COLLEGE CATALOG

NORTHERN PENNSYLVANIA REGIONAL COLLEGE

REGIONALCOLLEGEPA.ORG

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Welcome and Navigation

Welcome to the Northern Pennsylvania Regional College (NPRC) Catalog. You may navigate this catalog through our website by clicking on the PDF file for the college catalog and scroll through the pages as you would a printed book. You may also request a copy from a Student Success Specialist or the Office of the Vice President for Academic and Student Affairs.

Authorization Statement

Northern Pennsylvania Regional College is authorized by the Pennsylvania Department of Education to grant Associate degrees and certificates in the Commonwealth of Pennsylvania, 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 existed 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, the 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 began operating as an independent institution in January 2020.

Nondiscrimination Statement

The College shall not discriminate and prohibits discrimination against any student based upon race, color, religion, national origin, ancestry or place of birth, sex, gender identity or expression, perceived gender identity, sexual orientation, disability, use of a service animal due to disability, marital status, familial status, genetic information, veteran status, age, or other classification protected by applicable law in matters of admissions, student services, or in the services, programs, or activities that it operates.

The College prohibits retaliation against any person who in good faith reports a violation of this policy, provides information in an investigation of a potential violation, or otherwise engages in protected activity under the law.

The College shall provide reasonable accommodations for qualified students and employees with identified disabilities consistent with the requirements of the Americans with Disabilities Act, Sections 503 and 504 of the Rehabilitation Act, and other federal, state and local laws and regulations.

Title IX Compliance Statement

The College shall comply with the requirements of Title IX of the Education Amendments of 1972 and the Jeanne Clery Act 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.

Welcome from the President

One of our students said it best, Northern Pennsylvania Regional College is not a place, it is people. And on behalf of the College, I am pleased to welcome you to our learning community where access and affordable excellence are hallmarks of our institution.

At NPRC, we pride ourselves on how we prepare our students to be lifelong learners, leaders in their fields, 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. We are here to help you 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 student, 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. Our faculty and staff will help you to think critically, to master complex skills, and to prepare for the workforce of today and the future.

Thank you for joining us at Northern Pennsylvania Regional College. Here at NPRC you are an important member of a learning community in which you will gain the knowledge and skills necessary for you and our communities to thrive.

We are excited that you are here!

Joseph T. Nairn, D.Mgt.
Founding President

Mission, Values, and Identity

Our mission is to provide affordable and accessible postsecondary education to the residents of northern Pennsylvania.

We value

- Lifelong and organizational **learning** by encouraging and fostering continuous learning and intellectual curiosity among all those served by the College.
- **Compassion** by providing and maintaining a welcoming and understanding environment that embraces the diversity of our students and meet their needs, regardless of age, experience, ability, and background.
- **Inspiration** by striving to empower those served and equip them with curiosity, hope, and courage.
- **Integrity** through authentic, honest, reliable, and responsible service, while holding fast to its mission.
- **Innovation** through its uniquely adaptive delivery model and organizational structure in order to best serve students and overcome logistical and educational barriers.
- **Community** by growing connections, promoting engagement, and fulfilling community goals within each community and instilling this value in its students and employees.

Our identity

- We serve 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 using 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.
- 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.
- Our future is bright because we fill a unique niche in the way in which we deliver post-secondary education and workforce development to our region. Our dedicated, highly qualified, and passionate trustees and staff are true partners in ensuring our students' success in school and in life.

Together, the mission, values, and identity statements focus the attitudes, principles, and activities of students and all those who serve students.

General Education

We are committed to providing general education foundational to the development of the qualities, skills, and abilities associated with college-educated adults. All academic degree programs include general education courses whose content, expectations, objectives, and learning outcomes embody the general education components. Major courses within each academic degree program shall apply the knowledge, skills, attitudes, and abilities established by the general education foundational courses.

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 encourage life-long learning and fosters intellectual curiosity.

Northern Pennsylvania Regional College's general education components

- Communication is the accurate and appropriate use of verbal and written language to explain, discuss, facilitate, and comprehend the exchange of relevant knowledge, which includes information technology, critical thinking, and information literacy.
- 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

Certificate and associate degree programs must include a full complement of general education foundational course requirements appropriate to the level of the degree.

The Associate of Arts (AA) and Associate of Science (AS) degrees require a minimum of 27 credit hours of coursework in general education, which is composed of general education foundational courses which may be 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 emphasize professionalism throughout the curriculum.

The Associate of Applied Science (AAS) degrees require a minimum of 15 credit hours of coursework in general education unless otherwise required by the program's accrediting agency. 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 emphasize professionalism throughout the curriculum. Other general education coursework required by the degree may be related to the specific occupational career area.

Certificate degrees require a minimum of six credit hours of coursework in general education. Required general education foundational courses shall include at least one course whose focus is communication, at least one course whose focus is reasoning, address and assess respect for diversity within at least one required course, and emphasize professionalism throughout the curriculum.

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 works 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 faculty are directly responsible for the assessment of student learning, including assessment of the general education components, and of course and program goals. The Dean of Curriculum and Instruction, under the direction of the Vice President of Academic and Student Affairs, is responsible for administrative oversight of the assessment of student learning.

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 a Certificate or an Associate degree;
- A documented, organized, and sustained assessment process conducted by faculty to evaluate the extent of and improve student learning as it relates to established institutional, program, and course 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.

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 that may impact 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

NPRC covers a regional footprint that includes Cameron, Crawford, Elk, Erie, Forest, McKean, Potter, Venango, and Warren Counties. Community locations are utilized to deliver class instruction at multiple sites across this nine-county region via live instruction using interactive video technology.

The NPRC Administrative Offices are in Warren, PA. These offices provide services including, but not limited to, Office of the President, Academic and Student Affairs, Registrar, Financial Aid, 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 in Erie, PA.

Some instructional locations within the region, known as hubs, are staffed by Student Success Specialists or full-time faculty who serve as the main point of contact for students. They assist with admissions, applications for financial aid, class schedule advising, and anything else that may come up during a student's time with NPRC.

Figure 1. NPRC Administrative Office and Instructional Sites (below) is a comprehensive list of all sites where classes are delivered. NPRC's interactive map can be found on our website at regionalcollegepa.org.
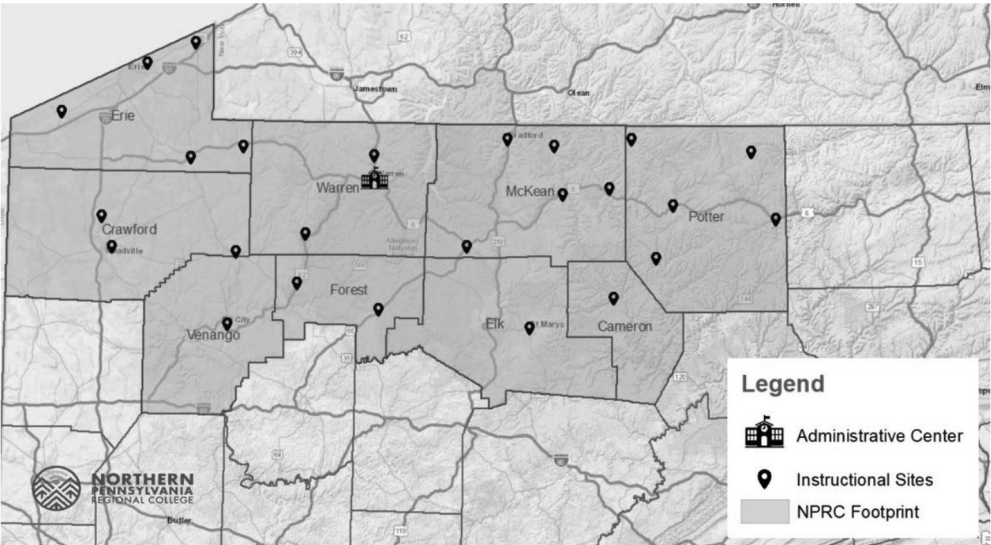
Figure 1. NPRC Administrative Office and Instructional Sites

Figure 2. 15-mile Radius Around Each Instructional Site (below) depicts a 15-mile radius around each site (sites are shown as black dots and each circle represents a 15-mile radius). Students may attend classes at any of these sites.
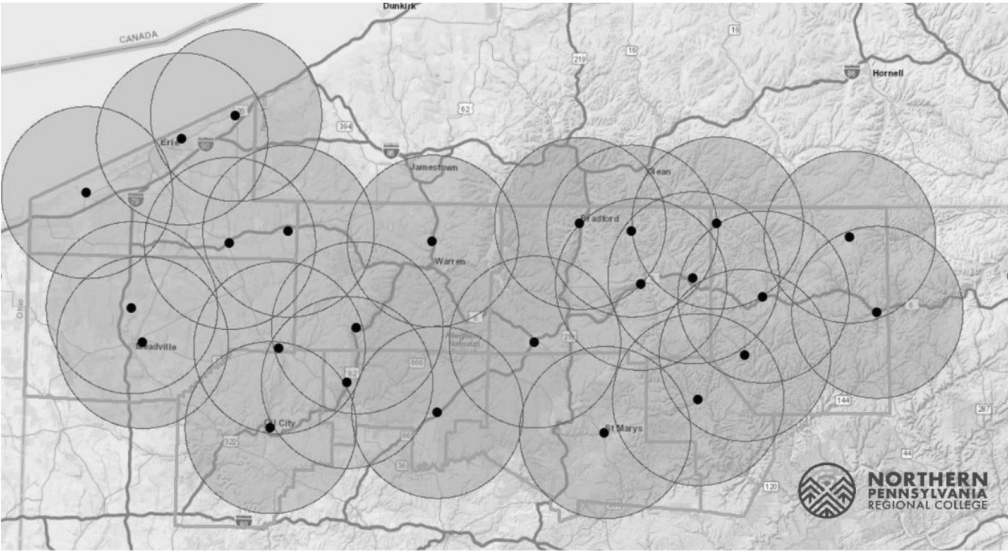
Figure 2. 15-mile Radius Around Each Instructional Site

Table 1. 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 Ave., Emporium, PA 15834
Community Education Center of Elk and Cameron Counties*	4 Erie Avenue, #200, 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 St., Marienville, PA 16239
Galeton Area School	25 Bridge Street, Galeton, PA 16922
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 Main Street, Bradford, PA 16701
Northern Potter Junior/Senior High School	763 Northern Potter Rd, 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 Rd, Saegertown, PA 16433
Smethport Area Junior/Senior High school	414 South Mechanic Street, Smethport, PA 16479
Tidioute 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, Warren, PA 16365
West Forest School	22318 Route 62, Tionesta, PA 16353

*HUB Site – please visit our website regionalcollegepa.org for SSS information.

Understanding Academic Programs

Academic programs at NPRC provide students with a pathway to employment or transfer to baccalaureate programs through courses designed to provide a foundation and develop knowledge and skills needed in a variety of disciplines.

Programs of Study

A program of study is an academic program offered for credit that provides a focused approach to earning a degree, certificate degree, or credential. NPRC offers programs of study in the following areas: Applied Technology, Business Administration, Criminal Justice, Early Childhood Education, Liberal Studies, Social Science, and General Education.

Programs of Study may 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, which includes information technology, critical thinking, and information literacy.

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 and specialization courses include those courses that provide knowledge and skills directly related to a student's chosen discipline or technical field.

Pre-College-Level Preparation and Support Instruction

To ensure that students have the greatest opportunity for success in gateway freshman-level English and mathematics courses, NPRC employs corequisite support courses for math, reading, and writing. Each support course provides students with a two-credit hour learning experience. These courses provide students with concurrent just-in-time instruction aligning with course content in the first college-level writing and mathematics courses. All students are automatically enrolled in the appropriate support courses corresponding to their enrollment in mathematics and English courses.

Students whose prior educational experience or established skill sets indicate the support courses may not be essential may request exemption based on their scores from the ACT

or SAT-1. Additionally, students who earned their high school diploma within the past three years may request exemption based on their GPA. Students who completed high school more than three years ago or earned their high school equivalency or GED may request a free assessment of their mathematics, writing, and reading levels through application of the Next Generation Accuplacer. Based on the results of this testing, these students may be eligible to request exemption from one or more support courses. Refer to Getting Started catalog section for specifics regarding exemption eligibility.

