hour
A	Excellent	4.00
B	Good	3.00
C	Average	2.00
D	Below Average	1.00
F	Failure	0.00
AU	Audit	No points assigned; no credit earned
I	Incomplete	No points assigned; no credit earned
W	Withdrawal	No points assigned; no credit earned

Grading Table 2

Letter Grade	Description	Quality Points Per Credit Hour
P	Pass	No points assigned; only credit assigned
F	Fail	No points assigned; no credit earned
I	Incomplete	No points assigned; no credit earned
W	Withdrawal	No points assigned; no credit earned

Grading Table 1 shall be used for all credit-bearing courses with the exception of courses whose instructional interaction is primarily comprised of laboratory, clinical, or activity-based experiences and for which the use of Grading Table 2 is approved by the Vice President of Academic and Student Affairs or designee in advance of the start of registration for a full academic term, full abbreviated academic term, or part of academic term in which the course is scheduled.

Calculating Grade Point Average (GPA)

Grade Point Average (GPA) is an indication of a student's academic achievement and is calculated as the total number of quality points received over a given period divided by the total number of credits awarded. The result shall be rounded to the nearest hundredth. Quality points are the cumulative points used to calculate GPA. Quality points are assigned as follows: Four points for each credit of A; three points for each credit of B; two points for each credit of C; one point for each credit of D; and zero points for each credit of F. Quality points are not assigned to any other grade designations.

In calculating a student's Grade Point Average (GPA) for each academic term of enrollment and for a student's overall institutional GPA, assigned letter grades earned

only through enrollment in credit-bearing courses at NPRC shall be used with the following exceptions:

- Grades of W, I, P, and AU shall not be used in the calculation of a student's GPA.
- Grades assigned for courses with assigned course numbers less than 100, such as, but not limited to, pre-college-level courses designed for remediation.
- Grades for courses which have been repeated through application of the D/F Repeat Rule.
- Grades for courses in which Academic Forgiveness applies.

Course Withdrawal
(Refer to NPRC-3245 Assignment and Use of Grades and NPRC-3415: Administrative Withdrawal)

Course withdrawal may occur through one of the following mechanisms:

- Withdrawal through the submission of a student request prior to the deadline for withdrawal for the term of enrollment as published on the Academic Calendar. The written request must be sent to the Office of the Registrar from the student's college-assigned email account or via the secure student portal on the college's website prior to the published deadline and must contain complete information identifying the course for which the request is made. Withdrawal in this manner results in the assignment of a grade of W from the course.
- Approval of administrative withdrawal
- Approval of academic leave

Students are expected to discuss the impact of receipt of grade(s) of W upon their ability to achieve their academic goal(s) in a timely manner with their Student Success Specialist or other advisor. Students who are issued grade(s) of W for course(s) in which they are enrolled are responsible for contacting the Office of Finance and Administration to discuss possible resulting financial repercussions. Students who request issuance of grade(s) of W as part of an academic leave request and are recipients of Title IV grants or loan assistance must submit proof of receipt of financial aid counseling concerning their financial aid status and possible financial consequences from the Office of Financial Aid as a component of their request. Proof may be submitted in electronic or hard copy form, must be signed by the student and a financial aid official, and must be submitted to the Office of the Vice President of Academic and Student Affairs prior to approval of the request.

A grade of Administrative Withdrawal or Withdrawal, W, may be assigned for course(s) in which the student is enrolled in the following circumstances:

- The student requests and receives approval for a grade of W, as outlined in NPRC-3420 Academic Leave for Students;
- The student submits a completed request for withdrawal from a course prior to the deadline for withdrawal for the full academic term, full abbreviated academic term, or part of academic term published on the academic calendar;
- A grade of Administrative Withdrawal, W, is assigned in alignment with NPRC-3415 Administrative Withdrawal; and/or
- A grade or change of grade of Administrative Withdrawal, W, is assigned per application of NPRC-3235 Behavioral Code of Conduct for Students or NPRC-3225 Academic Code of Conduct for Students.

Attendance/Non-Attendance and Administrative Drop/Administrative Withdrawal
(Refer to NPRC-3415: Administrative Withdrawal)

Students are expected to discuss the impact of receipt of grade(s) of W upon their ability to achieve their academic goal(s) in a timely manner with their Student Success Specialist or other advisor. Students who are issued grade(s) of W for course(s) in which they are enrolled are responsible for contacting the Office of Finance and Administration to discuss possible resulting financial repercussions. Students who request issuance of grade(s) of W as part of an academic leave request and are recipients of Title IV grants or loan assistance must submit proof of receipt of financial aid counseling concerning their financial aid status and possible financial consequences from the Office of Financial Aid as a component of their request. Proof may be submitted in electronic or hard copy form, must be signed by the student and a financial aid official, and must be submitted to the Office of the Vice President of Academic and Student Affairs prior to approval of the request.

Attendance/Non-Attendance

Attendance of a course is the situation in which a student is enrolled and attends at least one class meeting for courses with live instruction or actively engages in the teaching-learning process for courses with fully-online instruction prior to the conclusion of the roster verification period. Non-attendance of a course is the situation in which a student is enrolled and fails to attend any class meetings for courses with live instruction or actively engage in the teaching-learning process for courses with fully-online instruction prior to the conclusion of the roster verification period. The roster verification period is the time beginning with the first day of instruction for an academic term and concluding prior to the date by which 15% of the academic term has occurred.

Administrative Drop

Administrative drop is the process by which NPRC removes the student from enrollment in credit-bearing course(s) or a program of study and whereby no grade is assigned.

Administrative drop for reasons including, but not limited to, consecutive non-attendance during the roster verification period or nonpayment of tuition and fees occurs for course(s) or programs of study in which a student is enrolled as follows:

- After the roster verification period for any student who has been verified as non-attending for all courses in which the student is enrolled, or
- After the final date for payment of required tuition and fees for any student with a balance owed for tuition and/or fees, provided an arrangement for payment has not been made with the Office of the Vice President for Finance and Administration or designee per NPRC 8015 Assessment, Payment, and Refund of Tuition and Fees.

Administrative drop results in the removal of all records showing the student was registered for any course(s) and no grade shall be issued for any course(s) from which a student has been administratively dropped. The Office of the Registrar is responsible for oversight of the administrative drop process in compliance with the required timeline.

Administrative Withdrawal

Administrative withdrawal is the process by which NPRC removes the student from enrollment in one or more credit-bearing courses or a program of study during a given academic term and whereby a grade of W is assigned as the course grade(s). Administrative withdrawal may occur for course(s) or programs of study in which a student is enrolled for reasons including, but not limited to, the following:

- Academic leave approved for the current term of enrollment;
- Suspension or expulsion for violations of NPRC-3235 Behavioral Code of Conduct;
- Suspension or expulsion for violations of NPRC-3225 Academic Code of Conduct;
- Rulings due to application of NPRC-3235 Behavioral Code of Conduct or NPRC-3225 Academic Code of Conduct;
- Verifiable emergency situations for which the student is unable to submit a request for academic leave; and/or
- Students issued a grade of W per administrative withdrawal for course(s) in which they are enrolled are solely responsible for any financial consequences which may result due to federal, state, or institutional rules or regulations governing financial aid.

All documentation concerning administrative withdrawal shall be forwarded to the Office of the Registrar and shall become part of the student's academic file. Student appeals concerning issuance of administrative drop or administrative withdrawal are governed

by NPRC 3260 Academic Grievance and Complaint. Assignment of a grade of W through administrative withdrawal requires the written approval of the Vice President of Academic and Student Affairs or designee.

Academic Leave for Students
(NPRC-3430: Academic Leave for Students)

Academic leave is a temporary release of a student from their obligation to participate in credit-bearing courses and programs of study provided by NPRC for a defined period.

Academic leave may be granted to students who need to temporarily interrupt their education for any of the following reasons:

- To participate in required military service training or deployment;
- To participate in a co-operative learning opportunity or internship with an entity not directly affiliated with the college;
- For a personal health-related reason, including, but not limited to, psychological reasons or severe illness;
- For family health-related reasons, including, but not limited to, sustained or acute illness of an immediate family member requiring the care or assistance of the student;
- For parental-leave reasons, including, but not limited to, the assumption of legal guardianship, adoption, or birth of a child or children; or
- For personal reasons.

Academic leave requested for a student's current term of enrollment that does not result in administrative withdrawal:

- May not be granted for courses, programs of study, or parts of academic terms of six weeks or less in duration;
- May not be granted for calendar dates within the last 2 weeks of an academic term or part of term;
- May be granted for a period as brief as 3 weeks and as lengthy as 6 weeks in duration; and
- If approved, must adhere to one of the following criteria for each course in which the student is enrolled:
  - Result in the assignment of a grade of incomplete, I, and the resolution of the incomplete, I, per NPRC-3245: Assignment of Grades, or
  - Result in the resolution of all obligations outlined in the syllabus prior to the date by which grades must be submitted and the assignment of the grade corresponding to the student's achievement in the course or result

in the assignment of a grade of F if the obligations are not resolved prior to the date by which grades must be submitted.

Academic leave requested for a student's current term of enrollment that results in administrative withdrawal

- May be granted for courses, programs of study, or parts of academic terms of six weeks or less in duration;
- May be granted for leave which commences after the last date for voluntary withdrawal during an academic term or part of term for course(s) for which the student is not granted a grade of incomplete, I;
- May be granted when the duration of the academic leave requested is greater than 6 weeks; and
- Upon approval, shall be reported to the National Student Clearinghouse with the student's status as "not enrolled" with an effective date as of the date of administrative withdrawal as required by federal rules and regulations.

Academic leave requested for a student's future term(s) of enrollment

- May be granted for not more than one calendar year,
- Shall be reported to the National Student Clearinghouse with the student's status as "not enrolled" with an effective date as of the last day of the academic term in which the student was last enrolled, and
- Shall result in the need to reapply for admission and enrollment in compliance with the terms of NPRC-3215: Admission and Enrollment Standards and Guidelines if the student does not return from academic leave at the appointed time.

Upon resuming enrollment in their program of study, students who return from academic leave at the appointed time shall be permitted to retain their catalog of entry as their catalog of record. Academic leave may be granted only to students in good academic standing. Academic leave may not be granted to avoid consequences of poor academic performance. Students who are recipients of Title IV grant or loan assistance are required to comply with all related requirements and regulations and must receive financial aid counseling concerning their financial aid status and possible financial consequences prior to the granting of approval for academic leave. Financial aid disbursements will not be issued to students during academic leave. Students are eligible for a maximum of two instances of academic leave within any three-calendar-year period.

A student who seeks approval for academic leave must submit a written request by email via their college-assigned email account. The request must which include the

reason for the request, the expected duration for the request, whether the leave includes a request of the awarding of administrative withdrawal or grades of incomplete, and any applicable supporting documentation, to the Office of the Vice President of Academic and Student Services. Excluding dates which the college administrative center is closed, the submission date must be at least five days before the requested academic leave start date. The student must comply with any requests for additional information or documentation within 24 hours of the request. The Vice President of Academic and Student Affairs may waive compliance with this timeline in extreme circumstances. Recipients of Title IV grants or loan assistance must submit proof of receipt of financial aid counseling concerning their financial aid status and possible financial consequences from the Office of Financial Aid. Proof may be submitted in electronic or hard copy form, must be signed by the student and a financial aid official, and must be submitted to the Office of the Vice President of Academic and Student Affairs prior to approval of a request for academic leave.