Degrees Awarded

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

All Associate degrees require a minimum of 60 credit hours and 18-30 months of full-time study for completion. All Certificate degrees require a minimum of 30 credit hours and 12-18 months of full-time study for completion.

The **Associate of Arts** degrees offered include Liberal Studies and Social Sciences. Both degrees are primarily intended for students planning to transfer to a four-year college or university to pursue a baccalaureate degree. The Associate of Arts degree provides a strong foundation for entry-level employment in various organizations and agencies.

The **Associate of Science** degrees offered include Business Administration and 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 help them transfer to a four-year program.

The **Associate of Applied Science** degrees (AAS) offered include Early Childhood Education and Applied Technology with a specialization in Industrial Maintenance Technology. These degrees 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 their chosen field immediately after graduation. Many AAS degrees embed requirements needed for students to attain industry-recognized credentials within the program.

Certificate degrees

Certificate degrees typically provide students with intensive training in a specialized field. The credits that students earn to receive a certificate can often be used toward earning an Associate degree. NPRC's Certificate of General Studies provides students the opportunity for a benchmark credential through a subset of courses required by any of the four Associate of Arts or Science degrees. Students who earn a General Studies Certificate degree may choose to continue their studies at NPRC, seek transfer to another institution, or seek entry-level employment.

Graduation Requirements

To successfully complete a Credential, Certificate degree, or Associate degree, students must:

- Successfully complete all coursework and meet all requirements for the Associate or Certificate degree;
- Earn an overall institutional GPA of 2.00 or higher; and
- Earn at least 25% of the credit hours required for completion through enrollment in NPRC coursework.

Students completing associate degrees are eligible to participate in the next available graduation ceremony provided all requirements for graduation have been met, or remaining

unmet requirements include only courses that await posting of final grades. Students must submit a completed application for graduation to the Office of the Registrar prior to the published deadline.

Diplomas and transcripts may be released when the recipient has no outstanding financial obligations to the College.

Graduating with Honors

To graduate with honors, a student completing associate degrees must earn an overall institutional GPA of 3.00 or higher and have earned at least 50% of the required credit hours through enrollment in NPRC coursework.

Classes – Instructional Models

- **Lecture and Discussion-based Classes**: The dominant instructional model for classes is real-time, live instruction of students by an instructor located in one of several classrooms connected by video-conferencing technology. Students interact with faculty and other students in 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 are generally taught using a combination of real-time, live instruction through video-conferencing technology and in-person laboratory instruction.
- **Field Experiences, Practicums, and Capstones**: Some programs of study require students to observe or experience workplace activities. Students must complete these learning experiences at college-approved sites.

Prerequisites and Corequisites

- 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.
- Corequisites are two or more courses that must be taken concurrently to complement and support the objectives of both classes.

Courses and Schedules

The master schedule of courses offered each semester is listed on the College website at https://regionalcollegepa.org/class-schedule.

Descriptions of all courses are listed in the College catalog and on the Course Description pages at https://regionalcollegepa.org/course-descriptions/. Course descriptions include course alphabetical codes and numbers (course identifiers), titles, number of credit hours earned, any prerequisite or corequisite course(s) required, and a brief narrative description. The master schedule assigns each class a section number identifying its meeting dates, times, and available locations.

Choosing courses and making a schedule begins with students reviewing their program of study progress with their assigned Student Success Specialist. Student Success Specialists assist students in making effective 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

Associate Degrees

Students 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 Applied Technology
- Associate of Applied Science in Early Childhood Education

Certificate Degrees

Students may choose to pursue the following academic certificate:

- Certificate Degree in General Studies

Credentials

Students may choose to complete coursework to prepare them to pursue the following credential:

- Child Development Associate (CDA) Credential

Workforce Development Courses

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 program information, course descriptions, and a detailed schedule of offerings, visit https://regionalcollegepa.org/workforce-development/.

Program Sequencing

Each academic program at NPRC has recommended program sequencing based on the student's part- or full-time commitment, corequisite requirements, and the term of entry. Students should speak to their Student Success Specialist about the best structure and degree planning path.

Transfer Considerations

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. To maximize progress toward four-year degree completion, it is recommended for students to consult the catalog and transfer policies of their intended transfer institution and seek additional guidance from that institution's advisors and registrar as needed.

Associate of Arts
Liberal Studies

60 Credit Hours

Program Purpose

The Associate of Arts in Liberal Studies provides a foundation of first- and second-year coursework upon which a student may build a four-year degree. Students are introduced to a broad array of foundational courses while providing flexibility to sample courses related to multiple fields of study and to tailor the program to correspond to many intended four-year majors. 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 that focuses on highly sought-after skills in communication, reasoning, respect for diversity, and professionalism. As much as possible, students should select courses that meet requirements within their planned four-year field of study.

Program Goals

Upon successful completion of the program, the graduate will complete coursework in alignment with the general education components 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, which includes information technology, critical thinking, and information literacy.
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

1. Analyze and evaluate qualitative and quantitative information, including primary sources, within the humanities, arts, and sciences;
2. Develop critical thinking skills to articulate an informed position; and
3. Acquire competency in a broad range of academic courses.

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^	Foundations of Math 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 course 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
PSY 210	Human Development	3	PSY 110
PSY 205	Psychological Statistics	3	PSY 110
SWK 105	Introduction to Social Work	3	
REL 110	World Religions	3	
	Free Elective*	3	

^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.
*Students may select any three-credit-hour course of their choice.

**Associate of Arts
Social Sciences**

60 Credit Hours

Program Purpose

The Associate of Arts in Social Sciences provides a foundation of coursework upon which a student may build a four-year degree in various majors within the social sciences. The flexible curriculum allows students to explore courses related to multiple human service-related four-year degrees. Students earning the degree have a competitive advantage for entry-level career opportunities with social and human service agencies. Required general education coursework prepares students for future careers by developing sought-after skills in communication, reasoning, respect for diversity, and professionalism.

Program Goals

Upon successful completion of the program, the graduate will complete coursework in alignment with the general education components 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, which includes information technology, critical thinking, and information literacy.
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

1. Develop foundational knowledge of a variety of theories, perspectives, and findings of the social sciences;
2. Analyze and evaluate qualitative and quantitative information, including primary sources, within the social sciences;
3. Use methods and theories of the social sciences to analyze current and historical social issues; and
4. Explore and analyze proposed solutions related to societal challenges and evaluate their ethics and potential impact.

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 <u>or</u> SPC 110	Interpersonal Communication <u>or</u> Public Speaking	3	
	Reasoning	BIO 110	Human Biology	3	
		FIN 105 <u>or</u> FIN 110	Humanities Through the Arts <u>or</u> Music Appreciation	3	
		PHL 110	Introduction to Philosophy	3	
		Choose one of the following courses:			
		MTH 120^ MTH 125^ MTH 130^	Foundations of Math 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
REL 110	World Religions	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

^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 groundwork upon which a student may build a four-year degree in various business-related majors. The program 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 should select courses which fulfill requirements within their planned four-year field of study.

Program Goals

Upon successful completion of the program, the graduate will complete coursework in alignment with the general education components 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, which includes information technology, critical thinking, and information literacy.
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

1. Use digital technology, business application software, and technology-mediated collaboration tools to complete tasks;
2. Develop foundational knowledge of a variety of business models and apply business models appropriately in decision-making situations;
3. Perform effectively in a team environment by applying business theories, concepts, and practices with sensitivity to diversity; and
4. Apply ethical reasoning to business situations through the demonstration of knowledge pertaining to how business behavior and policies impact society or the individual.

**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^	Foundations of Math 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

^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 groundwork upon which a student may build a four-year degree in various majors within the criminal justice field. The program 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 four-year programs should select courses which fulfill requirements within their planned field of study.

Program Goals

Upon successful completion of the program, the graduate will complete coursework in alignment with the general education components 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, which includes information technology, critical thinking, and information literacy.
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

1. Acquire, organize, analyze, and evaluate qualitative and/or quantitative information related to the criminal justice system, the corrections industry, modern policing organizations, and/or the private sector security industry through technological and traditional means;
2. Identify internal and external challenges associated with the criminal justice system, the corrections system, modern policing organizations, 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;
3. Evaluate issues of justice, professionalism, and ethics within law enforcement, the courts, the corrections industry, modern policing organizations, and/or the private sector security industry; and
4. Discuss and compare a range of academically accepted theories about the causes of criminal behavior, the types of criminal behavior, and methods for predicting future crime.

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 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^	Foundations of Math 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 Student Success Specialist and the catalog/transfer agreement for your intended transfer institution.		Credit Hours	Prerequisite
Course Number	**Course Name**		
CRJ 110	Introduction to Criminal Justice	3	
CRJ 200	Corrections	3	
CRJ 225	Criminology	3	
CRJ 230	Police Function	3	
CRJ 235	Criminal Law and Procedure	3	CRJ 110
CRJ 240	Criminal Justice Ethics	3	CRJ 110 or 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 200, CRJ 230, CRJ 235
CRJ 260	Substantive Criminal Justice Law		CRJ 235
ENG 115	Writing II		ENG 110

^See course descriptions for placement requirements.

**Associate of Applied Science
Applied Technology**

60 Credit Hours

Program Purpose

The Associate of Applied Science in Applied Technology with a specialization in Industrial Maintenance Technology provides students with highly sought-after knowledge, skills, and abilities for entrance or advancement in the advanced manufacturing environment. The program emphasizes the importance of effective communication, positive work ethic, and quality assurance and testing, in addition to developing technical skills applicable to a variety of industries. It is mechatronics-based, including courses in programmable logic control and robotics, hydraulics and pneumatics, high voltage industrial systems, and safety. Industrial Maintenance Technology specialization classes provide students with a competitive edge when pursuing careers in fields such as industrial maintenance, telecommunications, automation, biotechnology, molding injection applications, and other regional manufacturing environments.

Program Goals

Upon successful completion of the program, the graduate will complete coursework in alignment with the general education components 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, which includes information technology, critical thinking, and information literacy.
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

1. Use testing and measuring instruments to acquire data and analyze technical problems;
2. Design an industrial system or process and assess its effectiveness;
3. Implement systems containing hardware and software components;
4. Identify technical problems, explore and prioritize potential solutions, construct solutions and evaluate their veracity, and take purposeful action to execute an effective solution;
5. Demonstrate adherence to quality assurance standards; and
6. Demonstrate knowledge of and ability to apply safety standards, processes, and practices employed within industrial settings.

**Associate of Applied Science
Applied Technology**

60 Credit Hours

General Education Foundational Courses (22 credit hours)

Goal		Course Number	Course Name	Credit Hours	Prerequisite
Professionalism	**Communication**	ENG 110^	Writing I	3	
		ENG 150	Essential Business and Industry Communication	3	ENG 110
		SPC 105	Interpersonal Communication	3	
	Reasoning	PHY 150^^ and PHY 151^^	Applied Physics and Applied Physics Lab	3 1	
		Choose one of the following courses:			
		MTH 120^ or MTH 150^	Foundations of Math or Applied Mathematics	3	
	Respect for Diversity	PSY 110 SOC 150	Introduction to Psychology Diversity in the Workplace	3 3	

Applied Technology Major and Specialization Courses (38 credit hours)

Build your career pathway by completing all major courses and all courses within the Industrial Maintenance Technology specialization to total **38 credit hours** of coursework.

Applied Technology Major Courses (16 credit hours)		Credit Hours	Prerequisite
CIS 150	Business Technology I	3	
HLT 105	CPR/AED	1	
HLT 110	First Aid	2	
IND 100*	Industrial Safety	3	
IND 120	Fundamentals of Electricity and Electronics	4	
	Free Elective**	3	
Industrial Maintenance Technology Specialization (22 credit hours)		Credit Hours	Prerequisite
CHM 110	Introduction to Chemistry	3	
IMT 105	Process Technology	3	
IMT 250	High Voltage Industrial Systems	2	IND 120
IMT 265	PLC and Robotics	4	IND 120
IMT 270	Maintenance Management	2	
IMT 280	Industrial Maintenance Capstone	2	IMT 250, IMT 265, IND 140
IND 115	Metrology and Measuring Instruments	3	MTH 120 or MTH 150
IND 140	Hydraulics and Pneumatics	3	

^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.
*Includes a mandatory field experience.
**In consultation with your Student Success Specialist, choose any three-credit hour course in alignment with your educational goals.

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 that permits students to prepare for 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. The program allows for increased marketability for direct entry into the workforce in an entry-level position with an early childhood education provider, and 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 components 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, which includes information technology, critical thinking, and information literacy.
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

1. Analyze physical, cognitive, language, and social-emotional development of typical and atypical children;
2. Identify and apply major theories and concepts associated with developmentally appropriate practices in teaching, learning, and quality care at the early childhood level;
3. Develop performance skills in concepts and methods associated with curriculum planning, instructional design, lesson delivery, assessment, and classroom environment; and
4. Promote positive relationships and effective communication strategies between children, families, and early learning professionals while acknowledging 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 or 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^	Foundations of Math 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 Student Success Specialist 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 one of the two Specializations given below.			
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. Prior learning credit may be awarded to students who have already earned a CDA.

Certificate in General Studies

30 Credit Hours

Program Purpose

The Certificate in General Studies provides students the opportunity for a benchmark credential through a subset of courses within any Associate of Arts or Science degree. Students who earn a General Studies Certificate degree may choose to continue their studies, transfer to another institution, or pursue entry-level employment.

Program Goals

Upon successful completion of the program, the graduate will complete coursework in alignment with the general education components 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, which includes information technology, critical thinking, and information literacy.
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.

Certificate in General Studies
30-32 credit hours

General Education Foundational Courses (27 credit hours)

Goal		Course Number	Course Name	Credit Hours	Pre-requisite
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	
		MTH 120^ or MTH 125^ or MTH 130^	Foundations of Math or Introduction to Statistics or College Algebra	3	
		PHL 110	Introduction to Philosophy	3	
	Respect for Diversity	*Choose three of the following courses:*			
		ENG 220	Introduction to Literature	9	ENG 115
		HST 110	History Without Borders		
		POL 110	US Government and Politics		
		PSY 110	Introduction to Psychology		
		SOC 110	Introduction to Sociology		

Specialized Courses (3-5 credit hours)

Choose **3-5 credit hours** of additional coursework based upon your planned associate or 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**		
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	
CRJ 110	Introduction to Criminal Justice	3	
ECE 110	Introduction to Early Childhood Education	3	
ECE 200	Creative and Expressive Arts	3	
FIN 105	Fine Arts Appreciation	3	
FIN 110	Music Appreciation	3	
REL 110	World Religions	3	
SWK 105	Introduction to Social Work	3	

^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.

Total Credit Hours Required = 30-32

Course Descriptions

ACCOUNTING

ACC 120 Accounting I (Fall)
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 (Spring)
3 credit hours
Prerequisite(s): 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 (Spring, Summer)
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 (Fall, Summer)
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 (Fall, Summer)
1 credit hour

Corequisite/Prerequisite(s): 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 (To Be Determined)
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 (To Be Determined)
1 credit hour
Corequisite/Prerequisite(s): 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 (Fall, Spring, Summer)
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 (Fall Semester of Even Calendar Years)
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 (Spring Semester of Odd Calendar Years)
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 (Spring Semester of Even Calendar Years)
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 (Fall Semester of Odd Calendar Years)
3 credit hours

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 (Fall Semester of Odd Calendar Years)
1 credit hour
Corequisite/Prerequisite(s): 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 (Fall, Summer)
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 (Spring)
3 credit hours
Prerequisite(s): 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 (Fall, Spring, Summer)
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 (Spring Semester of Odd Calendar Years)
3 credit hours
Prerequisite(s): 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 (Fall Semester of Even Calendar Years)
3 credit hours

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 (Fall Semester of Odd Years)
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 (Spring)
3 credit hours
Prerequisite(s): 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 provides.

CRJ 240 Criminal Justice Ethics (Spring Semester of Even Calendar Years)
3 credit hours
Prerequisite(s): CRJ 110

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 (Fall Semester of Odd Calendar Years)
3 credit hours

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 (Spring Semester of Even Calendar Years)
3 credit hours

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 (Fall)
3 credit hours
Prerequisite(s): 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 (Spring)
3 credit hours
Prerequisite(s): CRJ 200, CRJ 230, and CRJ 235

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.

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 or 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 (Fall Semester of Odd Calendar Years)
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 (Fall)
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 (Spring)
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
(Fall, Spring, Summer)**
3 credit hours
Prerequisite(s): 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. A 40-hour field experience provided through field experience or alternate video review is required.

ECE 200 Creative and Expressive Arts (Spring Semester of Odd Calendar Years)
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 (Spring Semester of Even Calendar Years)
3 credit hours
Prerequisite(s): 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
(Spring Semester of Odd Calendar Years)**
3 credit hours
Prerequisites: Field Experience Clearances, ECE 120

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 (Fall)
3 credit hours
Prerequisite(s): 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
(Spring Semester of Even Calendar Years)**
3 credit hours
Prerequisite(s): 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
(Spring Semester of Odd Calendar Years)**
3 credit hours
Prerequisite(s): 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 (Spring)
3 credit hours
Prerequisite(s): 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 (
Spring Semester of Even Calendar Years)**
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 to 10
(Fall Semester of Even Calendar Years)**
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
(Spring Semester of Even Calendar Years)**
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
(Fall Semester of Even Calendar Years)**
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.

EARLY CHILDHOOD SPECIAL EDUCATION

ECS 245 Meeting Learning Needs for Children with Exceptionalities (Fall)
3 credit hours
Prerequisite(s): 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 legislation 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.

ECONOMICS

ECN 220 Microeconomics (Fall Semester of Odd Calendar Years)
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 (Spring Semester of Even Calendar Years)
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.

ENGLISH

Visit Getting Started for details concerning NPRC Placement Standards for English.

ENG 090 College Reading and Success Strategies (Fall, Spring, Summer)
2 credit hours
Corequisite(s): 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. This course may be taken prior to enrolling in ENG 110 or concurrently based on NPRC Placement Standards for English.

ENG 099 College Writing and Success Strategies (Fall, Spring, Summer)
2 credit hours
Corequisite(s): 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 (Fall, Spring, Summer)
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 (Fall, Spring, Summer)
3 credit hours
Prerequisite(s): ENG 110

This course further develops effective written communication knowledge, skills, and abilities; 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
(Spring Semester of Odd Calendar Years)
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 (Spring)
3 credit hours
Prerequisite(s): ENG 110

This course develops advanced communication skills used in 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, the proper use of sources and citations, and requires the completion of a research paper.

ENG 220 Introduction to Literature
(Fall Semester of Even Calendar Years Beginning 2022)
3 credit hours
Prerequisite(s): 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. The completion of a research paper will be required.

FINE ARTS

FIN 105 Humanities Through the Arts (Fall)
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. Students will examine 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 (Spring)
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. Students will explore the significance of surroundings and time periods and how they influenced and were influenced by the music of the day. This course promotes enjoyment and understanding of music through use of recorded music and song literature.

FIN 250 Humanities Through the Arts Study-Away (To Be Determined)
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, which may include architecture, painting, sculpture, dance, film and video, photography, drama, music, and literature through an intensive travel experience. Students examine art forms from a variety of different time periods, cultural movements, and creators, incorporating the terms, processes, and tools used by artists. This course includes an educator-lead experiential learning program. Students will participate in open, appropriate, and effective interactions across cultures. An additional fee will apply to cover travel costs.

HISTORY

HST 110 History Without Borders (Spring, Summer)
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.

HEALTH

HLT 105 CPR/AED (Spring Semester of Even Calendar Years)
1 credit hour

The Basic Life Support Healthcare Provider course is designed to teach cardiopulmonary resuscitation (CPR) skills in a wide variety of settings. This course includes adult, child pediatric CPR, and foreign-body airway obstruction. Barrier devices of various types will be taught. Early recognition and emergency actions in the event of a stroke, angina and/or heart attack, along with the proper operation of an automated external defibrillator (AED) is essential. This class consists of actual hands-on practice with adult and child size mannequins, so please dress appropriately for floor practice. Successful completion of the written and practical exams is required to obtain a two-year certification from the American Heart Association.

HLT 110 First Aid (Spring Semester of Even Calendar Years)
2 credit hours

The purpose of this course is to train students to respond to potentially hazardous conditions in their environment, recognize emergencies, and make appropriate decisions for first aid care.

INDUSTRIAL MANUFACTURING TECHNOLOGY

IMT 105 Process Technology (Fall Semester of Even Calendar Years)
3 credit hours

This course introduces students to the concepts and techniques used in manufacturing facilities. The course systematically explores industry standards and processes and their effects on product quality and quality assurance. Students will examine variance of process operations due to chemistry, physics, maintenance duties, and material handling. Troubleshooting techniques, environmental compliance, emergency response, and instrumentation are explored.

IMT 250 High Voltage Industrial Systems (Fall Beginning 2021)
2 credit hours
Prerequisite(s): IND 120

This course explores the theory of high voltage electrical systems, including the use of protection devices for electrical systems of 600 volt or greater. Students examine system safety concerns, material handling and storage, and proper precautions and techniques for working on or near energized equipment. This course includes a laboratory experience.

IMT 265 PLC and Robotics (Fall Beginning 2021)
4 credit hours
Prerequisite(s): IND 120

This course introduces programmable logic controllers (PLC) and their applications in process and industrial control systems with basic hardware and programming concepts progressing to system-level applications. The course prepares technicians to meet the needs of industry through a practical approach, covering PLC applications, maintenance, testing, and troubleshooting. This course also explores the foundations of robotics, robotics applications, and the analysis of robotics systems. This course includes a laboratory experience.

IMT 270 Maintenance Management (Spring Beginning 2022)
3 credit hours

This course explores techniques for analyzing failed components in industrial machinery and the investigation of causes of failure, including preventative maintenance tracking; oil analysis; failure analysis of components; warranty reporting considerations; record keeping; service writing; and communication with supervisors, vendors, and media.

IMT 280 Industrial Maintenance Capstone (Spring Beginning 2022)
3 credit hours
Prerequisite(s): IMT 250, IMT 265, IND 140

This capstone experience allows students an opportunity for real-world application by interacting directly with people already employed in their field of study. A culminating project incorporating concepts learned in IMT 250, IMT 265, and IND 140 is required.

INDUSTRIAL TECHNOLOGY

IND 100 Industrial Safety (Fall)
4 credit hours

This course will discuss safety concerns as they apply to crane and rigging safety, electrical safety, environmental concerns, ergonomics issues, fire safety, hazardous materials handling and safety, OSHA approved lockout/tagout procedures, personal protective equipment needs, working at heights, general safety, and safety management. A 16-hour field experience or alternate video review is required.

IND 115 Metrology and Measuring Instruments (Spring)
3 credit hours
Prerequisite(s): MTH 120 or MTH 150

In this course, students gain familiarity with tools and equipment used in the field of metrology. Students are introduced to techniques employed to accomplish tasks, including interpreting technical drawings, symbols, proportions, and tolerances; applying specifications to manufactured parts and verifying accuracy; verifying areal profile surface texture, extraction, and filtration; interpreting data, datum references, and the datum feature triangle. ANSI/ASME Y14.5M-2009 and ISO 9001 standards will be employed.

IND 120 Fundamentals of Electricity and Electronics (Spring)
3 credit hours

This course concentrates on the theory and fundamental concepts of electricity and electronics and applies those concepts through hands-on exercises. Students will study the use of instrumental and computational tools used in the electronics and electrical fields.

IND 140 Hydraulics and Pneumatics (Spring)
3 credit hours
Prerequisite(s): IND 120

This course focuses on the safe operation and function of hydraulic and pneumatic systems, concentrating on pressures, flows, maintenance, oils and filters, schematic reading, pumps, fixed and variable displacement, load-sensing capabilities, control valves, pressure and flow control valves, actuators, and accumulators.