The Vice President of Academic and Student Affairs or designee shall communicate approval or denial of the request for academic leave to the student in writing via the student's college-assigned email account or by mail to the student's home address within five calendar days of receipt of the request. A decision of denial of an academic leave request by the Vice President of Academic and Student Affairs may be appealed. A written request appealing the decision, along with all related documentation must be sent to the Office of the President by the student, either electronically or hard copy, within three calendar days of receipt of notice of denial. The President shall issue a written ruling to the student via the student's college-assigned email account or by mail to the student's home address upholding the denial or granting approval for the academic leave within three days of receipt excluding dates which the college administrative center is closed. The decision of the President shall be final.

All documentation concerning academic leave shall be forwarded to the Office of the Registrar and shall become part of the student's academic file.

The Vice President of Academic and Student Affairs or designee shall notify the instructors of course(s) in which the student is enrolled of approved academic leave. The student is responsible for contacting the instructors of courses in which the student is enrolled upon return from academic leave. The student is responsible for working cooperatively with each instructor in compliance with the instructor's availability and the terms of the syllabus to ensure all course obligations and expectations are fulfilled prior to the date by which the course grade must be submitted. Failure to adhere to this guideline may negatively impact the student's grade(s). Upon communication from the student who has returned from academic leave, the instructor(s) is/are responsible for providing the student with reasonable and timely responses and opportunities to fulfill the course obligations and expectations prior to the date by which the grade(s) must be submitted.

Grades of Incomplete

A grade of Incomplete, I, may be assigned for course(s) in which the student is enrolled in the following circumstances:

- The student requests and receives approval for a grade of I as outlined in NPRC-3430 Academic Leave for Students, and
- Prior to the deadline for submission of grades for the term in which the student is enrolled, a student who has completed most of the course requirements may be assigned a grade of I provided the following criteria is met:
  - The student is unable to complete the remaining course requirements due to unforeseen and/or uncontrollable circumstances,
  - The student submits a written notice to the instructor requesting the assignment of a grade of I, and
  - The submitted request receives the approval of the course instructor and the Dean of Curriculum and Instruction. The submitted request must include documentation verifying the reason for the request and documenting the actions necessary for course completion.

Change of Grade

Grades earned by a student are determined by the instructor(s) of course(s) in which the student is enrolled in alignment with the criteria outlined in each course syllabus, except as provided by the following criteria related to final grades and opportunities for changes:

- A change of grade due to an error in the evaluative process or in the calculation or submission of a grade by an instructor must be approved by the Dean of Curriculum and Instruction prior to the end of business on the last day of schedule adjustment during the full academic term immediately following the full academic term, full abbreviated academic term, or part of academic term during which the final grade was submitted. For consideration by the Dean of Curriculum and Instruction, documentation is required from the instructor justifying the request for the revision to the final grade.
- A change of grade from an I must be approved by the Dean of Curriculum and Instruction or designee prior to the deadline for the submission of grades for the full academic term immediately following the term in which the I was issued. Documentation is required from the instructor confirming that all requirements for course completion have been satisfied and designating the final grade to be assigned.
- On the day following the deadline for submission of grades for the full academic term following the term for which a grade of I was assigned, any grade of I for which a change of grade request has not been submitted shall be changed to a grade of F by default.

- A change of grade assigned per application of NPRC-3260 Academic Grievance and Complaint.

All documented evidence used to determine a student's grade for a course is maintained by the instructor of the course for one calendar year following the deadline for the submission of grades for the academic term in which the course was offered.

The D/F Repeat Rule

If a student earns a grade of D or F for any course completed and repeats the course at NPRC prior to the receipt of a degree or certificate requiring 30 or more credit hours, only the highest grade earned shall be used to calculate the student's overall institutional GPA. All grades earned shall remain on the student's transcript.

Academic Forgiveness

Academic Forgiveness is a provision by which a student who has not been enrolled on a full-time or part-time basis in credit-bearing courses at any post-secondary institution for two or more consecutive years may be granted approval for some or all grades of D and/or F earned prior to the period of non-enrollment to be disregarded in calculating the student's overall institutional GPA for graduation only. Academic Forgiveness is only applicable for meeting the minimum GPA requirement for graduation: does not result in removal of any grades or courses from a student's official transcript; does not result in any actual change to the student's GPA; results in forfeiture of any opportunity for academic recognition, including, but not limited to, graduating with honors; may not be used to meet admission requirements for particular programs or any other academic standards; and may be granted in the following circumstances:

- The student completes a minimum of 15 credit hours through enrollment at NPRC upon reentry after a minimum period of one year of non-enrollment at any degree-granting post-secondary institution of higher education,
- The student satisfies all requirements for the degree or certificate sought,
- The student earns a minimum overall GPA of 2.00 for all courses completed after the period of non-enrollment and for all courses used to satisfy degree or certificate coursework requirements,
- The courses the student seeks to have disregarded in calculating the student's overall institutional GPA for graduation purposes are not required for completion of the degree or certificate the student seeks,
- The student submits a written request to the Vice President of Academic and Student Affairs that includes a list of courses for which grades of D or F were earned and which the student seeks to have disregarded in the calculation of the student's overall institutional GPA to meet minimum GPA required for graduation, and

- The Vice President of Academic Affairs approves the request submitted by the student with or without modification.

Dean's List

The Dean's List is a list of students recognized for academic achievement during a full, or full-abbreviated, academic term by the institution. To be awarded a status of Dean's List for a full or full abbreviated academic term, a student must be in good standing and must successfully complete six or more credit hours of academic coursework with an earned GPA of 3.00 or higher during the term of enrollment.

Graduation Requirements

To be eligible for graduation with a degree or a certificate, a student must

- Successfully complete all coursework required for the degree or certificate sought;
- Earn an overall institutional GPA of 2.00 or higher;
- Earn at least 25% of the credit hours required for completion of a certificate or degree through enrollment in NPRC coursework;
- Meet any additional specific program requirements provided upon acceptance into a program with selective admission, including, but not limited to, achievement of minimum grades in specified courses, achievement of minimum scores on specified assessments, and demonstration of minimum acceptable performance for specified tasks; and
- Submit a completed application for graduation to the Office of the Registrar prior to the deadline published on the college's website, https://regionalcollegepa.org.

Graduation with Honors refers to recognition for overall academic achievement in the completion of the requirements for an associate degree or a certificate of 30 or more credit hours. To be awarded a status of graduation with honors, a student who meets all eligibility requirements for graduation with a degree or certificate must also earn an overall institutional GPA of 3.00 or higher and have earned at least 50% of the credit hours required for the certificate or degree sought through enrollment in NPRC coursework.

Upon receipt, the Office of the Registrar evaluates graduation applications for eligibility for graduation with a degree or a certificate in cooperation with the Dean of Curriculum and Instruction. Students are notified of the status of their application, any outstanding requirements for degree or certificate completion, and any designation as graduating with honors earned by email to their college-assigned account or by U.S. mail at NPRC's discretion.

Standards of Academic Progress for Students
(NPRC-3220: Standards of Academic Progress for Students)

Students are encouraged to maintain continuous enrollment. To maintain the pace necessary for completing an associate degree within two years of the start of enrollment, students are encouraged to complete 30-32 credit hours per academic year. Students of Northern Pennsylvania Regional College must earn a cumulative grade point average of 2.00 or better for successful completion of a Certificate, an Associate of Arts, an Associate of Science, or an Associate of Applied Science. Failure to attain a minimum GPA of 2.00 during any term involving credit hours attempted may jeopardize a student's progress toward meeting these degree requirements.

Students are considered as having made satisfactory academic progress and are in good standing provided the following standards are met:

- For satisfactory academic progress in meeting degree-completion pacing requirements, students must earn a grade of A, B, C, or D in at least 67% of all credit hours attempted
- For satisfactory academic progress in meeting degree-completion GPA requirements, students must meet the following conditions:
  - Maintain a minimum cumulative GPA of 2.0 in all credit hours attempted and
  - Earn a minimum GPA of 2.0 in their current term of enrollment

Credit hours attempted include all credit hours for which a student is registered as of, or after, the official census enrollment date for the term during any academic term.

Students who are considered as having made satisfactory academic progress and are in good standing are eligible to enroll in a maximum of 18 credit hours without special permission. Students who do not meet the standards required for satisfactory academic progress and good standing during an academic term shall be placed on academic warning and are permitted to enroll in a maximum of 12 credit hours in the subsequent term without special permission.

Students who have been placed on academic warning and do not meet the standards required for satisfactory academic progress and good standing during their next academic term of enrollment shall continue to be placed on academic warning if they meet the standards outlined for degree-completion pacing and earn a minimum GPA of 2.0 in their current term of enrollment but do not maintain a minimum cumulative GPA of 2.0 in all credit hours attempted.

Students who have been placed on academic warning and do not meet the standards required for satisfactory academic progress and good standing during their next academic term of enrollment shall be placed on academic probation if they do not meet the standards outlined for degree-completion pacing or if they do not earn a minimum GPA of 2.0 in their current term of enrollment. A student on academic probation shall be permitted to enroll in no more than nine credit hours during subsequent semester(s) of enrollment without special permission until the student meets the standards required for satisfactory academic progress and good standing or the standards required for placement on academic warning.

Students who remain on academic probation for two consecutive terms of enrollment shall be placed on academic suspension and shall not be eligible for enrollment in the subsequent academic term. Prior to reinstatement of eligibility for enrollment, the student placed on academic suspension shall be required to meet with the Vice President for Academic and Student Affairs or designee. Reinstatement of eligibility may occur after academic suspension at the discretion of the Vice President for Academic and Student Affairs, and restrictions shall be placed upon the maximum number of credit hours of enrollment permitted.

The Dean of Curriculum and Instruction is responsible for approval of requests for special permission to exceed the maximum credit hours of enrollment permitted. Such a request must be submitted via email from the student's college-assigned email account prior to the first day of classes for an academic term. Approval of the request is at the discretion of the Dean of Curriculum and Instruction.

Students are responsible for monitoring their own academic record and performance. Failure to receive notification of academic standing or eligibility status does not nullify the terms of this policy. Students are expected to communicate with their Student Success Specialist and faculty regularly and to utilize student support services as recommended and available to maximize their potential for academic success and to remain in good standing. Available services include, but are not limited to, tutoring, academic advising, financial aid counseling, and assistance in identifying community support resources. Students are responsible for communicating with appropriate college financial aid personnel, veteran's benefits personnel, or other applicable college personnel regarding the impact the student's academic standing may have upon progress toward degree, financial obligations to the institution, or other consequences of the student's academic standing status.

A student who is placed on academic suspension who seeks reinstatement of eligibility for enrollment at the end of the suspension is responsible for submitting a written request via their college-assigned email account for consideration of reinstatement to

the Vice President for Academic and Student Affairs no later than 20 working days prior to the last date for enrollment in the academic term for which the student wishes to enroll. The Vice President for Academic and Student Affairs or designee shall be responsible for meeting with a student placed on academic suspension within 15 working days of a requested conference for consideration of reinstatement

The Office of the Registrar is responsible for reviewing student records after each academic term and determining the academic standing and eligibility status for enrollment in subsequent terms. The Registrar or designee notifies students in writing of any change in academic standing at least five working days prior to the start of the next academic term. This notice may be provided by an email to the student's college-assigned email account, U.S. mail, or the secure student information portal on the college's website at NPRC's discretion.

Student Rights and Responsibilities
(NPRC-3210: Student Rights and Responsibilities)

A student right is an entitlement granted to a student by NPRC or by local, state, or federal rules or laws applicable to citizens of the United States or enrollment in a post-secondary educational institution. A student responsibility is an obligation of a student to take certain actions or behave in a prescribed manner in their interactions with the College.

Submission of an application for admission to Northern Pennsylvania Regional College constitutes a voluntary and conscious decision on behalf of the applicant to accept the rights and responsibilities bestowed upon them upon acceptance as an admitted student and as outlined by the policies, procedures, rules, and regulations adopted by the NPRC Board of Trustees. Acceptance of the applicant represents the extension of the rights and responsibilities of the NPRC community and the accepted student's right to remain part of the community so long as the student fulfills the academic and behavioral expectations outlined in the policies and procedures identified within the Academic Policies and the Student Handbook.

Northern Pennsylvania Regional College students have the following rights:

- The right to access all public policies related to the College;
- The right to separate from the College at the student's discretion;
- The right to apply for re-admission per NPRC-3215 Admission and Enrollment Standards and Guidelines;
- The right to use technology as outlined in the Student Handbook and in policies related to technology use including, but not limited to, NPRC-5016 Laptop Acceptable Usage and NPRC-5017 Email Management.

- The right to freedom of speech under the First Amendment of the United States Constitution;
- The right to dress and groom in a manner that best represents themselves;
- The right to privacy of their educational records as determined by the Family Educational Rights and Privacy Act (FERPA) and NPRC-3240 Educational Rights and Privacy.

Northern Pennsylvania Regional College students have the following responsibilities:

- The responsibility to read and abide by all policies related to academics and student services as set forth in INDX-0010 Master Policy Index including, but not limited to, NPRC-3235 Behavioral Code of Conduct for Students; NPRC-3225 Academic Code of Conduct for Students; NPRC-3240 Educational Rights and Privacy; NPRC-3205 Nondiscrimination; and the NPRC Student Handbook;
- The responsibility to know the potential academic and financial consequences for separation from the College established by applicable policies including, but not limited to, NPRC-8015 Assessment, Payment, and Refund of Tuition and Fees and other series 8000 policies related to student financial aid, NPRC-3415 Administrative Withdrawal, and NPRC-3430 Academic Leave for Students;
- The responsibility to utilize technology in accordance with the technology policies including, but not limited to, NPRC-5017 Email Management and NPRC-5016 Laptop Acceptable Usage;
- The responsibility to express and exercise freedom of speech in a manner that is respectful and does not impede upon the educational experience of classmates, instructors, and guests and complies with the conditions set forth in NPRC-3235 Behavioral Code of Conduct for Students;
- The responsibility to ensure that dress and grooming do not disrupt the educational process of fellow students and instructors and complies with NPRC-3235 Behavioral Code of Conduct for Students.

Academic Code of Conduct for Students
(NPRC-3225: Academic Code of Conduct for Students)

NPRC students are expected to uphold and abide by standards of academic and ethical conduct that reflect and edify the College's mission, values, vision, philosophy, and goals. Any conduct which deviates from these standards of conduct may result in disciplinary action.

NPRC defines ethical academic behavior is the demonstration of integrity and honesty in academic interactions. Such behavior includes acting in ways consistent with what

society and individuals typically think are good values and includes adherence to moral principles including, but not limited to, honesty, fairness, dignity, respect for differing opinions, diversity, and individual rights. At NPRC, academic integrity includes, but is not limited to, the expression of original ideas, proper acknowledgement of sources, avoidance of plagiarism or cheating, maintenance of academic standards, independence of work product, and the accurate and honest reporting of results.

Plagiarism is the subsuming of another's ideas, words, or actions without giving credit to the owner of those ideas, words, or actions. Acts of plagiarism include, but are not limited to, representing the written, oral, mode of artistic expression, or computer-based work of another, including a past or present NPRC student, as a product of one's own thoughts or actions, whether the work is published or unpublished.

Cheating is the improper taking or giving of any information or material with intent to obtain an unfair advantage on an assessment or evaluation. Acts of cheating include, but are not limited to, copying from another student's exam or other written, oral, mode of artistic expression, or computer-based work product; allowing another student to copy from one's own exam or other written, oral, mode of artistic expression, or computer-based work product; using unauthorized materials including, but not limited to, notes, textbooks, formula lists, virtual or hard-copy sources of information, or electronic media or devices during a proctored or un-proctored evaluation or assessment of student learning; obtaining any part of an exam, assessment, or other evaluation before it has been released to the class; submitting the work of another individual or entity as one's own, including, but not limited to, work products purchased through online providers; and submitting the same project or paper in more than one course.

NPRC students are required to exemplify academic integrity and ethical academic behavior by

- Creating and expressing their own ideas in course work;
- Acknowledging all sources of information;
- Completing all assignments independently or acknowledging collaboration when permitted;
- Accurately reporting results when conducting one's own research;
- Completing all laboratory or other hands-on activities independently or acknowledging collaboration when permitted and accurately representing their own findings;
- Accurately reporting all time and activities completed through clinical, job-shadowing, internship, or other similar learning experiences;
- Submitting original work in response to assignments;
- Giving credit to other peoples' ideas;
- Avoiding all acts of plagiarism;
- Avoiding all acts of cheating;

- Avoiding use of fabricated, forged, or counterfeited information;
- Avoiding imitating or counterfeiting images, documents, signatures, or similar artifacts;
- Avoiding actions that obstruct or limit academic opportunities of other students by impeding their work or access to educational resources;
- Avoiding fraudulent actions including, but not limited to, providing any signature other than one's own on any College document, forging or altering the record of any grade in any educational record, knowingly presenting false information or misrepresenting one's own record, or knowingly providing false statements in any College proceedings;
- Completing all proctored and un-proctored evaluations and assessments of student learning in compliance with guidelines and instructions provided by their instructor(s); and
- Adhering to good values and moral principles.

Failure to adhere to the requirements above may result in a failing grade on the assignment(s), a failing grade in the course(s), or suspension or expulsion from the College.

Penalties for violations of the Academic Code of Conduct which occur within a single course shall be determined by the instructor of the course. Such penalties may include, but are not limited to,

- A lowered grade or a grade of zero on the evaluation, assessment, exam, or assignment affected by the violation; or
- Exclusion from further participation and an assignment or a grade of F in the course.

The Dean of Curriculum and Instruction may impose progressive disciplinary penalties for repeated violations of the Academic Code of Conduct which occur within a single course or in multiple courses. Progressive disciplinary penalties include, but are not are not limited to, suspension or dismissal from a program of study, suspension from the College, or expulsion from the College.

The College will not tolerate intentional false reporting of violations of the Academic Code of Conduct for Students. Intentional false reporting shall be considered a violation of the Academic Code of Conduct for Students and is subject to the same conduct processes and possible consequences as any other violation. Violations of the Academic Code of Conduct for Students conducted through electronic means are subject to the same conduct processes and possible consequences as any other violation. In most cases, the College will treat attempts to commit any violations listed in the Academic Code of Conduct for Students as if those attempts had been completed.

The outcome of a conduct hearing is part of the educational record of a student accused of a violation of the Academic Code of Conduct and is protected from release under the Federal Educational Right to Privacy Act except as required or permitted by federal or state law or through legal action by subpoena.

A penalty of Suspension or Expulsion shall result in the following:

- The separation of a student from courses, programs, and all College privileges for a definite time may be imposed by the conduct body through Suspension. A student under Suspension is ineligible to be present at any event, function, or class provided by the College other than a meeting or hearing related to the Suspension imposed by the conduct hearing body. In cases where the suspension prevents coursework, the College shall issue a grade of W indicating administrative withdrawal from the course(s) in which the student was enrolled. A student under Suspension shall be ineligible for any refund of tuition or fees. A student under Suspension must meet any conditions for readmission stated in the order of Suspension by the conduct body.
- The permanent separation of a student from courses, programs, and all College privileges and a barring of a student from being present at any College event or instructional activity may be imposed by the conduct body through Expulsion. A student under Expulsion is ineligible to be present at any event, function, or class provided by the College other than a meeting or hearing related to the Expulsion imposed by the conduct hearing body. A student under Expulsion is ineligible for readmission. A student under an order of Expulsion shall receive a grade of W indicating administrative withdrawal from the course(s) in which the student was enrolled and shall be ineligible for any refund of tuition or fees.

An accused student and any complainant(s) shall have the right to have a representative present at any point in the proceedings of this policy. The accused student and any complainant(s) must provide the notifying personnel or board with the full contact information of the representative at least three (3) working days prior to any conduct hearing or meeting. The College assumes no responsibility for providing any individual involved with a representative and no responsibility for any financial obligation incurred by the accused student or any complainant(s) in association with the representation or any other costs associated with the proceedings of this policy.

An accused student and any complainant(s) shall have the right to respond to an allegation of a violation of the Academic Code of Conduct by written statement. The accused student's response must be provided at least three (3) working days prior to any conduct hearing and per the timeline indicated for other proceedings within this policy.

An accused student and any complainant(s) shall have the right to request that the College call witnesses for any conduct hearing. Such a request must be made in writing

to the notifying personnel or board at least three (3) working days prior to the conduct hearing. The request must include full contact information for the requested witnesses.

An accused student and any complainant(s) shall have the right to present or request items of physical information to be used at any conduct hearing. The accused student and any complainant(s) are required to submit a list of these items and the source from which they must be procured if not in the student's possession. This list must be provided by the accused student and any complainant(s) to the notifying personnel or board at least three (3) working days prior to the conduct hearing.

The College reserves the right to request that its legal representative be present at any conduct hearing.

Suspensions and/or Expulsion shall become part of a student's permanent educational record and shall be released to any institution to which the student requests their NPRC official transcript or educational record be sent.

If an accused student fails to respond to notice at any stage of the Conduct Hearing Board's process, a ruling shall be issued, and any applicable consequences shall be enforced by the notifying person or board. The ruling shall be communicated by U.S. mail to the student's home address or electronically to the accused student's college-assigned email address within three (3) working days of the ruling. A copy of the ruling shall be provided to the offices of the President and the Vice President for Academic and Student Affairs. Such a disposition will be final; there will be no subsequent proceedings.

Whenever an allegation is made against a student for violating the Academic Code of Conduct in a single course, the faculty shall investigate the allegation in alignment with the following procedure and timeline:

- Within five (5) working days of an allegation or observation of an alleged violation, the faculty shall provide the Dean of Curriculum and Instruction and the accused student with written documentation of the incident, copies of relevant documents, and their decision concerning penalties to be assessed where a reasonable person would determine a violation occurred. This information shall be communicated by email attachment to official college-assigned email accounts.
- If the student disputes the faculty's conclusion or the penalty assessed, the student may appeal the decision with the Dean of Curriculum and Instruction in writing by letter or by email using their college-assigned email account within five (5) working days of receipt of the faculty's decision. The appeal may include additional information or evidence the student judges as relevant.

- Upon receipt of an appeal of a faculty's decision, the Dean of Curriculum and Instruction or designee shall review the information provided by the faculty and the student and provide the student and faculty with a decision regarding the appeal within five (5) working days of the appeal's receipt. The decision shall be communicated through official college-assigned email accounts.
- If the student disputes the decision of the Dean of Curriculum and Instruction or designee, the student may appeal the decision with the Vice President for Academic and Student Affairs. The Vice President for Academic and Student Affairs shall review the information from all parties and provide the student, faculty, and Dean of Curriculum and Instruction or designee with a decision regarding the appeal within five (5) working days of the appeal's receipt. The decision of the Vice President for Academic and Student Affairs shall be final. The decision may be communicated through official college-assigned email accounts or by U.S. mail. No additional appeals shall be accepted. No record shall be kept for allegations that are dismissed during the appeal's process.
- The Office of the Dean of Curriculum and Instruction shall retain records of any allegations for which a penalty is assessed for two (2) years from the date of the final decision.
  - If no additional incidents occur which result in the assessment of a penalty within two (2) years, the record shall be destroyed.
  - If additional incidents occur in single courses for which penalty(ies) is/are assessed, records of previous incidents shall be considered for progressive disciplinary action which may include recommendation for suspension or expulsion from the College.