MATHEMATICS

Visit Getting Started for details concerning NPRC Placement Standards for Mathematics.

MTH 090 Math and College Reasoning Strategies (Fall, Spring, Summer)
2 credit hours
Corequisite(s): 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 (Fall)
2 credit hours
Corequisite(s): 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 Foundations of Math (Spring, Summer)
3 credit hours
Corequisite(s): 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 (To Be Determined)
3 credit hours
Corequisite(s): 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 (Fall)
3 credit hours
Corequisite(s): 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 (Fall)
3 credit hours
Corequisite(s): 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 (Fall, Spring, Summer)
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.

PHYSICS

PHY 150 Applied Physics (Spring Semester of Odd Calendar Years)
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 (Spring Semester of Odd Calendar Years)
1 credit hour
Prerequisite/Corequisite(s): 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 (Fall, Summer)
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 (Fall, Spring, Summer)
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 (Fall)
3 credit hours
Prerequisite(s): 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 (Spring, Summer)
3 credit hours
Prerequisite(s): PSY 110

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

RELIGION

REL 110 World Religions
(Spring Semester of Odd Calendar Years)
3 credit hours

This course is an introduction to the major tenets and cultural expressions of a diverse range of major eastern and western world religions, including Buddhism, Christianity, Hinduism, Islam, Jainism Judaism, Native American traditions, and Taoism. Religions are compared and contrasted thematically, structurally, and culturally. Interdependence of politics, religion, and culture throughout the world is also explored.

SOCIOLOGY

SOC 110 Introduction to Sociology (Fall, Spring, Summer)
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 (Fall Semester of Odd Calendar Years)
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.

SOC 250 Cultural Diversity Study-Away with Community Service (To Be Determined)
3 credit hours

This course emphasizes the study of human social activity with a focus on the characteristics of human group life and the reciprocal relationship between the social environment and the individual. The course develops the student's ability to assess, interpret, and evaluate cultures through an educator-lead travel experience with a community service component. Students will participate in open and appropriate interactions across cultures. An additional fee will apply to cover travel costs.

SOC 251 Introduction to Sociology Study-Away (To Be Determined)
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. This course culminates in an educator-lead experiential learning program. Students will participate in meaningful conversations as they engage in open, appropriate, and effective interactions across cultures, further contributing to the development of their global competencies. An additional fee will apply to cover travel costs.

SPEECH

SPC 105 Interpersonal Communication (Spring, Summer)
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 (Fall)
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, 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 (Fall)
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 (Spring)
3 credit hours
Prerequisite(s): 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 (Fall)
3 credit hours
Prerequisite(s): SWK 205

This course focuses on the person in their 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 (Spring)
3 credit hours
Prerequisite(s): 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 (Fall)
3 credit hours
Prerequisite(s): 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 (Spring)
3 credit hours
Prerequisite(s): 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 United States. 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.

Academic Calendar

The dates encompassing the academic terms for credit-bearing courses offered for student enrollment during 2020-2021 are as follows:

Academic Term		Classes Begin	Classes End
Fall 2020		August 19, 2020	December 15, 2020
Spring 2021		January 20, 2021	May 18, 2021
Summer 2021	Summer A	June 7, 2021	August 5, 2021
	Summer B	June 7, 2021	July 1, 2021
	Summer C	July 12, 2021	August 5, 2021

NORTHERN PENNSYLVANIA REGIONAL COLLEGE

Fall 2020

Fall 2020 (August 19-December 15)

April 8	Summer and Fall priority registration opens for Veterans and students currently served by Disability Support Services who reside within the service region.
April 9	Summer and Fall priority registration for all students who reside within the NPRC service region begins.
April 13	Open registration for Summer and Fall begins.
July 29	Final day to apply for priority processing of Fall institutional financial aid.
After July 29	Applications for Fall institutional financial aid continue to be accepted. Aid is awarded based on priority and availability.
August 14	Regular Fall registration closes.
August 17 – August 18	Late Fall registration with payment arrangements required at the time of registration.
August 19	Classes begin.
August 26	Schedule adjustment period ends. Currently registered students may add or drop courses with no grade issued.
September 7	College closed – Labor Day Holiday
September 18	First Quarter Progress Grades Due
October 16	Mid-Term Progress Grades Due
November 6	Third Quarter Progress Grades Due
November 10	Last day to withdraw with a grade of W
November 11	Spring priority registration begins for Veterans and students currently served by Disability Support Services who reside within the service region.
November 12	Spring priority registration for all students who reside within the NPRC service region begins.
November 16	Open registration for Spring begins.
November 25 – November 29	No classes – Thanksgiving Break
November 30	Classes resume.
December 9 – December 15	Last Week of Classes/Final Exams
December 17	Final grades due by noon
December 18	Final day to apply for priority processing of Spring institutional financial aid.
After December 18	Applications for Spring institutional financial aid continue to be accepted. Aid is awarded based on priority and availability.

NPRC will be closed for holiday break beginning at the end of business on Wednesday, December 23, 2020. NPRC will reopen at the start of business on Monday, January 4, 2021. **Note:** Online registration is available 24 hours per day. Returning students may register online or see their assigned Student Success Specialist if they need assistance.

NORTHERN PENNSYLVANIA REGIONAL COLLEGE

Spring 2021

Spring 2021 (January 20-May 18)

November 11, 2020	Spring priority registration begins for Veterans and students currently served by Disability Support Services who reside within the service region.
November 12, 2020	Spring priority registration for all students who reside within the NPRC service region begins.
November 16, 2020	Open registration for Spring begins.
December 18, 2020	Final day to apply for priority processing of Spring institutional financial aid.
After December 18, 2020	Applications for Spring institutional financial aid continue to be accepted. Aid is awarded based on priority and availability.
January 15	Regular Spring registration closes.
January 18	College closed – Martin Luther King, Jr. Holiday
January 19	Late Spring registration with payment arrangements required at the time of registration.
January 20	Classes begin.
January 27	Schedule adjustment period ends. Currently registered students may add or drop courses with no grade issued.
February 19	First Quarter Progress Grades Due
March 19	Mid-Term Progress Grades Due
March 22 – March 28	No Classes – Spring Break
March 29	Classes resume.
April 16	Third Quarter Progress Grades Due
April 20	Last day to withdraw with a grade of W
April 21	Summer and Fall priority registration opens for Veterans and students currently served by Disability Support Services who reside within the service region.
April 22	Summer and Fall priority registration for all students who reside within the NPRC service region begins.
April 26	Open registration for Summer and Fall begins.
May 12 – May 18	Last Week of Classes/Final Exams
May 20	Final grades due by noon
May 21	Final day to apply for priority processing of Summer institutional financial aid.
After May 21	Applications for Summer institutional financial aid continue to be accepted. Aid is awarded based on priority and availability.
May 22	Commencement

NPRC will be closed for holiday break beginning at the end of business on Wednesday, December 23, 2020. NPRC will reopen at the start of business on Monday, January 4, 2021. **Note:** Online registration is available 24 hours per day. Returning students may register online or see their assigned Student Success Specialist if they need assistance.

NORTHERN PENNSYLVANIA REGIONAL COLLEGE

Summer 2021

Summer A (June 7-August 5)

April 21	Summer and Fall priority registration begins for Veterans and students currently served by Disability Support Services who reside within the service region.
April 22	Summer and Fall priority registration for all students who reside within the NPRC service region begins.
April 26	Open registration for Summer and Fall begins.
May 21	Institutional financial aid priority processing date for Summer
After May 21	Applications for Summer institutional financial aid continue to be accepted. Aid is awarded based on priority and availability.
May 31	College closed – Memorial Day Holiday
June 4	Registration closes for Summer A.
June 7	Summer A classes begin.
July 2	Mid-term grade reports due for Summer A
July 5	College Closed – Independence Day Holiday
July 23	Last date to withdraw from Summer A with a grade of W
August 4	Final Exam Day for Summer A classes that meet on Monday and/or Wednesday
August 5	Final Exam Day for Summer A classes that meet on Tuesday and/or Thursday
August 6	Grades due by 4 p.m. for Summer A

Note: Online registration is available 24 hours per day. Returning students may register online or see their assigned Student Success Specialist if they need assistance.

NORTHERN PENNSYLVANIA REGIONAL COLLEGE

Summer B (June 7-July 1)

April 21	Summer and Fall priority registration begins for Veterans and students currently served by Disability Support Services who reside within the service region.
April 22	Summer and Fall priority registration for all students who reside within the NPRC service region begins.
April 26	Open registration for Summer and Fall begins.
May 21	Institutional financial aid priority processing date for Summer
After May 21	Applications for Summer institutional financial aid continue to be accepted. Aid is awarded based on priority and availability.
May 31	College closed – Memorial Day Holiday
June 4	Registration closes for Summer B.
June 7	Summer B classes begin.
June 18	Mid-term grade reports due for Summer B
June 25	Last date to withdraw from Summer B with a grade of W
July 1	Final Exam Day/Final Class Day for Summer B classes
July 2	Grades due by 4 p.m. for Summer B

Note: Online registration is available 24 hours per day. Returning students may register online or see their assigned Student Success Specialist if they need assistance.

**NORTHERN
PENNSYLVANIA
REGIONAL COLLEGE**

Summer C (July 12-August 5)

April 21	Summer and Fall priority registration begins for Veterans and students currently served by Disability Support Services who reside within the service region.
April 22	Summer and Fall priority registration for all students who reside within the NPRC service region begins.
April 26	Open registration for Summer and Fall begins.
May 21	Institutional financial aid priority processing date for Summer
After May 21	Applications for Summer institutional financial aid continue to be accepted. Aid is awarded based on priority and availability.
May 31	College closed – Memorial Day Holiday
July 5	College closed – Independence Day Holiday
July 9	Registration closes for Summer C.
July 12	Summer C classes begin.
July 23	Mid-term grade reports due for Summer C
July 30	Last date to withdraw from Summer C with a grade of W
August 5	Final Exam Day/Final Class Meeting for Summer C classes
August 6	Grades due by 4 p.m. for Summer C

Note: Online registration is available 24 hours per day. Returning students may register online or see their assigned Student Success Specialist if they need assistance.

Getting Started

Applying for Admission

Students 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 with completing the application, if needed. Application is free.

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

NPRC is an open admissions institution. Individuals with a high school diploma, its equivalent, GED, or who demonstrate ability to benefit from higher education opportunities are eligible to apply for admission. No test scores are required.

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

Degree-Seeking Students possess a high school diploma recognized by the Commonwealth of Pennsylvania or its equivalent and are seeking a Certificate degree and/or an Associate degree. The Commonwealth of Pennsylvania defines three high school diploma equivalencies—the HiSET Exam, GED Test, or 30 College Credits.

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 may or may not have a high school diploma or its equivalent; wish to enroll in credit-bearing courses for personal enrichment, job-skill improvement, or other reasons; and are not seeking a Certificate degree and/or Associate degree. Non-degree-seeking students may request to become degree-seeking students by contacting the Office of the Registrar.

Admission documents required for non-degree students are as follows:

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

Transfer Students are those who have earned credits for study at an institution of higher education other than NPRC and seek to enroll in academic programs. Initial registration may be permitted using unofficial transcripts. Official transcripts must be received by the Office of the Registrar prior to the start of the semester.

Admission documents required for transfer students are as follows:

- Application
- Official high school transcript for those who have completed fewer than 30 college credit hours
- Official transcripts from all institutions of higher education attended

Guest Students are those who are currently enrolled at an institution of higher education other than NPRC who seek to enroll as a non-degree seeking student on a semester-by-semester basis.

Admission documents required for guest students are as follows:

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

In addition to the admission documents required, all students must meet the following requirements:

- 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 those who are enrolled in a public or private high school, homeschool, or other secondary education entity recognized by the Commonwealth of Pennsylvania, and wish to enroll. Early entry students include the following:

- Dual enrollment students who are concurrently enrolled in a secondary education entity recognized by the Commonwealth of Pennsylvania.
- Home education program students (Homeschool Students) who are taught the secondary school curriculum at home under the supervision of their parent(s) or guardian(s).
- Online high school students who are enrolled in an online secondary education entity recognized by the Commonwealth of Pennsylvania.