Whenever an allegation is made against a student for successive violation(s) of the Academic Code of Conduct in a course or courses or a violation related to a broader programmatic assessment or evaluation is alleged, the Dean of Curriculum and Instruction or designee shall investigate the allegation in alignment with the following procedure and timeline:

- Within seven (7) working days of the allegation of a violation, the Dean of Curriculum and Instruction or designee shall review all information associated with the allegation and information concerning any other recorded incidents and shall provide the Vice President for Academic and Student Affairs with a written report summarizing the findings and providing a recommendation of the penalty to be imposed.
- Within seven (7) working days of receipt of the report from the Dean of Curriculum and Instruction or designee, the Vice President for Academic and Student Affairs shall provide the student and the Dean of Curriculum and Instruction or designee with a decision concerning the allegation, findings, and any penalty to be imposed, including, but not limited to, suspension or expulsion.

The decision shall be communicated through official college-assigned email accounts.

- If the student disputes the decision of the Vice President for Academic and Student Affairs, the student may appeal the decision of the Vice President for Academic and Student Affairs by providing written notice, through hard copy or use of their college-assigned email account, to the President's office within five (5) working days of receipt of the decision. Upon receipt of such an appeal, the President shall, within five (5) working days, appoint a Conduct Hearing Board from the group of trained employees. The Conduct Hearing Board shall not include individual(s) involved in the proceedings, including but not limited to, complainant(s), witnesses, or interested parties. The Conduct Hearing Board shall be composed of the Director of Enrollment Management and Student Success, a currently enrolled student, the Chief of Staff or Registrar, and a Student Success Specialist. In coordination with the members of the hearing board, the Director of Enrollment Management and Student Success, who shall be designated as Chair of the Conduct Hearing Board, shall convene the board and conduct a hearing within ten (10) working days of the board's formation. Notice of the hearing shall be provided to the student by mail to the student's home address or electronically to the student's college-assigned email address at least three (3) working days prior to the conduct hearing. Upon conclusion of the conduct hearing, the Chair of the Conduct Hearing Board shall communicate the board's ruling. The ruling shall be by simple majority and shall be communicated by letter by U.S. mail to the student's home address or electronically to the accused student's college-assigned email address within three (3) working days of the hearing. A copy of the ruling shall be provided to the offices of the President and the Vice President for Academic and Student Affairs. Such a disposition will be final; there will be no subsequent proceedings.

No record shall be kept for allegations that are dismissed during the appeal's process. The Office of the Dean of Curriculum and Instruction shall retain records of any allegations for which a penalty less than suspension or expulsion is imposed for two (2) years from the date of the final decision. If no additional incidents occur which result in the assessment of a penalty less than suspension or expulsion within two (2) years, the record shall be destroyed. If additional incidents occur in single courses for which a penalty less than expulsion is imposed, records of previous incidents shall be considered for progressive disciplinary action which may include recommendation for expulsion from the College.

Notice shall be issued to all parties involved in a complaint by the same timeline and by the same personnel or board as that of the accused student.

Behavioral Code of Conduct for Students
(NPRC-3235: Behavioral Code of Conduct for Students)

The following definitions are utilized by NPRC within the Behavioral Code of Conduct for Students:

- Hazing is the imposition of any task or behavior on an individual that causes physical or emotional distress to that individual to gain acceptance into a group or activity sanctioned by the College. Hazing includes, but is not limited to, physical abuse; exposure to extreme temperatures; forcible consumption of liquids or solids; excessive mental stress; sleep deprivation; verbal abuse; or subservience.
- Stalking is repetitive, menacing pursuit, following, harassment, or interference with the peace or safety of a member of the community or any of the immediate family members of the community through face-to-face or electronic means, including, but not limited to, text messaging or use of social media.
- A Hostile Environment includes any situation in which there is harassing conduct that is sufficiently severe, pervasive, and objectively offensive that it alters the conditions of the college environment or its activities, from the perspective of an alleged victim's and a reasonable person's viewpoint.
- Sexual misconduct includes sexual harassment; non-consensual sexual intercourse or sexual contact or attempts to commit same; and sexual exploitation.
  - Sexual harassment is unwelcome, verbal or physical conduct related to the sex or gender-identity of a person which is sufficiently severe, pervasive, and objectively offensive that unreasonably interferes with or deprives someone of access, benefits, or opportunities provided by the College. Sexual harassment includes, but is not limited to, unwelcome sexual advances or requests for sexual favors.
    - Quid Pro Quo exists when there are unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature and submission to or rejection of such conduct results in action which adversely affects the outcome of the college environment or activity.
    - Retaliatory Sexual Harassment is any action taken against a person because of the person's participation in a complaint or investigation of discrimination or sexual misconduct such that the action adversely affects the outcome of the college environment or activity.
  - Non-consensual Sexual Intercourse is any sexual intercourse (anal, oral or vaginal), however slight, with any object, by a man or a woman upon a man or a woman, without consent.

- Consent is informed, knowing, and voluntary. Consent is active; silence, in and of itself, cannot be interpreted as consent. Consent can be given by words or actions, provided those words or actions create mutually understandable permission regarding the conditions of sexual activity. Consent to one form of sexual activity does not imply consent to other forms of sexual activity. Previous relationships or consent does not imply consent to future sexual acts. Consent may not be procured by use of physical force, compelling threats, intimidating behavior or coercion. Consent may not be granted by someone you know to be or should be able to know to be mentally or physical incapacitated by alcohol or drug use.
  - Non-consensual Sexual Contact is any intentional sexual touching, however slight, with any object, by a man or a woman upon a man or a woman, without consent.
  - Sexual Exploitation occurs when a student takes non-consensual or abusive sexual advantage of another for his or her own advantage or benefit, or to the benefit or advantage of anyone other than the one being exploited, and the behavior does not otherwise constitute another form of sexual misconduct. Examples include, but are not limited to, prostituting another student; non-consensual video or audio-recording of sexual activity; going beyond the boundaries of consent (such as permitting a friend to hide in a closet to watch you having consensual sex); engaging in voyeuristic behavior; or knowingly transmitting a sexually transmitted disease to another student.

NPRC students are expected to uphold and abide by standards of conduct that reflect and edify the College's mission, values, vision, philosophy, and goals. Any conduct which deviates from these standards of conduct may result in disciplinary action. Violations of federal, state, and local laws are contrary to the behavioral expectations of NPRC students and are considered as infractions of the behavioral code of conduct. If an alleged offense occurs over which the College has jurisdiction, or an alleged offense occurs which may impact the safety of other students, staff, faculty, or administrators, disciplinary consequences may be imposed upon the alleged offender through the college's student conduct proceedings. The College reserves the right to refer any suspected criminal activity to the appropriate law enforcement agency and to suspend the conduct process until any outside investigation has been completed. While the conduct process is suspended, the accused student may be placed on temporary suspension and may lose access to college services and activities. Upon resolution of the outside investigation, the conduct process shall resume under the timeline as outlined in the policy statement. The College reserves the right to consider information

gathered by outside authorities and any actions that result from criminal or civil litigation or investigation as part of the conduct process.

NPRC students are to exemplify honesty and integrity in their interactions with fellow students, instructors, staff, and administrators. Behaviors that demonstrate a lapse of honesty and integrity include, but are not limited to,

- Acts contrary to NPRC-3225 Academic Code of Conduct for Students;
- Action or inaction in collusion with a wrongdoer or which fails to discourage a known or obvious violation of college policy or law;
- Knowingly furnishing false, falsified, or forged information to any member of the college community, including falsification or misuse of documents, accounts, records, identification or financial instruments;
- Violations of positions of trust or authority within the college community; and
- Tampering with the election of any college-recognized student organization.

NPRC students are to honor and value their college community. Behavior that violates this value includes, but is not limited to,

- Misuse of access privileges to any facility or space in which academic or business processes of the College occurs;
- Abuse or fraudulent use of the College's name, identity, or image;
- Intentional and unauthorized taking of college property or personal or business property of a member of the college community at any facility or space in which academic or business processes of the College occurs;
- Knowingly taking possession of stolen property;
- Intentional and unauthorized destruction of college property or personal or business property of a member of the college community at any facility or space in which academic or business processes of the College occurs;
- Misuse of college equipment, technology resources, network, passwords, account or information, including, but not limited to,
  - Use of technology resources to send harassing or abusive messages,
  - Use of technology resources to interfere with the work of other members of the college community,
  - Unauthorized access to a file or personal or group account,
  - Interference with the normal operation of the College's technology resources,
  - Use of technology resources to promote points of view contrary to the mission and values of the College,
  - Unauthorized transfer of data, and
  - Use of another individual's identification and password;

- Gambling in any form, including, but not limited to, the use of playing cards, dice, or online gaming sites. Exceptions (subject to local and state statutes) may be granted by the President or designee for raffles or drawings that benefit recognized college organizations;
- Possession of firearms, explosives, and other weapons, including, but not limited to, BB/pellet guns, slingshots, sharp-edged instruments (such as swords or knives), and dangerous chemicals, is prohibited at any facility or space in which academic or business processes of the College occurs except as permitted by law; and
- Violations of state or local fire or emergency policies, including, but not limited to, failure to evacuate any facility or space in which academic or business processes of the College occurs during a fire or other emergency alarm; improper use of fire safety or other emergency equipment at any facility or space in which academic or business processes of the College occur; or tampering with or improperly engaging a fire or other emergency alarm at any facility or space in which academic or business processes of the College occurs.

NPRC students are expected to adhere to the values of social justice, equality and respect for difference and diversity. Behaviors that demonstrate a violation of this expectation include, but are not limited to,

- Discrimination, intimidation, harassment, or bullying;
- Malicious, callous, or reckless disregard for the welfare of another human being;
- Disruption of college operations, including, but not limited to, obstruction of teaching, administration, or other college activities;
- Obstruction of freedom of movement by community members or visitors;
- The knowing failure of any organized group to exercise preventive measures relative to violations of this Behavioral Code of Conduct for Students by members;
- Abuse, interference, or failure to comply in college processes, including conduct hearing or abuse of the conduct system, including, but not limited to,
    - Failure to attend meetings scheduled for conduct code administration purposes;
    - Falsification, distortion, or misrepresentation of information;
    - Failure to provide information or destruction or concealment of information during an investigation of an alleged policy violation;
    - Attempting to discourage an individual's proper participation in, or use of, the conduct system; and
    - Harassment or intimidation of a member of a conduct body prior to, during, or after a conduct proceeding; failure to comply with the sanctions imposed by the conduct system; or influencing or attempting to influence another person to commit an abuse of the Behavioral Code of Conduct for Students.

NPRC students are expected to show respect for each other, for property, and for the community. Behavior that violates this value includes, but is not limited to,

- Threatening or causing physical harm, verbal abuse, or other conduct which threatens or endangers the health or safety of any person;
- Hazing;
- Violence between those in an intimate relationship with each other;
- Stalking;
- Sexual misconduct, including, but not limited to, sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, or sexual exploitation;
- Unauthorized use of video or audio recording devices at an instructional or administrative site or while attending college-related functions;
- Failure to comply with directions of college officials, law enforcement officers, or emergency responders during the performance of their duties or failure to identify oneself to these persons upon request; and
- Use of all tobacco products, including cigarettes, pipes, cigars, smokeless or vapor cigarettes, chewing tobacco or snuff, at any instructional or administrative site or at any college function except as permitted in designated outside areas.

NPRC students are awarded and accept a high level of responsibility as role models. Behavior that violates this value includes, but is not limited to,

- Use, possession, or distribution of alcoholic beverages, except as expressly permitted by law and NPRC-3230 Drug and Alcohol Use, including possession or consumption by those under the age of 21; providing alcohol to those under the age of 21, possession of a common source container (empty or full) for alcohol; driving under the influence; or public intoxication.
- Use, possession, or distribution of narcotics or other controlled substances or drug paraphernalia, except as permitted by law.
- Abuse or misuse of prescriptions or over-the-counter medications.
- Assisting in the violation of college policies or public laws.
- Violations of federal, state, or local laws which affect the interests of the college community.
- Violations of other published college policies or rules.
- Intentionally or recklessly causing a fire which damages instructional or administrative sites or personal property, or which causes injury to any member of the college community.

The College will not tolerate intentional false reporting of violations of the Behavioral Code of Conduct for Students. Intentional false reporting shall be considered a violation of the Behavioral Code of Conduct for Students and is subject to the same conduct processes and possible consequences as any other violation. Violations of the

Behavioral Code of Conduct for Students conducted through electronic means are subject to the same conduct processes and possible consequences as any other violation. In most cases, the College will treat attempts to commit any violations listed in the Behavioral Code of Conduct for Students as if those attempts had been completed.

The outcome of a conduct hearing is part of the educational record of the accused student and is protected from release under the Federal Educational Right to Privacy Act except as required or permitted by federal or state law or through legal action by subpoena.

Whenever a complaint is made against any student for misconduct, the College shall investigate the allegations in alignment with the following procedure and timeline:

- An initial investigation concerning the allegations presented shall be made within five working days of the complaint by the Director of Enrollment Management and Student Success or designee.
- If the investigation results in a recommendation against proceeding, the Director of Enrollment Management and Student Success or designee shall provide the Vice President for Academic and Student Affairs with a written summary of the complaint and recommendation for resolution within three days of the conclusion of the investigation.
- If the investigation results in a finding of cause to proceed, additional information, including, but not limited to, documents or testimony may be gathered and a written summary of the complaint, information collected, and recommendation for a hearing shall be provided to the Vice President for Academic and Student Affairs within seven working days of the complaint. In this case, a written notice of the complaint will be delivered to the accused student in person in a meeting with the Director of Enrollment Management and Student Success; by mail to the home address of the accused student; and/or electronically to the accused student's college-assigned email address. The letter of notice will include a brief description of the incident alleged, cite the policy or policies the accused student is alleged to have violated, and identify possible consequences if the accused student is found in violation, and communicate the relevant procedures for resolution of the complaint. The letter of notice will direct the accused student to contact the Director of Enrollment Management and Student Success within three working days of receipt to respond to the complaint, meet with the Director of Enrollment and Student Success or designee (virtually or in person) to discuss the nature of the complaint and the conduct process, and indicate in writing to the Director of Student Enrollment and Student Success whether the accused student admits or denies the allegations of the complaint.
  - If the accused student admits to the violation, the Director of Student Enrollment and Student Success or designee will impose appropriate sanctions and notify the student in writing by mail to the student's home address or electronically to the accused student's college-assigned email

address. Such a disposition will be final; there will be no subsequent proceedings, unless the sanctions include suspension or expulsion. In that case, the accused may request a meeting with the Vice President for Academic and Student Affairs on the issue of sanctions only. Such a meeting must be requested in writing by the student within three working days of receipt of notice of suspension or expulsion. The resulting meeting shall be held within ten working days of receipt of the accused student's request. Notice of the meeting shall be provided by mail to the student's home address or electronically to the accused student's college-assigned email address. The Vice President for Academic and Student Affairs shall issue a ruling in writing to the student by mail to the student's home address or electronically to the student's college-assigned email address within ten days of the meeting. The student may appeal the decision by following the appeals process outlined in the policy statement.

o   If the accused student does not admit to the violation(s), the complaint shall be referred for a hearing by the Vice President for Academic and Student Affairs. Notice of the hearing shall be provided to the accused student through mail or their college-assigned email account within three working days of receipt of the accused student's written response to the complaint. The hearing shall be held within seven working days of receipt of the referral. After the hearing, the Vice President for Academic and Student Affairs will notify the accused student of his or her decision in writing including any sanctions imposed as a result. Such notice will be provided by mail to the student's home address or electronically to the accused student's college-assigned email address within three working days of the hearing. The student may appeal the decision of the Vice President for Academic and Student Affairs by following the appeals process outlined in the policy statement.

The student may appeal the decision of the Vice President for Academic and Student Affairsby providing written notice to the President's office within five days of receipt of the written decision. As a result, the President shall, within five days, appoint a conduct hearing board. For all matters other than those addressing Title IX action, the Conduct Hearing Board shall be composed of the Dean of Curriculum and Instruction, the Director of Enrollment Management and Student Success, a currently enrolled student, the Chief of Staff or Registrar, and a Student Success Specialist. For allegations related to Title IX actions, the Conduct Hearing Board shall be composed of the Director of Enrollment Management and Student Success, the Dean of Curriculum and Instruction, and the Chief of Staff or Registrar. In coordination with the members of the hearing board, the Director of Enrollment Management and Student Success, who shall be designated as Chair of the Conduct Hearing Board, shall convene the board and conduct a hearing

within ten days of the board's formation. Notice of the hearing shall be provided to the student by mail to the student's home address or electronically to the student's college-assigned email address at least three working days prior to the conduct hearing. Upon conclusion of the conduct hearing, the Chair of the Conduct Hearing Board shall communicate the board's ruling. The ruling shall be by simple majority and shall be communicated by letter by mail to the student's home address or electronically to the accused student's college-assigned email address within three working days of the hearing. A copy of the ruling shall be provided to the offices of the President and the Vice President of Academic and Student Affairs. Such a disposition will be final; there will be no subsequent proceedings.

If an accused student fails to respond to notice at any stage of the hearing process, a ruling shall be issued and any applicable consequences enforced by the notifying person or board. The ruling shall be communicated by mail to the student's home address or electronically to the accused student's college-assigned email address within three working days of the ruling. A copy of the ruling shall be provided to the offices of the President and the Vice President of Academic and Student Affairs. Such a disposition will be final; there will be no subsequent proceedings.

Notice shall be issued to all parties to a complaint by the same timeline and by the same personnel or board as that of the accused student.

An accused student and any complainant(s) shall have the right to have a representative present at any stage of the hearing process. The accused student and any complainant(s) must provide the notifying personnel or board with the full contact information of the representative at least 72 hours prior to any conduct hearing or meeting. The College assumes no responsibility for providing any individual involved with a representative and no responsibility for any financial obligation incurred by the accused student or any complainant(s) in association with the representation or any other costs associated with the hearing process.

An accused student and any complainant(s) shall have the right to respond to an allegation of misconduct by written statement. The accused student's response must be provided to the Director of Enrollment Management and Student Success at least 72 hours prior to any conduct hearing or meeting.

An accused student and any complainant(s) shall have the right to request witnesses be called by the College for any conduct hearing or meeting. Such a request must be made in writing to the notifying personnel or board at least 72 hours prior to the conduct hearing or meeting. The request must include full contact information for the requested witnesses.

An accused student and any complainant(s) shall have the right to present or request items of physical information to be used at any conduct hearing or meeting. The accused student and any complainant(s) are required to submit a list of these items and the source from which they must be procured if not in the student's possession. This list must be provided by the accused student and any complainant(s) to the notifying personnel or board at least 72 hours prior to the conduct hearing or meeting.

The College reserves the right to request that its legal representative be present at any conduct hearing or meeting.

At any stage of the conduct process, members of the conduct hearing board or other personnel may consider previous allegations of conduct violations and their resolutions if they indicate a possible pattern of behavior in the current case.

The Director of Enrollment Management and Student Success, Conduct Hearing Board, or Vice President of Academic and Student Affairs (referred to as the conduct body) may impose any of the following sanctions upon any student found to have violated the Behavioral Code of Conduct for Students:

- A Written Warning may be issued to the accused student that the accused student has been found in violation of the Behavioral Code of Conduct for Students. The notice shall inform the accused student that continued misconduct will result in further conduct action. The notice shall be communicated by mail to the student's home address and electronically to the accused student's college-assigned email address and shall become part of the student's educational records as maintained by the Registrar.
- A Written Reprimand for violation of the Behavioral Code of Conduct for Students may be issued to the accused student. The Written Reprimand shall place the accused student on probation for a designated time not less than one academic term and not more than three academic terms and includes the probability of more severe sanctions if the accused student is found to be in violation of any institutional policies during the probationary period.

An accused student who is on probation is ineligible to hold any office or leadership role in any college organization or activity or represent the College at any event.

An accused student who is on probation may be restricted from attendance at specific events, enrollment in specific courses or at specific instructional sites, or denied use of specified equipment or instructional technology.

The separation of a student from courses, programs, and all college privileges for a definite time may be imposed by the conduct body through Suspension. A student

under Suspension is ineligible to be present at any event, function, or class provided by the College other than a meeting or hearing related to the Suspension imposed by the conduct hearing body. In cases where the suspension prevents coursework, the College shall issue a grade of W indicating administrative withdrawal from course(s) in which the student was enrolled. A student under Suspension shall be ineligible for any refund of tuition or fees. A student under Suspension must meet any conditions for readmission stated in the order of Suspension by the conduct body.

The permanent separation of a student from courses, programs, and all college privileges and a barring of a student from being present at any college event or instructional activity may be imposed by the conduct body through Expulsion. A student under Expulsion is ineligible to be present at any event, function, or class provided by the College other than a meeting or hearing related to the Expulsion imposed by the conduct hearing body. A student under Expulsion is ineligible for readmission. A student under an order of Expulsion shall receive a grade of W indicating administrative withdrawal from course(s) in which the student was enrolled and shall be ineligible for any refund of tuition or fees.

Suspensions and/or Expulsion shall become part of a student's permanent educational record and shall be released to any institution to which the student requests their NPRC official transcript or educational record be sent.

Academic Right of Privacy (FERPA)
(NPRC-3240 Educational Rights and Privacy)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student educational records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are defined as eligible students.

All current and past NPRC students are eligible students, regardless of age. As such, FERPA eligible students have the right to

- Inspect and review their individual education records maintained by the College;
- Request that the College correct records which they believe to be inaccurate or misleading.

Eligible students are responsible for monitoring their educational records for accuracy and for requesting correction to a record they believe to be inaccurate or misleading. Such a request may be submitted in writing to the Registrar or designee by hard copy letter or email using the student's college-assigned email address. The Registrar or

designee is responsible for processing requests for correction of records within twenty working days of the request's receipt. Processing includes collection of pertinent associated information, electronic notice of the College's decision regarding the request, and completion of any resulting revision of the eligible student's records. An eligible student who disagrees with the Registrar's decision concerning a submitted request for correction to a record believed to be inaccurate or misleading, may submit a written appeal by following the formal appeals process provided by NPRC-3260 Student Grievance and Complaint. After the hearing, if the College still decides not to amend the record, the eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

If an eligible student requests correction to a record they believe to be inaccurate or misleading and the College decides not to amend the record, then the eligible student then has the right to a formal hearing. After the hearing, if the College still decides not to amend the record, the eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

The College is not required to provide eligible students with copies of their individual education records unless, for reasons such as great distance, it is impossible for the eligible students to review the records. The College may charge a fee for copies.

The College must have written permission from an eligible student through FORM-0010 FERPA Release to release any information from that student's educational record. A copy of FORM-0100 may be obtained from a Student Success Specialist by request submitted via the student's college-assigned email account.