Early entry students must meet the following requirements:

- Submit application
- Submit the Early Entry Transcript Authorization and Enrollment Form and official high school transcripts each semester of enrollment
- Have a minimum cumulative grade point average (GPA) of 2.5 at their secondary education entity
- Enroll in no more than six credit hours during the first semester of enrollment and no more than twelve credit hours during each subsequent semester
- Have successfully completed their sophomore year of secondary education

Exceptions to the admission and enrollment requirements for Early Enrollment Students may be granted by the Vice President of Academic and Student Affairs.

Conditionally Admitted Students are those who are eighteen years of age or older, not enrolled in a secondary education entity recognized by the Commonwealth of Pennsylvania, and do not have a high school diploma or its equivalent. Conditionally admitted students undergo regular monitoring of their schedules and academic progress.

Upon successful completion of no more than 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.

How to Register for Courses

Once accepted, students may register for classes online through the My NPRC Student Portal or with their Student Success Specialist. Students are encouraged to meet with their Student Success Specialist to complete the registration process.

Registration dates and class schedules are posted on the College's website, https://regionalcollegepa.org/calendar/, the My NPRC Student Portal, and may be obtained by contacting a Student Success Specialist.

Once the registration process is finalized, students will be able to view their tuition bill in the My NPRC Student Portal. Multiple payment options are available.

How to Obtain a Student ID

Upon enrollment, students are issued an NPRC student ID. Students will be asked to submit a photo as an email attachment to helpdesk@rrcnpa.org. It must meet the following criteria:

- Plain white or off-white background
- High-resolution color photo that is not blurry, grainy, or pixelated
- Clear image of your face in full view, facing the camera, with both eyes open
- Neutral facial expression or a natural smile
- Taken in clothing appropriate for the classroom or workplace

This ID is an acceptable form of identification to present to proctors before taking exams. Students should expect to receive their NPRC photo ID from their Student Success Specialist or via their mailing address.

A reissuing fee of $10 is charged for lost or damaged IDs. Requests for a new ID can be submitted via email to helpdesk@rrcnpa.org.

Math and English Course Placement and Entrance Assessments

To ensure that students have the greatest opportunity for success in gateway freshman-level English and mathematics courses, NPRC employs corequisite support courses for math, reading, and writing. Each support course provides students with a two-credit hour learning experience. These courses provide students with concurrent just-in-time instruction that complements the course content in the first college-level writing and mathematics courses. All students are automatically enrolled in the appropriate support courses corresponding to their enrollment in mathematics and English courses. Students who meet one of the below outlined criteria may request an exemption from the respective support course(s) by emailing their Student Success Specialist who will forward their request to the Office of the Registrar. This Office will notify the student of the request's outcome.

NPRC Placement Standards for Mathematics

For enrollment in MTH 120 Foundations of Math, 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 510 or higher and 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

In addition, the following students may request exemption from MTH 090 Math and College Reasoning Strategies if they receive scores of 250 or higher on the arithmetic test AND scaled score of 255 or higher on the quantitative reasoning, algebra, and statistics test of the Next-Generation Accuplacer exam, and have:

- A high school GPA between 75/2.5 and 85/3.25 with a high school graduation date within the past three years of first term of enrollment or are currently enrolled in high school as a junior or senior; or
- Been out of high school for more than three years; or
- Earned their GED.

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 510
- Concurrent enrollment in MTH 095 Algebra and College Reasoning Strategies

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 <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 English score of 18 or higher and ACT Reading score of 18 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

In addition, the following students may request exemption from ENG 090 College Reading and Success Strategies if they complete the Next-Generation Accuplacer exam and receive a reading scaled score of 248 or higher and ENG 099 College Writing and Success Strategies if they complete the Next-Generation Accuplacer exam and receive a writing scaled score of 254 or higher, and have:

- A high school GPA between 75/2.5 and 85/3.25 with a high school graduation date within the past three years of first term of enrollment or are currently enrolled in high school as a junior or senior; or
- Been out of high school for more than three years; or
- Earned their GED.

Paying for College

We understand that students can feel overwhelmed with the cost of college and we work to help them reach their educational goals while keeping in mind the financial commitment that accompanies college attendance. Multiple payment options, institutional aid, assistance with the financial aid process, and resources for scholarships available in the communities we serve.

Tuition and Fees

Tuition is charged at a per credit hour rate for up to 12 credit hours of enrollment each semester. For enrollment in 12 to 18 credit hours during a semester, no additional tuition is charged in excess of the 12-credit hour cost. For enrollment in 19 or more total credit hours during a semester, additional tuition is charged at the established per credit hour rate for each credit hour of enrollment greater than 18.

Tuition and fees are due by the end of the last business day before the first day of classes each semester. Tuition and fee rates are published on our website 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/.

Tuition for academic 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
Out-of-State Dual Enrollment	High school students residing outside of Pennsylvania traveling to one of our sites	$100/credit hour
Audit Tuition	Students who take a course for academic exploration or self-enrichment, but do not earn credit or a grade	$50/credit hour

Fees for academic courses

A registration fee is charged in addition to tuition and are based on the number of credits you are enrolled in. They are non-refundable except in special circumstances approved by the Dean of Curriculum and Instruction.

For degree-seeking students and adult learners, there is a flat-rate fee of $100 for 6+ credits; for five credits or fewer credits, the fee is $18/credit. This fee does not apply to Dual Enrollment or Audit students.

Tuition for Workforce Development Courses

Non-credit workforce development courses do not follow the tuition and fee structure of academic courses. The costs will vary by program and payment assistance may be available.

Submitting Payment

Students may choose one of these payment options:

- Cash
- Check
- Credit Card
- E-Check

Cash Payments

Cash payments are accepted at the NPRC Administrative Office located at 300 2nd Avenue, Suite 500, Warren, PA 16365 or by 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. Cash is not accepted by mail.

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: Cashier
> 300 2nd Avenue, Suite 500
> Warren, PA 16365

Credit Card Payments

Students may make secure credit card payments through the My NPRC Student Portal. We accept Visa, Mastercard, Discover, American Express, and E-Check. Students may contact the NPRC Administrative Office for assistance with 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 issued to the same credit card used for the registration payment. A credit card processing fee of 2.3% is charged at the time of the transaction.

Using a Payment Plan

Payment plans are offered for academic and workforce development students to help spread the financial investment over time. Payment plans must be set up with the cashier by the end of the last business day before the first day of classes. Participation in a payment plan does not reduce the financial obligation incurred by enrollment and may result in a balance owed after the refund calculation.

Academic students with a pending financial aid application may submit payment in two installments.

- First installment of 50% of the total tuition and fees is due prior to the end of business on the due date for midterm grades.
- Second installment of 50% is due prior to the end of business on the deadline for withdrawal from classes.

In addition to the two-installment payment plan, academic students with no pending financial aid application may also choose a payment plan with three installments.

- First installment of 20% of the total tuition and fees due by the end of the last business day prior to the first day of class.
- Second installment of 40% of starting account balance is due prior to the end of the business day on the date midterm grades are due.
- Third installment of 40% of tuition and fees is due prior to the end of business day on the deadline for withdrawal from class(es).

Workforce development students may choose a payment plan with three installments for courses whose scheduled training period is more than 80 hours.

- One-third of the course fee is due before the first day of class.
- The second installment is due at the one-third completion point of the program.
- The third installment is due at the two-thirds completion point of the program.

Payments may include a combination of payment sources such as third-party payment, grant funding, scholarship, and institutional aid. A penalty of 10% of any balance owed will be assessed on overdue accounts and a financial hold will be placed on the records of students with overdue accounts. Students whose records have a financial hold are not eligible for reenrollment or transcript release.

Financial Aid

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, students may apply for federal and state grants and loans by filling out a FAFSA on the federal website.

Until NPRC is Title IV eligible, the College will provide resources for students to find scholarships and grants. Students are encouraged to apply for institutional aid. The application for Institutional Aid is available on our website, and it may be requested by contacting a Student Success Specialist or the Office of Financial Aid.

Refunds

All Courses

- Any overpayment of tuition and fees resulting from course cancellation(s) will be refunded.
- Students who are administratively withdrawn due to disciplinary action or academic misconduct are ineligible for a refund.
- Fees are refundable only under special circumstances.
- Refunds are limited to the amount paid directly by the student.

Academic Courses

Refunds for academic course(s) shall be granted as follows:

- NPRC will refund 100% of tuition and eligible fees for students who drop classes before the start of the term.
- 100% of any tuition paid will be refunded to any student who is administratively dropped for nonattendance when they have not attended any classes during the first two weeks of a semester. Fees are not refunded unless there are special circumstances and approval is authorized by Dean of Curriculum and Instruction.
- Beginning on the start date for a semester, students who withdraw from some or all courses in which they are enrolled and are eligible to receive refunds qualify for a partial refund of tuition and fees as follows:
  - Students who add and/or drop courses during the schedule adjustment period resulting in an overpayment of tuition and fees will be refunded the amount of overpayment provided the student remains enrolled in at least one course.
  - Students who drop all enrolled courses prior to the end of business on the last day of schedule adjustment will be refunded 80% of tuition.
  - Students who withdraw from all enrolled courses after the end of business on the last day of schedule adjustment and before the end of business on the due date for four-week progress grades are refunded 50% of tuition.
  - Students who withdraw after the due date for four-week progress grades are not eligible for refund.
  - Students registered exclusively for course(s) scheduled to meet for fewer than 12 weeks who withdraw completely on or after the start date and prior to the end of business before completion of 25% of the instructional contact time will be refunded 50% of the tuition and/or fees.

- o Students who are 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 they are enrolled.
- o Students on academic leave due to activation as a member of the military reserve or National Guard will receive a refund of 100% of tuition and fees.

Workforce Development Courses

Refunds for workforce development course(s) will be granted as follows:

- 100% will be refunded upon cancellation of a course by the College.
- 100% will be refunded provided a written notice from the student of intent to withdraw from one or more courses has been received by the Office of the Registrar at least 10 business days prior to the start date of the course.
- No refunds are issued if students withdraw from one or more courses after the third class session.
- The percentage of fees equivalent to the percentage of instructional time remaining in a course will be refunded to students who are administratively removed for non-disciplinary reasons.
- With the exceptions outlined in bullets one and two, no refunds will be issued for courses with fewer than 15 instructional hours or with two or fewer meetings.

College Policies

Policies may also be found at https://regionalcollegepa.org/nprc-policies/.

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 regard to admission, establishment of tuition and fees, and priority processing of admissions documents shall be granted to applicants residing within the legislatively-identified service region. In compliance with federal and state requirements, priority registration shall be granted to students identified as veterans, students currently served by Disability Support Services, and students who reside within the service region.

Admission to NPRC is open to individuals who are prepared to 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 provide students with accurate information and act as conduits for the flow of required documentation involving admission and enrollment. Contact information for key personnel is provided in the Personnel section.

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.

Applicants may be granted full or conditional admission and classified as either degree-seeking or non-degree-seeking depending upon applicant goals and entrance criteria.

Degree-Seeking Students

Degree-seeking students are those who enroll in certificate or associate degree programs. They must submit a copy of their official high school diploma or its equivalent, the CSSD, recognized by the Commonwealth of Pennsylvania and copies of all applicable official high school transcripts or other academic records, and other documentation as requested. Diplomas from a foreign school are accepted if they are equivalent to a U.S. high school diploma. All materials will be evaluated for authenticity and validity.

Non-Degree-Seeking Students

Non-degree-seeking students may enroll in credit-bearing course(s) which may or may not be required for a specific certificate or degree. Non-degree-seeking students may or may not have a high school diploma or its equivalent and wish to enroll in credit-bearing courses for personal enrichment, job-skill improvement, or other reasons but are not seeking a degree or certificate.

Upon meeting the definition of degree-seeking students, those individuals classified as non-degree-seeking students may be reclassified as degree-seeking students.