Exceptions for disclosure of those records without consent are permitted by FERPA to the following parties or under the following conditions:

- College officials who have a legitimate educational interest;
- Other post-secondary institutions to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Those individuals authorized by their assigned job duties to view student information in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the College;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific law of the Commonwealth of Pennsylvania.

Directory information refers to a student's name, address, telephone number, date and place of birth, honors and awards, dates of attendance, or other similar data. The College may disclose directory information as defined by this policy concerning an eligible student without consent. The College shall identify information to be disclosed

prior to any such disclosure. Directory information may be released through mechanisms including, but not limited to, the College's website, published Dean's lists, nominations for student awards, and job-related or educational recommendations for students. Eligible students may request the College not disclose directory information about them during the application process or by request at any time thereafter. Upon receipt of such a request, the College shall cease disclosure of directory information. Any directory information disclosed prior to the receipt of the request shall be part of the public record. Eligible students who agree to the disclosure of directory information during the College's application process but subsequently change their decision are responsible for submitting a request to have the information withheld. Such a request may be made in writing to the Registrar by hard copy letter or by email using the student's college-assigned email account.

The College shall notify eligible students annually of their rights under FERPA. The College may provide electronic or hard copy notification within the College catalog and/or student handbook.

Individuals have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is as follows:

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

Student Grievance and Complaint
(NPRC-3260 Student Grievance and Complaint)

For purposes of this section, NPRC utilizes the following definitions:

- A student is any individual enrolled in any courses(s) of instruction offered by NPRC.
- A working day is any Monday through Friday, excluding College holidays designated on the Academic Calendar.
- "Academic" to refer to credit-bearing classes, courses, programs of study, and all activities involved directly in this area.
- "Non-academic" to refer to activities of the College and College personnel which are not directly related to credit-bearing classes, courses, and programs of study.
- "Section 504" to refer to Section 504 of the Rehabilitation Act of 1973 as amended.
- "ADA" refers to the Americans with Disabilities Act of 1990 as amended.

Northern Pennsylvania Regional College asserts that students deserve to be treated fairly and to have complaints addressed in a timely and judicious manner. Therefore, any NPRC student who believes that he or she has been treated unfairly within the College may file a grievance. When a student believes he or she has been treated unfairly, that student is entitled to have his or her complaint addressed in a timely and judicious manner. It is a student's responsibility to follow the guidelines of this policy statement and the procedures and timelines when filing a complaint.

All members of NPRC's administration, faculty, staff, and student body are responsible for treating one another fairly. NPRC encourages students, faculty, and staff to resolve conflicts and complaints at the lowest administration level possible. All members of NPRC's administration, faculty, staff, and student body are responsible for honestly and honorably addressing conflicts and complaints when attempting to resolve them at the lowest level. When a conflict or complaint cannot be satisfactorily resolved informally among the parties directly involved, the student may address the conflict through a formal complaint that proceeds through the Institutional Grievance Process. The Institutional Grievance Process is divided into three (3) basic categories involving Students: Student Academic Grievances, Student Non-Academic Grievances, and Section 504/ADA Grievances.

Student Academic Grievance: NPRC follows the procedure established and provided in this section to provide a means of resolving student academic grievances at the lowest administrative level fairly and expeditiously. This procedure is used most often to appeal a course grade the student believes to be unjustified, though it can also be used to resolve other academic issues. If the alleged grievance does not involve a faculty member or academic course, the student's grievance or appeal shall go directly to the Dean of Curriculum and Instruction. Infringements of the Academic Code of Conduct for Students are not handled through this Grievance process, but through the process delineated in NPRC-3225: Academic Code of Conduct for Students.

The Student Academic Grievance process most often applies to complaints of unfairness in the assignment of final grades in a course. Responsible parties within the Student Academic Grievance process generally include the following: the Student; one or more Faculty; the Dean of Curriculum and Instruction or the Registrar; the Vice President for Academic and Student Affairs; and the President. Detailed responsibilities and timelines are contained in the Student Academic Grievance Procedures.

Student Academic Grievance Procedures: A student who chooses to contest his or her final grade in a course must initiate the academic grievance process prior to the deadline for submission of progress grades for the first four weeks, as published on the academic calendar, during the full academic term following the term in which the grade was awarded. Students may submit a grade appeal in writing by letter or by email using their college-assigned email account.

Formal complaints or grievances on other academic issues must be initiated within thirty (30) working days of the event or action under the complaint. Students may submit an appeal on other academic issues in writing by letter or by email using their college-assigned email account.

Students must follow the academic grievance process as outlined by the following:

- Initiation of a complaint requires the student to confer with the faculty member or other academic personnel involved in the complaint to resolve the issue at the lowest level. This conference should be conducted within ten (10) working days of initiation through an in-person or virtual meeting or by email between the parties involved using college-assigned accounts. The faculty or other academic personnel involved are required to retain documentation concerning the content of the conference and its conclusion.
- If the issues cannot be resolved satisfactorily at the first, informal level, the student shall provide a written description of the unresolved grievances by email from a college-assigned account to the Dean of Curriculum and Instruction or Registrar (depending upon the nature of the complaint). The Director of Enrollment Management and Student Success is responsible for assisting the student in determining which administrator is appropriate if the student is uncertain. The Dean of Curriculum and Instruction or Registrar will conduct an inquiry and attempt to resolve the matter impartially and quickly. The process detailed by 4.3.2 must be concluded within ten (10) working days of the date the grievance was received by the Dean of Curriculum and Instruction or Registrar. The Dean of Curriculum and Instruction or Registrar shall communicate their decision to the student through their college-assigned email account and retain all related information.
- If the grievance is not resolved during the process detailed above, the student may forward a copy of the grievance and all relevant correspondence to the Vice President for Academic and Student Affairs through a written letter sent through U.S. mail or via a college-assigned email account within ten (10) working days of the decision's issuance. The Vice President for Academic and Student Affairs or designee will investigate and attempt to resolve the issue. The process must be concluded within ten (10) working days of the date the grievance was received by the Vice President for Academic and Student Affairs. The Vice President for Academic and Student Affairs shall communicate their decision to the student and Dean of Curriculum and Instruction or Registrar as applicable via college-assigned email accounts and shall retain all related information.
- If the grievance is not resolved during the process detailed in 4.3.3, the student may appeal to the President. The written appeal may be sent by U.S. mail or using a college-assigned email account and must be received by the Office of the President within ten (10) working days of the decision's issuance. If warranted, the President shall appoint a hearing panel consisting of a student, a faculty

member, and a staff person from departments/areas not involved in the grievance within fifteen (15) working days of receipt of the grievance in the President's Office. If a hearing panel is appointed, the parties involved in the grievance shall be allowed to submit written documentation concerning the problem, may be present at all hearing sessions, and shall be given the opportunity to provide additional oral information on their behalf.

- The appointed hearing panel shall convene within fifteen (15) working days of appointment with notice sent at least seven (7) working days prior to the convening to all parties involved through U.S. mail or college-assigned email accounts. Upon completion of the hearing, the panel shall forward a written recommendation to the President. This document shall include findings of fact and the basis for the panel's recommendation. Having received the hearing panel's recommendation and all written documentation involved in the issue, the President or designee shall issue his or her decision. The decision of the President or designee is final.

All decisions may be communicated through U.S. mail or by college-assigned email accounts. Failure of College personnel to respond within ten (10) working days, at any level prior to the Presidential level in the procedure, permits the student to proceed to the next step.

Student Non-Academic Grievance: NPRC follows the procedure established and provided in this section to provide a means of resolving student non-academic grievances at the lowest administrative level in a fair and expeditious manner. Infringements of the Behavioral Code of Conduct for Students are not handled through this Grievance process but through the process delineated in NPRC-3235: Behavioral Code of Conduct for Students.

Student Non-Academic Grievance Procedures: Formal complaints or grievances on non-academic issues must be initiated within thirty (30) working days of the event or action under the complaint. Students may submit an appeal on non-academic issues in writing by letter or by using their college-assigned email account.

Students must follow the non-academic grievance process outlined by the following:

- Initiation of a complaint requires the student to confer with the faculty member or other personnel involved in the complaint to resolve the issue at the lowest level possible. This conference shall be conducted within ten (10) working days of initiation through an in-person or virtual meeting or by email between the parties involved using college-assigned accounts. The faculty or other personnel involved are required to retain documentation concerning the content of the conference and its conclusion.
- If the issue cannot be resolved satisfactorily at this first, informal, level, the student shall provide a written description of the unresolved grievance(s) by

email from a college-assigned email account to the appropriate Director/Dean/Registrar (depending upon the nature of the complaint). The Director of Enrollment Management and Student Success is responsible for assisting the student in determining which administrator is appropriate if the student is uncertain. The Director/Dean/Registrar that the unresolved grievance was submitted to will conduct an inquiry and attempt to resolve the matter impartially and quickly. The process detailed by 4.2.2 must be concluded within ten (10) working days of the date the grievance was received by the Director/Dean/Registrar. The Director/Dean/Registrar that the unresolved grievance was submitted to shall communicate their decision to the student through their college-assigned email account and retain all related information.

- If the grievance is not resolved during the process detailed, the student may forward a copy of the grievance and all relevant correspondence to the Vice President for Academic and Student Affairs or the Chief of Staff by U.S. mail or using a college-assigned email account within ten (10) working days of the decision's issuance. The Vice President for Academic and Student Affairs, the Chief of Staff, or a designee will investigate and attempt to resolve the issue. The process detailed in the step above must be concluded within ten (10) working days of the date the grievance was received by the Vice President for Academic and Student Affairs or the Chief of Staff. The Vice President for Academic and Student Affairs or the Chief of Staff shall communicate their decision to the student and Dean/Director/Registrar as applicable via college-assigned email accounts and shall retain all related information.

- If the grievance is not resolved during the process detailed in the step above, the student may appeal to the President. The written appeal may be sent by U.S. mail or using a college-assigned email account and must be received by the Office of the President within ten (10) working days of the decision's issuance. If warranted, the President shall appoint a hearing panel consisting of a student, a faculty member, and a staff person from departments/areas not involved in the grievance within fifteen (15) working days of receipt of the grievance in the President's Office. If a hearing panel is appointed, the parties involved in the grievance shall be allowed to submit written documentation concerning the problem, may be present at all hearing sessions, and shall be given the opportunity to provide additional oral information on their behalf.

- The appointed hearing panel shall convene within fifteen (15) working days of appointment with notice sent at least seven (7) working days prior to the convening to all parties involved through U.S. mail or college-assigned email accounts. Upon completion of the hearing, the panel shall forward a written recommendation to the President. This document shall include findings of fact and the basis for the panel's recommendation. Having received the hearing panel's recommendation and all written documentation involved in the issue, the President or designee shall issue his or her decision. The decision of the President or designee is final.

All decisions may be communicated through U.S. mail or by college-assigned email accounts. Failure of College personnel to respond within ten (10) working days, at any level prior to the Presidential level in the procedure, permits the student to proceed to the next step.

Section 504 and ADA Grievance: It is the policy of NPRC not to discriminate on the basis of disability. Therefore, the College has adopted an internal grievance procedure providing for the resolution of disputes when a student believes he or she has been denied equal access in the form of disability-related accommodations, modifications, auxiliary aids, or effective communication, or has suffered discrimination as described in Section 504 of the Rehabilitation Act of 1973 as amended (Section 504) and the Americans with Disabilities Act of 1990 as amended (ADA). Individuals with disabilities who request academic accommodations for courses must register with Disability Support Services (DSS) and must provide authoritative documentation of the disability for which accommodations are sought. Any student registered with DSS who believes he or she has been subjected to discrimination on the basis of disability may file a grievance under this procedure.

The general academic and non-academic grievance procedures for students which apply to all students, are available to students with disabilities. Section 504 and ADA Grievance procedures are additional procedures for complaints related specifically to services and accommodations for students with disabilities provided through Disability Support Services.

The Student Non-Academic Grievance process often, though not always, applies to complaints of unfairness in the handling of alleged infringements of the Behavioral Code of Conduct for students. Responsible parties within the Student Non-Academic Grievance process generally include the following: the Student; one or more Student Affairs Staff; the Director of Enrollment Management and Student Success; the Vice President for Academic and Student Affairs; and the President. Detailed responsibilities and timelines are contained in the Student Non-Academic Grievance Procedures.

The Section 504 and ADA Grievance is an internal grievance procedure for students providing for the resolution of disputes concerning equal access by means of disability-related accommodations, modifications, auxiliary aids, or effective communication, or for anyone who has suffered discrimination as described in Section 504 of the Rehabilitation Act of 1973 as amended (Section 504) and the Americans with Disabilities Act of 1990 as amended (ADA). Responsible parties include the student who requests accommodations; faculty teaching applicable courses; staff involved in the administration of those courses; the Disability Services Coordinator; the Director of Enrollment Management and Student Services; the Vice President for Academic and Student Affairs; and the President. Detailed responsibilities and timelines are contained in the Section 504 and ADA Grievance Procedures.

<u>Section 504 and ADA Grievance Procedures</u>: If a student has difficulty with academic adjustments or modifications approved by Disability Support Services and would like to file a grievance, he or she must follow the process outlined by the following:

- The student must schedule an appointment with the Disability Services Coordinator (also known as ADA Coordinator). The student will meet with the Disability Services Coordinator to discuss the issues involved and attempt to resolve the problem. The Disability Services Coordinator may involve the instructor in resolution meetings. The process for resolution at this level is to be completed within five (5) working days of the initial appointment with the Disability Services Coordinator.
  - o If the problem is resolved to the satisfaction of the student, the matter is closed, and records of the issue and how it was addressed are kept with the student's file in the Office of Disability Support Services.
- If the student is not satisfied with the outcome of process in the step above, the student may proceed with the grievance by completing the "Section 504 and ADA Grievance Form for Course-Related Accommodations for Students with Disabilities". The completed form must be submitted by U.S. mail or by email using his or her college-assigned email account to the Director of Enrollment and Student Success (or Dean of Students, when that position is integrated – this position will be referred to as the Director/Dean throughout the remainder of the procedure) within ten (10) working days of the resolution that does not satisfy the student.
  - o The Director/Dean will determine whether the issue is appropriate for the Grievance Procedure for Students with Disabilities or whether it should be addressed through other institutional practices/policies which have their own appeal processes.
    - ▪ If it is determined that the issue is not appropriate for this grievance, the student will be referred to the proper mechanism for resolution.
    - ▪ If the Director/Dean determines that the issue is appropriate for this grievance procedure, he or she shall investigate the complaint. This investigation will be informal but thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint (i.e., students, staff, faculty). During such investigation, every reasonable effort will be made to protect the privacy of all parties, but confidentiality cannot be guaranteed.
  - o The Director/Dean will issue a written decision on the grievance, including the validity of the complaint and a description of the resolution, if any, no later than thirty (30) working days after its filing via college-assigned email accounts and shall retain all related information.
- If the student is not satisfied with the outcome of the meeting detailed in process in the step above with the Director/Dean, the Director/Dean will advise the

student that he or she must contact the Vice President for Academic and Student Affairs (VPASA) to request a formal review.

- The student may initiate a formal review of the grievance by submitting a statement in writing via U.S. mail or by using a college-assigned email account to the VPASA within ten (10) working days of the date of the Director/Dean's written decision. The written statement must include why the specific accommodations granted were not considered to be reasonable or effective, a copy of the Director/Dean's response, and why the student is not satisfied with the resolution or lack thereof.
  o Upon receipt of the timely request for a formal review, the VPASA will review the matter, allowing all interested parties an opportunity to submit relevant information, statements, and documentation. During such review, every reasonable effort will be made to protect the privacy rights of all parties, recognizing that confidentiality cannot be guaranteed.
  o After the investigation is completed, the VPASA will issue a final written decision regarding the grievance within thirty (30) working days. The decision of the VPASA is final.

When the complaint concludes with a discrimination finding in favor of the student that results in an unfair final grade, the student should refer to NPRC-3245 Assignment and Use of Grades, 5.5.4. It is the student's responsibility to initiate a grade change request in these circumstances by providing written notice of the request to the Registrar within ten (10) working days of the issued notice of a favorable finding regarding a discrimination complaint or grievance. The written notice may be communicated through letter by U.S. mail or by use of a college-assigned email account. All decisions may be communicated through U.S. mail or by college-assigned email accounts.

Student Handbook

Northern Pennsylvania Regional College is committed to providing students with a quality, affordable education. The Northern Pennsylvania Regional College (NPRC) Student Handbook supports our commitment by providing students with guidance for the day-to-day academic life. The handbook is a roadmap of the steps needed to maximize student success and minimize frustration. NPRC's primary focus is helping students pursue their educational and career goals. Students are encouraged to become familiar with the important resources, including student services information, academic information, staff directory, and a policy index, provided within the handbook.

The student handbook provides students with abbreviated supplementary information from the College Catalog and NPRC web site. While every effort is made to ensure the accuracy of the information provided herein, NPRC reserves the right to update the policies, rules, guidelines, and standards of conduct at any time and as necessary in the interest of the College and its students.

Questions about the information contained within the handbook may directed to any of the personnel identified below:

Jennifer Cummings-Tutmaher
Director of Student Enrollment and Success
jcummings@rrcnpa.org
814-230-9010

Melinda Saunders
Dean of Curriculum and Instruction
msaunders@rrcnpa.org
814-230-9010

Lori McNeal
Registrar
lmcneal@rrcnpa.org
814-230-9010

Student's will receive instruction on how to access the student handbook upon admission and enrollment with NPRC.

Personnel

NPRC has a team of dedicated Trustees, Administrators, Faculty, and Staff who ensure that the mission of NPRC is followed and that the needs of students and local communities are met within that mission.

Board of Trustees

NPRC's Board of Trustees is the governing body of the College. It is made up of school administrators, community education council officials, business leaders, and government officials from across the nine-county service area. Board meetings are scheduled on the second Friday of each month.

Mrs. Kate Brock, Board Chairperson
Executive Director, Community Education Center of Elk and Cameron Counties, St. Marys, PA
Mrs. Amanda Hetrick, Board Vice-Chairperson
Superintendent, Forest Area Schools, Tionesta, PA
Mr. Hank LeMeur, Board Secretary
President/CEO, Superior Tire and Rubber Corp., Warren, PA
Ms. Mary Bula, Trustee
Director, Erie Together, Erie, PA
Mr. Andrew Foyle, Trustee
President, H&H Machined Products, Erie, PA
Mr. Robert Kaemmerer, Trustee
Vice President, United refining Company, Warren, PA
Mr. Greg Mahon, Trustee
Budget/Policy Director, Office of the Senate Pro Tempore, Harrisburg, PA
Dr. Richard McDowell, Trustee
President Emeritus, University of Pittsburgh at Bradford, Bradford, PA
Mr. Douglas Morley, Trustee
Commissioner, Potter County, Coudersport, PA
Mrs. Susan Snelick, Trustee
Executive Director, Workforce Development Solutions for North Central Pennsylvania, Ridgway, PA
Mr. Kevin Sprong, Trustee
Director, Crawford County Career and Technical Center, Meadville, PA
Honorable Mary Jo White, Trustee
Retired State Senator, PA General Assembly, Oil City, PA
Mr. Dennis Wilke, Trustee
Chairman, Precision Manufacturing Institute, Pittsburgh, PA

President's Office

Joseph T. Nairn, D.Mgt., Founding President
president@rrcnpa.org
814-230-9010
Ann M. Nelson, Executive Assistant to the President, Liaison to the Board of Trustees
anelson@rrcnpa.org
814-230-9010, Ext. 520
General Administration Email
generaledministration@rrcnpa.org

President's Cabinet

Linda M. Fleming, Ph.D., Chief of Staff and Interim Vice President for Academic and Student Affairs
lfleming@rrcnpa.org
814-230-9010, Ext. 515
Raymond Pring, Jr., J.D., Vice President for Finance and Administration
rpring@rrcnpa.org
814-230-9010, Ext. 518

Academic Administration/Staff

Melinda Saunders, Dean of Curriculum and Enrollment
msaunders@rrcnpa.org
814-230-9010, Ext. 514
Lori McNeal, Registrar
lmcneal@rrcnpa.org
814-230-9010, Ext. 511
Regina Russell, Information Systems Technician/Proctor Specialist
rrussell@rrcnpa.org
814-584-0067
Kelsey Kirkpatrick, Assistant to VP for Academic and Student Affairs
kkirkpatrick@rrcnpa.org
814-230-9010, Ext. 5072

Student Services Administration/Staff

Jennifer Cummings-Tutmaher, Director of Enrollment and Student Success
> *jcummings@rrcnpa.org*
> *814-230-9010, Ext. 513*

Dannielle Nebinski, Assistant Director of Enrollment and Student Success
> *dnebinski@rrcnpa.org*
> *814-584-0001*

Steve Carr, Student Success Specialist
> *scarr@rrcnpa.org*
> *814-584-0002*

Jocelyn Hamilton Bash, Student Success Specialist
> *jhamiltonbash@rrcnpa.org*
> *814-603-1229*

Jeanne Morley, Student Success Specialist
> *jmorley@rrcnpa.org*
> *814-230-0003*

Amy Rowe
> *arowe@rrcnpa.org*
> *814-482-1617*

Admissions General Email
> *admissions@rrcnpa.org*

Student Life General Email
> *studentlife@rrcnpa.org*

Finance and Administration

Lisa Pecora, Assistant to VP for Finance and Administration
> *lpecora@rrcnpa.org*
> *814-598-3220*

Lori Swick, Financial Services Specialist
> *lswick@rrcnpa.org*
> *814-230-9010*

Gary Sawtelle, Director of Information Technology
> *gsawtelle@rrcnpa.org*
> *814-230-9010, Ext. 516*

Regina Russell, Information Systems Technician/Proctor Specialist
> *rrussell@rrcnpa.org*
> *814-584-0067*

Technology Resource Assistance Email
> *helpdesk@rrcnpa.org*

Workforce Development and Training

Aldo Jackson, Ph.D., Executive Director of Erie Operations, Workforce Development
ajackson@rrcnpa.org
814-779-4096
Terry Hinton, Workforce Development Specialist
thinton@rrcnpa.org
814-482-1634
Maryanne Chaffee, Administrative Assistant
mchaffee@rrcnpa.org
814-584-0066
Workforce Development General Email
workforcedev@rrcnpa.org

Marketing and Public Relations

Abigail Petrosky, Marketing and Public Relations Coordinator
apetrosky@rrcnpa.org
814-230-9010, Ext 517
Marketing and Public Relations General Email
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Full-Time Faculty

Benjamin Blood, Instructor of English
bblood@rrcnpa.org
814-230-9010
Ron Pollock, Instructor of Natural Science
rpollock@rrcnpa.org
814-230-9010
Leigh Anne Kraemer-Naser, Instructor of Early Childhood Education
lkraemer@rrcnpa.org
814-230-9010
Frank O'Connell, Instructor of Manufacturing Technology
foconnell@rrcnpa.org
814-230-9010

Part-Time Faculty
Fall 2017-Present

Business Administration
John Abplanalp
Lisa Banner
Micki Brown
James Carlson
Sandy Craft
David Fair

Criminal Justice
Jessica Hotchkiss
David Sloan

Early Childhood Education
Kim Evans
Sandi Field
Alexa Phelps
Meg Walck

English
Doug Allen
Cat Amick
Jim Murphy
Jake Murzynski
Martha Rogus
Meg Walck

Fine Arts
Adam Brooks

History
Paul Herzig

Mathematics
Natalie Miller-Martini
Joe Komorek
Sarah Boser

Natural Sciences
Lindsey Dahl
Amber Stilwell

Philosophy
David Parrott
Siby Thomas

Political Science
Ernest Hartwig

Psychology
DeAnna Brooks
Carla Cummings
Michael Stahlman
Emily Wachter

Sociology
Briana Pocratsky
Siby Thomas

Speech
A.J. Meeker
Brian Kuzman

Getting Help

NPRC's footprint, encompassing a nine-county region roughly the size of Delaware, draws together a student body of individuals with diverse backgrounds, local cultures, and educational goals. NPRC is committed to honoring the unique educational journey of the individual and emphasizes the importance of student-centric practices in the everyday activities of those who provide student support and instruction.