Conditionally Admitted Students

Conditionally admitted students 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. Upon successful completion of no more than 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.

Continuing Enrollment Students

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

Transfer Students

Transfer students have earned credits for study at an institution of higher education other than NPRC and seek to enroll in credit-bearing course(s) or program(s) offered by NPRC. Transcripts for transfer students shall be evaluated in accordance with NPRC-3425 Transfer Credit.

Re-Entry Students

Re-entry students interrupt their studies by failing to earn a grade in any coursework for any semester within an academic calendar year or fail to return from approved academic leave at the appointed time and wish to re-enroll in credit-bearing courses. Re-entry students are subject to the guidelines outlined in NPRC-3220 Standards of Academic Progress for Students as applicable to admission and enrollment.

Guest Students

Guest students are currently enrolled at an institution of higher education other than NPRC and seek to enroll in one or more credit-bearing courses offered by NPRC as a non-degree-seeking student on a semester-by-semester basis.

Transfer, Re-Entry, and Guest Students

Transfer, re-entry, and guest students are subject to the same guidelines for enrollment in any course or program as all other students with the following additional requirements:

- Applicants must submit complete transcript(s) from all other institutions of post-secondary education 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 semester for which the student has enrolled or the student may be administratively withdrawn.

- Applicants must have no unresolved behavior-related issues pending at any institution of higher learning.
- Applicants must 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.
- Applicants must not have any outstanding financial obligation at any institution of higher learning.
- Applicants must not be in default on a federal student loan.

Early Entry Students

Early entry students are enrolled in a public or private high school, homeschool, or other secondary education entity recognized by the Commonwealth of Pennsylvania, do not have a high school diploma or its equivalent, the CSSD, and may enroll in courses. They are not matriculated into the college and are considered non-degree-seeking. Early entry students include the following:

- Dual enrollment students are enrolled in a secondary education entity recognized by the Commonwealth of Pennsylvania and at NPRC.
- Home education program students (homeschool students) are taught the secondary school curriculum at home under the supervision of their parent(s) or guardian(s).
- Online high school students are enrolled in an online secondary education entity recognized by the Commonwealth of Pennsylvania.

For each term of enrollment as an early entry student, students must submit all official high school transcripts, Early Entry Transcript Request and Enrollment Authorization Form, official transcripts from any other post-secondary institutions attended, 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 semester and a maximum of twelve credit hours during each subsequent semester for early entry students. The maximum credit-hour enrollment permitted includes the total of all credit hours of enrollment at all post-secondary institutions of higher learning.
- Students must have successfully completed their sophomore year of secondary education and be granted junior standing to be eligible for admission and enrollment.
- Exceptions to the admission and enrollment requirements for early entry 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.

According to the policies of their secondary education entity, 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.

International Students

International students are in the US on a non-immigrant or temporary visa of type F-1 or M-1 who enroll in credit-bearing courses. NPRC is not certified to admit or enroll international students.

Any 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. Financial consequences may result for any student who is a recipient of federal and/or Commonwealth financial aid assistance.

TRANSFER CREDIT
(NPRC-3425 Transfer Credit)

Any course completed with a grade of C or higher from any institution of higher learning for which an equivalent or related 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, the Registrar or designee shall conduct the transcript evaluation process for transfer students prior to the first day of class of the semester following the first semester 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 calendar 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 receipt of denial. 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 calendar 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.

PRIOR LEARNING CREDIT
(NPRC-3515 Prior Learning Credit)

Degree-seeking students are eligible to apply for Prior Learning Credit (PLC) provided they are in good academic standing, have no outstanding financial obligations to the college, and have committed no violations of the Educational or Behavioral Codes of Conduct. A minimum of 70% alignment between academic course content and the identified prior learning is required for awarding PLC. The maximum number of academic credit hours considered for PLC corresponds to the number of credit hours assigned to the course(s) for which application was made. The number of academic credit hours awarded for PLC is limited by graduation residency requirements as outlined in NPRC-3250 Requirements for Graduation. No grade is awarded for PLC, so there is no impact on GPA or academic standing. PLC evaluation may require a non-refundable processing fee upon application.

Academic credit for prior learning may be awarded for:

- Successful completion of a nationally recognized exam whose content aligns with an equivalent course offered by the College. Eligibility requires submission of official scores from the testing agency or appropriate official transcript(s). Recognized exams include:
    - o DSST which are credit-by-examination tests originated by the United States Department of Defense's Defense Activity for Non-Traditional Education Support program. This program is an extensive series of 33 examinations in college subject areas that are comparable to the final or end-of-course examinations in undergraduate college courses.
    - o The College Level Examination Program (CLEP) which are standardized tests created and administered by College Board. These tests assess knowledge in 36 subject areas and provide a mechanism for earning college credits without taking college courses.
    - o Advanced Placement which is a program in the United States and Canada created by the College Board which offers college-level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations.
- An active industry credential or licensure which corresponds to the knowledge, skills, and abilities achieved through successful completion of course(s) within a program of study.
- Military training that aligns with academic course content assessed by evaluating official transcripts for the Community College of the Air Force (CCAF) or Joint Services Transcript. A DD-214 is required if the applicant is no longer actively serving.
- A challenge exam that comprehensively evaluates course content. Challenge exam requests must be submitted in writing to the Dean of Curriculum and Instruction who will assign faculty to develop and evaluate the challenge exam. Results of the exam are communicated with the student, Dean of Curriculum and Instruction, and the Registrar. All documentation of the exam and its process will be retained by the Registrar. Requests must be received prior to the deadline for submission of midterm grades and the exam must be completed prior to deadline for submission of final grades for the semester in which the request is submitted.
    - o Students may not take a challenge exam for any course in which they are currently enrolled.
    - o Challenge exams are unavailable for some courses, including, but not limited to, courses which require laboratory work, field experience, or clinical experience.
    - o Challenge exams may be unavailable during the summer semester.
    - o A minimum score of 70% is required for successful completion of a challenge exam and the awarding of prior learning credit.

CLASS CANCELLATION
(NPRC-3050 Class Cancellation)

Cancellation of classes at all instructional sites may happen due to adverse weather conditions, power outages, or other unavoidable circumstances occurring over the entirety of NPRC's service region. Safety and minimization of disruption to the educational process will be considered when determining if classes should be cancelled college wide. Notice of cancellation shall be provided by the Marketing and Public Relations Coordinator or designee through public and social media as soon as reasonably possible.

Classes at one or a limited number of sites may be cancelled due to adverse weather conditions, power outages, or other unavoidable circumstances. All other sites shall continue as scheduled. Notice of such cancellation(s) shall be provided to all students, instructors, site coordinators, and proctors affected by the cancellation. A recording of the class may be released to the students enrolled at the affected site(s). Whenever possible, cancellation decisions are made at least two hours prior to the start time for the class. Classes that originate from a closed site shall be cancelled at all sites.

Cancellation of a class may be authorized thirty minutes after the start time for students and/ or proctors present if the instructor has not provided notice of their absence. For cancellations due to planned instructor absence, notice to students shall be provided by the instructor.

The Director of Information Technology or designee will distribute recordings to students affected by class cancellation(s). In these circumstances, the recording shall be automatically disseminated electronically to affected students within 72 hours of the conclusion of the class.

CREDIT REQUIREMENTS FOR ACADEMIC PROGRAMS
(NPRC-3530 Credit Requirements for Academic Programs)

An Associate degree is an academic program of study with an established curriculum that may be completed by a full-time student in two academic years. All Associate degrees requires successful completion of at least 60 credit hours.

A Certificate degree is an academic program of study with an established curriculum that may be completed by a full-time student in one academic year. All certificates require successful completion of at least 30 credit hours.

A Credential is an academic program of study with an established curriculum requiring courses related to a(n) industry-recognized credential, specific career or job, or specialized skill. An academic credential requires successful completion of 6 to 29 credit hours.

CREDIT HOUR ASSIGNMENT
(NPRC-3510 Credit Hour Assignment)

The College complies with credit hour guidelines set by the federal government, Pennsylvania Department of Education, and any applicable program-specific accrediting bodies. A credit hour is defined as an amount of work represented in intended learning outcomes and verified by evidence of student achievement through an equivalency that approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work or their combined equivalent for approximately fifteen weeks, or the equivalent amount of work over a different amount of time, equals one credit hour; or at least an equivalent amount of work for other academic activities, including laboratory work, internships, practica, and other academic work leading to the award of credit hours.

Minimum instructional time for laboratory courses is 30 hours for one credit hour. Courses that do not have the required face-to-face contact time, for example, hybrid or laboratory courses, meet the credit hour standard if the course covers the same material in the same depth as a face-to-face version of the same course or has been evaluated by the Dean of Curriculum and Instruction or designee for content and rigor with approval of the credit awarded documented.

Minimum student time engaged in internship is 150 hours/credit hour.

Courses completed by independent study are required to comply with the credit hour policy and are governed by an instructor-developed instructional plan approved, in advance, by the Dean of Curriculum and Instruction. Independent study is study under the supervision, guidance, instruction, and evaluation of student performance by a faculty member.

The academic calendar and schedule of course offerings shall designate an additional final exam week or its equivalent at the conclusion of each semester.

ASSIGNMENT AND USE OF GRADES
(NPRC-3245 Assignment and Use of Grades)

The following grades may be assigned:

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	Fail	0.00
P	Pass	No points assigned; credit assigned
AU	Audit	No points assigned; no credit earned
I	Incomplete	No points assigned; no credit earned
TR	Transfer Course or Prior Learning Accepted	No points assigned
W	Withdrawal	No points assigned; no credit earned

Assignment of a Grade of Withdrawal (W)

A Withdrawal grade, W, may be assigned for course(s) in which the student is enrolled if the student requests and receives a grade of W as outlined in NPRC-3430 Educational Leave for Students or NPRC-3415 Administrative Withdrawal, or the student has submitted a completed request for withdrawal from a course prior to the deadline for withdrawal for the semester.

Assignment of a Grade of Incomplete (I)

A grade of Incomplete, I, may be assigned for course(s) in which the student is enrolled if the student requests and receives approval for a grade of I as outlined in NPRC-3430 Educational Leave for Students. Prior to the deadline for submission of grades for the semester in which the student is enrolled, a student who has completed most of the course requirements may be assigned a grade of I if 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 is approved by the instructor of the course 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. Requirements for courses in which an incomplete grade is assigned must be completed no later than the last day of the following semester. Once all requirements for course completion have been satisfied and the final grade is assigned,

instructors must request a change of grade in writing to the Dean of Curriculum and Instruction or designee. Incomplete grades shall be changed to a grade of F by default immediately following the last day of the following semester.

Calculating Grade Point Average (GPA)

In calculating a student's Grade Point Average (GPA) for each academic term and for a student's overall institutional GPA, assigned letter grades earned through enrollment in credit-bearing courses at NPRC shall be used with the following exceptions:

- Grades of W, I, P, and AU.
- Grades assigned for courses with assigned course numbers less than 100.
- Grades for courses which have been repeated.
- Grades for courses where Academic Forgiveness applies.

Dean's List

To be awarded a status of Dean's List, a student must be in good standing and have successfully completed six or more credit hours of academic coursework with an earned GPA of 3.00 or higher.

The D/F Repeat Rule

Students who earn a grade of D or F for any course may repeat the course at NPRC prior to the receipt of a degree or certificate. All grades earned shall remain on the student's transcript. The original course grade will be noted with an R next to the original grade (i.e., DR or FR).A repeated course does not result in removal of any grades or courses from a student's official transcript, however, the grade(s) from the initial course is not used in calculating the student's overall GPA. Only the grade from the repeated course is used, regardless if the grade is higher or lower than the original. If a student repeats a course more than once, the grade from the most recent course is used. Students may only earn credit for the same course once. The attempt with the lower grade will be excluded from the credit total. The repeated course must be the same course and be retaken for the same number of credits as originally attempted. The policy will not affect other consequences of the original grade, such as not making the Dean's List. Repeated grades cannot be applied to courses in which a student was found responsible for violating NPRC-3225 Educational Code of Conduct.

ADMINISTRATIVE WITHDRAWAL
(NPRC-3415 Administrative Withdrawal)

Administrative withdrawal will occur after the roster verification period for any student who has been verified as non-attending for all courses in which they are enrolled; after the final date for payment of required tuition and fees for any student with an outstanding balance, provided an arrangement for payment has not been made; or after enrolling in subsequent course(s) in which the pre-requisite was not successfully completed during the previous semester. Administrative withdrawal shall result in the removal of all records showing the student was registered for the semester and no grades shall be issued.

Students may be administratively withdrawn from the College and have grades of W assigned for reasons including, but not limited to, academic leave approved for the current term of enrollment (see NPRC-3430 Educational Leave), suspension or expulsion, or verifiable emergency situations for which the student is unable to submit a request for academic leave.

Students who are present for less than 50% of the instructional time for a non-credit-bearing course shall be administratively removed from the course and an evaluative rating of non-completion shall be assigned by the instructor.

Students who are administratively withdrawn are 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.

Students who wish to appeal an administrative withdrawal should refer to NPRC-3260 Student Grievance and Complaint.

Students are expected to discuss the impact of receipt of grade(s) of W in a timely manner with their Student Success Specialist or other advisor and are responsible for contacting the Office of Finance and Administration to discuss possible resulting financial repercussions.

EDUCATIONAL LEAVE
(NPRC-3430 Educational Leave)

Educational leave is a temporary release of a student from their obligation to participate in programs of study for a defined period. Temporary educational leave may be granted to students who need to interrupt their education due to military service training or deployment, personal or family health reasons, or other personal reasons. Educational leave may be granted only to students in good standing and may not be granted to avoid consequences of poor educational performance.

Students must be registered immediately prior to the beginning of the Leave of Absence. Leave may be requested for up to three consecutive semesters, including summer. Students who are not registered in the fourth semester will be formally separated from the College and will need to reapply. They are eligible for a maximum of two instances of leave within any three calendar-year periods.

Students seeking approval for educational leave must submit a written request prior to the requested leave start date to the Dean of Curriculum and Instruction or the Director of Workforce Development, whichever is appropriate. The request must include the reason for the request, the expected duration for the leave, and any applicable supporting documentation.

Denial of a leave request may be appealed. A written request appealing the decision, along with all related documentation must be sent to the Vice President of Academic and Student Affairs (VPASA) by the student within three calendar days of receipt of notice of denial. The VPASA shall issue a written ruling to the student upholding the denial or granting approval for the leave within three working days of receipt. The decision of the VPASA shall be final.

Students who are recipients of Title IV grant or loan assistance must comply with all related requirements and regulations and receive financial aid counseling concerning their financial aid status and possible financial consequences prior to the granting of approval for leave. Financial aid disbursements will not be issued to students during leave.

ACADEMIC FORGIVENESS
(NPRC-3246 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 their 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 their 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.

REQUIREMENTS FOR COMPLETION OF ACADEMIC PROGRAMS AND GRADUATION
(NPRC-3250 Completion of Academic Programs and Graduation)

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.

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.

Enrolled students must earn a cumulative grade point average of 2.00 or better to successfully complete a certificate or Associate degree, and are responsible for monitoring their own academic record and performance. Student academic standing may impact progress toward degree, financial obligations to the institution, or other consequences of the student's academic standing status. Students are responsible for discussing the impact a change in their academic standing has on academic progress with appropriate college personnel.

Students are expected to communicate with their Student Success Specialist and faculty regularly and 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.

Failure to receive notification of academic standing or eligibility status does not nullify the terms of this policy.

Good Standing

Students are considered as having made satisfactory academic progress and are in good standing provided they maintain a minimum cumulative GPA of 2.0 in all credit hours attempted, earn a minimum GPA of 2.0 in their current semester of enrollment, and have no more than 33% of credit hours attempted with F or W grades.

Enrolled students who have made satisfactory academic progress and are in good standing may enroll in a maximum of 18 credit hours without special permission. The Dean of Curriculum and Instruction approves requests to exceed the maximum credit hours of enrollment.

Academic progress will be evaluated at the end of every semester. Students whose academic progress is unsatisfactory will be notified by the Registrar via USPS mail and their college email at least five business days prior to the start of the next semester.

Academic Warning

Students whose semester GPA is less than 2.0 will be given an academic warning and are permitted to enroll in a maximum of 12 credit hours in the subsequent semester without special permission. If the next semester's GPA is below 2.0, they will remain on academic warning if their overall GPA remains at 2.0 or greater.

Academic Probation

Students will be placed on academic probation if their overall GPA falls below a 2.0. Students on academic probation are permitted to enroll in no more than 12 credit hours during subsequent semester(s) without special permission and must meet with their SSS to create a plan for success. When the student's overall GPA is 2.0 or greater, probation will be revoked, and they will be returned to good academic standing.

Academic Suspension

Students on academic probation for two consecutive semesters shall be placed on academic suspension and are ineligible for enrollment in the subsequent semester. Prior to reinstatement of enrollment, students must meet with the Dean of Curriculum and Instruction or designee to discuss plans for successful return. 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.

Students who seek reinstatement of eligibility for enrollment at the end of the suspension must submit a written request 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 semester for which the student wishes to enroll. That meeting will occur no later than 15 working days prior to the start of the semester.

STUDENT RIGHTS AND RESPONSIBILITIES
(NPRC-3210 Student Rights and Responsibilities)

Once accepted for admission, students have the right to remain part of the college community if they fulfill the academic and behavioral expectations outlined in the policies and procedures identified in this policy and the Student Handbook.

Students have the following rights:

- To access all public policies related to the College;
- To separate from the College at the student's discretion;
- To apply for re-admission per NPRC-3215 Admission and Enrollment Standards and Guidelines;
- To use technology as outlined in the Student Handbook;
- To freedom of speech under the First Amendment of the United States;
- 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:

- To read and abide by all policies related to academics, student services, and technology as set forth in the NPRC Student Handbook.
- To know the potential academic and financial consequences for separation form the College as noted in the NPRC Student Handbook.
- 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 behavioral expectations outlined in the Student Handbook.
- 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.

EDUCATIONAL CODE OF CONDUCT FOR STUDENTS
(NPRC-3225 Educational Code of Conduct for Students)

Students will uphold and abide by standards of educational and ethical conduct that reflect and edify the College's mission, values, vision, philosophy, and goals. Ethical behavior is the demonstration of integrity and honesty in educational 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. Educational integrity includes, but is not limited to, the expression of original ideas, proper acknowledgement of sources, avoidance of plagiarism or cheating, maintenance of educational standards, independence of work product, and the accurate and honest reporting of results. Any conduct which deviates from these standards of conduct may result in disciplinary action.

Students will exemplify integrity and ethical behavior by

- Creating and expressing their own ideas in coursework;
- 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;
- Submitting original work in response to assignments;
- Giving credit to other people's ideas;
- Avoiding all acts of plagiarism, which is subsuming 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;
- Avoiding all acts of cheating, which is 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.

- Avoiding use of fabricated, forged, or counterfeited information, images, documents, signatures, or similar artifacts;
- Avoiding actions that obstruct or limit educational opportunities of other students by impeding their work or access to educational resources;
- Avoiding fraudulent actions including, but not limited to, 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; and completing all proctored and un-proctored evaluations and assessments of student learning in compliance with instructions provided by their instructor(s); and
- Accurately reporting all time and activities completed through clinical, job-shadowing, internship, or other similar learning experiences.

In most cases the College will treat attempts to commit any violations as if those attempts had been completed unless substantial proof can be provided that the perceived attempt was unintentional as determined by the VPASA.

The College will not tolerate intentional false reporting of violations of the Educational Code of Conduct. Intentional false reporting shall be considered a violation of NPRC-3235 Behavioral Code of Conduct and is subject to the same conduct processes and possible consequences as any other violation.

The College shall retain records of any violations for which a penalty is assessed. Penalties for violations of the Educational Code of Conduct which occur within a single course are determined by the instructor of the course. Penalties may include, but are not limited to, a lowered grade or a grade of zero on the evaluation, assessment, exam, or assignment; or exclusion from further course participation and a grade of F in the course.

Within five (5) business days of an allegation or observation of an alleged violation, the instructor shall provide the Dean of Curriculum and Instruction or the Director of Workforce Development, as applicable, and the accused student with written documentation of the incident, copies of relevant documents, and the penalty to be assessed.

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 or Director of Workforce Development, as applicable, by following NPRC-3260 Student Grievance and Complaint.

Multiple violations of the Educational Code of Conduct will result in progressive disciplinary action which may include recommendation for expulsion from the College. The investigation will follow this procedure and timeline:

- Within seven (7) business days of the allegation of a second violation, the Dean of Curriculum and Instruction or Director of Workforce Development, as applicable, shall review all information associated with the allegation and information concerning any other recorded incidents and shall meet with the student to review that information.

Following that meeting, a written report summarizing the findings and providing a recommendation of the penalty to be imposed will be submitted to the Vice President of Academic and Student Affairs.

- Within seven (7) business days of receipt of the report, the Vice President of Academic and Student Affairs shall provide the student with a written decision concerning the allegation, findings, and any penalty to be imposed, including, but not limited to, suspension or expulsion (see NPRC 3237 Suspension and Expulsion). The decision shall be communicated through official college-assigned email accounts and is a final decision.

BEHAVIORAL CODE OF CONDUCT FOR STUDENTS
(NPRC-3235 Behavioral Code of Conduct for Students)

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 students and are considered infractions of the behavioral code of conduct. 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, 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; and violations of positions of trust or authority within the college community.

Students are to honor and value their college community. Behavior that violates these values includes, but is not limited to:

- Misuse of access privileges to any College facility;
- Abuse or fraudulent use of the College's name, identity, or image;
- Intentional and unauthorized taking of college property or another person's personal or business property at any College facility;
- Knowingly taking possession of stolen property;
- Intentional and unauthorized destruction of college property or another person's personal or business property at any College facility;
- 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;
- 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 College facility; and

- Violations of state or local fire or emergency policies, including, but not limited to, failure to evacuate any College facility during a fire or other emergency, improper use of fire safety or other emergency equipment, or tampering with or improperly engaging a fire or other emergency alarm at any College facility.

Students are expected to adhere to the values of social justice, equality, and respect for difference and diversity. Behaviors that violate 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;
- 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.

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 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. It 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.
- Violence between those in an intimate relationship with each other;
- 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.
- Sexual misconduct, including, but not limited to, sexual harassment, nonconsensual sexual contact, non-consensual sexual intercourse, or sexual exploitation.
    - 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.

o   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.

o   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.

o   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.

- 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 outdoor areas.

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;
- Violating or 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; and
- Intentionally or recklessly causing a fire.

In most cases, the College will treat attempts to commit any violations listed in the Behavioral Code of Conduct as if those attempts had been completed unless substantial proof can be provided that the perceived attempt was unintentional as determined by the VPASA.

Whenever a complaint is made against any student for misconduct, the College shall investigate the allegations.

An initial investigation concerning the allegations presented shall be made within five (5) business days of the complaint by the Director of Enrollment and Student Success, or Director of Workforce Development or designee, as applicable. If the investigation results in a recommendation against proceeding, the Director of Enrollment and Student Success, Director of Workforce Development, or their designee shall provide the Vice President of Academic and Student Affairs with a written summary of the complaint and recommendation for resolution within three (3) 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 shall be provided to the Vice President of Academic and Student Affairs within seven (7) business days of the complaint. In this case, a written notice of the complaint will be given to the accused student in person in a meeting with the Director of Enrollment and Student Success, Director of Workforce Development, or their designee; by mail to the home address of the accused student; and/or electronically to the accused student's college-assigned email address. The written notice will include a brief description of the incident alleged, cite the policy or policies the accused student is alleged to have violated, identify possible consequences if the accused student is found to be in violation, and will communicate the relevant procedures for resolution of the complaint. The letter of notice will: (1) direct the accused student who to contact (either the Director of Enrollment and Student Success or Director of Workforce Development) within three (3) business days of receipt to respond to the complaint, (2) meet with that individual (virtually or in person) to discuss the nature of the complaint and the conduct process, and (3) indicate whether the student admits or denies the allegations of the complaint. If the accused student admits to the violation, the Director of Enrollment and Student Success, Director of Workforce Development, or designee will impose appropriate sanctions and notify the student in writing. Such a disposition will be final; there will be no subsequent proceedings unless the sanctions include suspension or expulsion (see NPRC-3237 Suspension and Expulsion). In the latter case, the accused may request a meeting with the Vice President of Academic and Student Affairs on the issue of sanctions only. Such a meeting must be requested in writing by the student within three (3) business days of receipt of notice of suspension or expulsion. The meeting shall be held within ten (10) business days of receipt of the accused student's request. Notice of the meeting shall be provided in writing. The Vice President of Academic and Student Affairs shall issue a ruling in writing to the student within ten (10) business days of the meeting.