Our administration, faculty, and staff are invested in fostering student success. The NPRC team prioritizes assisting students as they navigate the college experience on their path to personal success. Key personnel within the NPRC community responsible for instructional and student support services are identified below. Students are encouraged to reach out to these individuals with questions and concerns.

Student Success Specialists

A Student Success Specialist is often the first person from the College that students meet face-to-face. NPRC's Student Success Specialists, often referred to as SSSes, are strategically assigned within our nine-county footprint. They provide one-stop services associated with activities such as recruitment, advising, registration, navigating the financial aid process, and completing an academic program. The SSS walks the student through the educational process from start to finish in order to promote individual educational goals, including program completion. At the start of a student's journey, an SSS helps the student complete the application for admission and, for students seeking assistance with payment, the financial aid application(s). The SSS helps the student choose a major and create their academic schedule. The SSS lends assistance with resolving situations relating to registration and enrollment. SSSes touch base with students at midterms to discuss student academic progress and to connect students with any needed services such as technology, library, or tutoring services. They connect students with a variety of NPRC collaborative community support organizations, including sources for child care options, Career Link contacts, and social service agencies. As a student nears the fulfillment of their educational plan, the SSS assists with the application for graduation and celebrates the milestone life event of those awarded degrees and certificates alongside family and friends at Commencement.

Director of Enrollment and Student Success

The Director of Enrollment and Student Success supervises the Student Success Specialists. This NPRC administrator is responsible for support services provided through the Office of Disability Services. Veterans are encouraged to contact the Director of Enrollment and Student Success for answers regarding their concerns and questions. The Director of Enrollment and Student Success administers the Behavioral Code of Student Conduct and is the first point of contact for student support services. Students are encouraged to reach out to the Director with any questions or concerns related to student life or enrollment.

Proctors

NPRC's model of instructional delivery links students to their instructors via interactive classrooms that are equipped with audio and video technology. Course instruction at a site other than the site of live instruction is monitored by a proctor. Proctors support student learning by ensuring uninterrupted delivery of instruction; providing students with necessary instructional materials; administering and supervising assessments to assure academic integrity; and addressing student questions related to the instructional site's rules and procedures, including safety concerns. At the first meeting of class each term, students are greeted by proctors who provide them with course syllabi and connect them with their peers and instructor. Proctors answer questions related to instructional site practices and resolve concerns with the use of NPRC's instructional delivery technology. Students are instructed to provide their instructor and proctor with notice concerning absence from any class session.

Faculty

NPRC student learning is guided by dedicated professionals with discipline-specific expertise. Course instructors are a valuable resource for academic information. They are a source of advising and mentoring. Full-time instructors maintain in-person and virtual posted office hours during which students are encouraged to seek guidance concerning their educational plans and additional assistance with challenging coursework. Part-time and full-time faculty may be reached by email or phone. Students are encouraged to review their course syllabi for hours of availability and complete contact information. Faculty are eager to maximize academic success for students and frequently arrange in-person or virtual conferencing to lend assistance. Students are encouraged to communicate with their faculty as frequently as necessary using their college-assigned email account.

Dean of Curriculum and Instruction

NPRC's Dean of Curriculum and Instruction supervises the faculty and oversees the curriculum and teaching-learning process. In addition to administering the Academic Code of Student Conduct, the Dean of Curriculum and Instruction is the first contact for academic concerns. Students are encouraged to contact the Dean with any questions related to instructors or the teaching-learning process.

Registrar

The Registrar is the NPRC administrative contact for student record information. The Registrar processes applications for admission and graduation. All documents Associated with a student's official transcript are the responsibility of the Office of the Registrar. Course registrations and payments of tuition and fees are processed through the Office of the Registrar. Students are encouraged to carefully monitor their college-assigned email accounts for important information related to their academic and enrollment status as communicated by the Office of the Registrar.

Learning Resources

What students learn in the classroom setting is very important, but so is the learning that students do out of class. The generally-accepted rule of thumb is that students should expect to spend at least two hours out of class for every hour spent in class studying and working on the skills being taught in the class.

Textbooks, other learning tools, and library resources are used to expand the knowledge and skill base of the student taking college courses. Other resources, including direct tutoring and online academic support, are often of great value to students as they learn new information and skills.

Textbooks and Other Learning Tools

Students are expected to have access to textbooks and various other learning tools for use in successfully completing their classes. A complete list of books and materials required for a class is listed in the course syllabus, but NPRC recognizes that students need to know what books and materials are required prior to the first day of class. Therefore, complete textbook information, including NPRC online bookstore price, title, author, and ISBN number, is available for students to review when they are choosing courses for the following term whenever possible. On occasion, some of the information is not available immediately, especially when publishers are in the process of updating a textbook. In those circumstances, NPRC updates the information as soon as the college or the college bookstore receives it.

Students can purchase textbooks and other required supplies through the online college bookstore; however, students are not required to purchase through that site. Because NPRC supplies the complete textbook information to students prior to the semester in which the course is offered, students may "shop around," and find the most economical way to fulfill their textbook needs.

Some booksellers provide rental options for textbooks as well as sales. NPRC will, where possible, notify students of the possibility of textbook rental.

In some cases, textbooks may be available in the "reserved" sections of area public libraries, or even in the open stacks, for students to use freely. NPRC is working with public libraries to expand textbook and other learning resource access potential for students throughout the college service area.

Tutoring and Online Academic Support Services

Students sometimes need assistance beyond that of the instructor in the classroom and the textbook to understand and develop the knowledge and skills necessary to succeed in a course. Faculty are available for one-on-one conversations and explanations during office hours and by electronic communication. However, students may need or want more time, and/or more sustained assistance than faculty office hours can provide. NPRC will assist students with finding potential tutors and/or other academic assistance where possible. Because of the decentralized nature of NPRC's delivery of course content to students across a large service area, a traditional tutoring center providing in-person face-to-face tutoring of students is unavailable. Instead, NPRC utilizes a variety of tutoring systems and opportunities, which may include any of the following:

- Virtual tutoring in real-time using technology,
- Online tutoring,
- Limited face-to-face small-group or individual tutoring,
- Tutoring provided through collaboration with local education providers,
- Peer-tutoring, and
- Other tutoring opportunities identified within the service region.

Student Success Specialists are available to guide students to the resources available in various locations.

Using Library Resources

- **Online resources**: Library resources are available to NPRC students throughout NPRC's service area primarily through online access. These databases are available to students through NPRC's web portal for students.

- **Local Public Libraries**: NPRC collaborates with public libraries throughout the service area in order to provide students with a local resource close to home where they can find support. Local libraries can provide help by providing access to certain databases, as well as books and computers. Interlibrary loan, whereby public libraries can borrow physical copies of books for patrons from public and educational libraries throughout the Commonwealth and beyond, is available to NPRC students. Local libraries are also able to put materials "on reserve" for use within the library. When appropriate, NPRC uses this service on behalf of students.

- **Library Specialist**: A specialist in library, research, and reference services may be available to consult with students on their research needs via email, video-conference, and/or phone. The specialist may work with faculty to ensure that each program of study has sufficient resources available to students for the academic work needed in their discipline and helps develop bibliographies and other materials helpful to students in each program of study at NPRC.

Using Technology Resources

- **Productivity Tools:** Every student who registers at NPRC receives a Microsoft Office 365 Student account. This account gives the student access to the web versions of Microsoft Word, Excel, PowerPoint, and Outlook. Once registration is completed, the student will receive an email address and a password by U.S. mail or to their personal email address at NPRC's discretion.
- **Loaner Equipment:** A limited number of laptops, graphing calculators, and other technology resources are available for use to enrolled students each academic term. If a student receives any loaner equipment from NPRC, the student will be required to complete FORM-5016 Computer Loan Agreement. Students should contact their Student Success Specialist if they are in need.
- **Student Information System:** Students receive access to the EmpowerSIS sttudent portal. Students may check items such as their schedule, grades, payments due, and financial aid status by logging into the secure portal.
- **Learning Management System:** NPRC uses the BrightSpace Desire-2-Learn (D2L) learning management system. With D2L, students have access to assignments, course syllabi, and many other tools online. To access D2L, go to https://nprc.brightspace.com.
- **Wi-Fi Access:** At NPRC course delivery sites, Wi-Fi access is provided by the hosting site. The site proctor provides access information upon request.

Access to these resources is contingent on the student completing registration, including acknowledging acceptance of the following NPRC policies:

- NPRC-5010 Security of Information Technology
- NPRC-5015 Technology Resources Acceptable Use
- NPRC-5016 Laptop Acceptable Use
- NPRC-5017 Email Management

Getting Help with Technology Resources

Each of the above technology resources has a robust help system designed to help students find information and use the tools. If further assistance is needed, the IT Department can be reached by sending an email to helpdesk@rrcnpa.org.

Non-Credit Workforce Development

Non-credit workforce training encompasses continuing education, professional training, customized training for business and industry, and various certificates of completion. The pre-requisites for these trainings vary based on the program requirements and many do not require proof of prior education or experience.

Non-Credit Training Programs

The Workforce Development Division of Northern Pennsylvania Regional College has a portfolio of classes that provides technical training to students. Classes are delivered live by interactive, instructional television at various locations across our nine-county service area. These offerings are geared toward high-demand occupations and other identified industry needs. Technical skills areas include Emergency Medical Services, industrial electricity, industrial maintenance, precision machining, and manufacturing. For more information, visit https://regionalcollegepa.org/workforce-development/.

Commercial Truck Driver

Northern Pennsylvania Regional College's Workforce Development Division has partnered with PA Pride, LLC, to provide commercial truck driving training in Cameron, Elk, Forest, McKean, Potter, and Warren Counties. There are three trainings available – CDL Class A Program, CDL Class A Tanker and Hazmat Program, and CDL Class A Oil and Gas Safety Program. These programs are also included on the Certified TAA/WIOA Training Providers List of the Pennsylvania Commonwealth Workforce Development System. For more information, visit https://regionalcollegepa.org/commercial-truck-driver/.

Customized Training

The Workforce Development Division at Northern Pennsylvania Regional College is committed to providing regional business and industry training opportunities unique to their work place. We subscribe to the idea of the "right training, for the right people, for the right reason." Through partnership with business and industry, NPRC can customize courses to address specific needs by assigning instructors whose experience aligns with your industry and scheduling classes at the student's convenience. For more information, visit https://regionalcollegepa.org/customized-training/.

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