If the accused student does not admit to the violation(s), the complaint shall be referred to the Vice President of Academic and Student Affairs. Notice of the meeting shall be provided to the accused student through mail or their college-assigned email account within three (3) business days of receipt of the accused student's written response to the complaint. The hearing shall be held within seven (7) business days of receipt of the referral. After the hearing, the Vice President of Academic and Student Affairs will notify the student of their 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 business days of the hearing. The decision of the Vice President of Academic and Student Affairs is final.

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.

SUSPENSION AND EXPULSION
(NPRC-3237 Suspension and Expulsion)

Suspension is the temporary separation of a student from the College for violation of college policy. Suspended students are ineligible to attend any event, function, or class provided by the College other than a meeting or hearing related to the suspension for a defined period. 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. Suspended students are ineligible for any refund of tuition or fees and must meet all conditions for readmission stated in the order of suspension. Following the suspension, students may re-apply for admission to the college.

Expulsion is the permanent separation of a student from the College. Expelled students may not attend any College event or instructional activity other than a meeting related to the expulsion. Expelled students will receive a grade of W indicating administrative withdrawal from the course(s) in which the student was enrolled during the semester in which they were enrolled. Expelled students are ineligible for any refund of tuition or fees. Expelled students are ineligible for readmission to the College.

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

ACADEMIC FREEDOM
(NPRC-3000 Academic Freedom)

NPRC encourages a scholarly atmosphere by fostering respect for new, challenging, or controversial ideas and diverse viewpoints among NPRC community members. NPRC is committed to the free inquiry and discussion of ideas as necessary and beneficial for the pursuit of higher education for a free society and for the common good. The College upholds the protection that academic freedom affords to all members of the college community. Members of the college community have a corresponding duty to exercise the responsibilities that accompany academic freedom.

Academic freedom is an individual's right to engage in intellectual inquiry, debate, speech, and writing, on and off campus, without fear of censorship, retaliation, or sanction. It allows the

exploration of significant and controversial questions as an essential component of education and advancing knowledge. The intellectual search for transmission of knowledge provides the college community opportunities for critical thinking and understanding of conflicting viewpoints. Academic freedom allows individuals to investigate, to form conclusions, and to express judgments and opinions without interference from special interests or conflicting public opinion. Academic freedom includes the right to constructively criticize college policies in appropriate forums as part of the governance process without fear of retribution.

In the exercise of academic freedom faculty members may, without limitation, discuss their own subject in the classroom. This freedom involves the right to introduce controversial topics if the presentation involves objective reasoning and rational discussion. Discussion of controversial matter which has no relation to their subject is not protected by academic freedom.

Faculty and students have a responsibility to engage in teaching and learning that honors and respects divergent viewpoints that are grounded in reason, logic, evidence, and responsible scholarship. Students are evaluated only on academic criteria and standards, not on opinions or conduct in matters unrelated to those criteria and standards.

NPRC endorses the following statement from the American Association of University Professors: College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should always be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

EDUCATIONAL RIGHTS AND PRIVACY
(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.

All current and past NPRC students are eligible students, regardless of age. An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.

Students have rights under FERPA. All students have the right to inspect and review their individual education records by submitting to the Registrar a written request that identifies the records he or she wishes to inspect. The Registrar will arrange for access and notify the student of the time and place where the records may be inspected.

Students have the right to request a correction to their record that they believe is inaccurate or misleading. Students must submit to the Registrar a written request that identifies the records he or she wishes to correct. This request will be reviewed, and a decision made to correct or not. Students who disagree with the decision concerning a submitted request for correction to a record may submit a written appeal by following the formal appeals process provided by NPRC-3260 Student Grievance and Complaint. After going through that process, if the College still decides not to amend the record, the student has the right to place a statement with the record setting forth their view about the contested information. The Registrar or designee is responsible for processing requests for correction of records within 20 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.

Students have the right to require the school to obtain written consent prior to disclosure of personally identifiable information. Students must complete and sign FORM-0010 FERPA Release before the College will release information from the educational record to an outside party. 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. Legitimate educational interest means a college official has a "need-to-know" regarding specific information in a student's record to fulfill their professional responsibility. Under certain emergency situations, it may be necessary to release information to protect the health or safety of the student or other students.
- Other post-secondary institutions where a student is transferring;
- Specified officials for audit or evaluation purposes;
- 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.

In accordance with federal regulations, students do not have the right to review the following records:

- The financial records of the student's parents;
- Records connected with an application to attend the College if that application was denied or if the applicant did not enroll;
- Education records containing information about more than one student, in which case, the College will permit access only to that part of the record which pertains to the inquiring student; and
- Those records which are excluded from the definition of education records.

The College reserves the right to deny copies of the transcripts or other records that are not required to be made available under FERPA if the student has an overdue financial obligation to the College, or if there is an unresolved disciplinary action against the student.

Directory Information

The College may disclose directory information without consent. Directory information includes student name, address, telephone number, date and place of birth, honors and awards, and term of attendance. Directory information may be released through mechanisms including, but not limited to, the College website, published Dean's lists, nominations for student awards, and job-related or educational recommendations for students.

Students may request the College not disclose their directory information during the application process or by request at any time thereafter. Such requests must be made in writing to the Registrar. 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.

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)

Any student who believes they have been treated unfairly may file a grievance. They may file an academic grievance which relates to course grades, classroom experiences, or other issues that occur in the classroom that the student believes to be unjustified, or a non-academic grievances for any other issue that students believe to be unjustified and does not fall under the definition of an academic grievance.

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.

Initiation of a complaint requires the student to confer with the faculty member or other personnel involved in the complaint. This meeting 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 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 to the Dean of Curriculum and Instruction (for academic grievances) or Director of Enrollment and Student Success (for non-academic complaints). The Dean of Curriculum and Instruction or Director of Enrollment and Student Success, whichever is appropriate, will conduct an inquiry and make a decision within ten (10) working days.

The decision will be communicated to the student and will include an explanation of why the decision was reached. If the grievance remains unresolved, the student may appeal to the Vice President of Academic and Student Affairs in writing within ten (10) working days of receipt of the decision. The investigation by the Vice President of Academic and Student Affairs or designee must be concluded within 15 working days of receipt of the grievance. The Vice President of Academic and Student Affairs shall communicate their decision to the student and Dean of Curriculum and Instruction or Director of Enrollment and Student Success, as applicable. This decision is final.

All decisions will be communicated in writing through U.S. mail or by college-assigned email accounts. Failure of College personnel to respond within the allotted time period permits the student to proceed to the next step.

TECHNOLOGY RESOURCES AND ACCEPTABLE USE POLICY
(NPRC-5015 Technology Resources Acceptable Use Policy)

The NPRC computing, telecommunications, and networking resources are provided for the support of the instructional, research, and administrative activities of the College. Use of these resources is a privilege granted by the College and it reserves the right to limit, restrict, or extend access to these electronic resources.

Users are expected to conduct their activities within the restrictions and overall policies of NPRC, the laws of the Commonwealth of Pennsylvania, and federal statutes. Agreement to abide by this policy and applicable statutes is a condition of acceptance to use the College's electronic resources and violators are subject to suspension of computer privileges and possible referral to the appropriate judicial or disciplinary process.

While the College recognizes the role of privacy in an institution of higher learning and every attempt will be made to honor that ideal, there should be no expectation of privacy of information stored on or sent through College-owned information technology, except as required by state or federal law. For example, the College may be required to provide information stored in its information technology resources to someone other than the User because of court order, investigatory process, or in response to a request authorized under Pennsylvania's Right-to-Know statute (65 P.S. §67.101 et seq.). Information stored by the College may also be viewed by technical staff working to resolve technical issues.

The use of computer systems, telecommunications facilities, networks, or other electronic resources of the College for the following purposes is deemed unacceptable: to perform non-College-related political or charitable activities; for commercial uses including, but not limited to, the promotion of "for profit" and/or privately-owned businesses or sale of private property; to abuse, defame, harass, or threaten another individual or group; to commit fraud or distribute any unlawful message(s); excessive use for frivolous, non-productive, and/or non-College-related purposes, including, but not limited to, entering chat rooms and using social media; and other unauthorized acts or actions not in accordance with College policies or not in the best interests of NPRC.

College data and resources must be protected to ensure the College's ability to meet its educational goals. Therefore, the following actions are prohibited: theft, damage or destruction of computing facilities, programs, or data; access or use of computing facilities, programs, or data that are not authorized to the User's account; sharing usernames; passwords; pin numbers; or any other Security related procedures; files or accounts with other individuals, including, but not limited to, faculty, staff, administrators, or students; inhibiting or disrupting the operability of computer systems, telecommunications facilities, networks, or other electronic resources; and intentionally introducing viruses, Trojan horses, worms or similar potentially damaging or harmful programs onto any College systems or networks.

NPRC respects and upholds the rights of holders of copyrights, their agents and representatives. It is the responsibility of Users to be aware of the rights of copyright owners. Legal use of copyrighted material can include, but is not limited to, ownership, license or permission, and fair use under the US Copyright Act. Illegal use includes: reproducing or allowing others to reproduce copyrighted software material in any form without proper authorization; taking actions not in keeping with federal and state copyright laws; and the use of software applications that allow for the direct sharing of music, movies, games, and software over the internet when such peer-to-peer file sharing contains copyrighted works without the permission of the copyright holder.

Virus protection software is included on all College computing devices. It is the end User's responsibility to maintain the virus protection software by periodically scanning their computer, and ensure that virus protection and security updates are provided by the maintenance contractors of any specialty electronic system that utilizes a computer based operating system, including, but not limited to, copiers, document imaging systems and ITV systems.

All students are given a College email account. The NPRC email system is considered an official means of communication and all users are responsible for information exchanged via their NPRC account. With respect to those email accounts, it is the responsibility of the email account owner to delete unwanted messages and attachments and to otherwise maintain their account. Email can easily be forwarded to non-college accounts by the account owner; however, the account owner is responsible for the receipt of all information, including attachments, forwarded to another account. It is expected that students will check their NPRC email accounts and the MyNPRC portal on a frequent and consistent basis, and faculty should expect that students are accessing official electronic communications for the purposes of coursework.

Students found to be in violation of this policy may be subject to disciplinary action including, but not limited to, suspension of access to technology resources. Refer to NPRC-3235 Behavioral Code of Conduct. All students must acknowledge the receipt of Form-5015 Technology Resources Acceptable Use upon registration.

Student Handbook

The student handbook provides students with abbreviated supplementary information about the College Catalog and NPRC web site. The information in the student handbook is descriptive in nature. The College reserves the right to make any changes to the contents of the handbook that it deems necessary or desirable. When changes are made, they will be communicated to students.

Students can access the student handbook through their Desire2Learn portal once enrolled in courses and may contact their Student Success Specialist for questions regarding this resource or to request a printed copy.

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Megan Walck
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M.Ed., Duquesne University

Support Resources

Textbooks and Other Learning Tools

Textbooks and various other learning tools are required for successful completion of courses. A complete list of books and materials required for each course may be found prior to the start date for each semester by visiting https://regionalcollegepa.org or by contacting your Student Success Specialist. Information provided includes title, author, ISBN number, and a purchasing source and price for the primary textbook(s) required for the course. This list also includes information on whether used, rental, electronic, or older editions of a textbook are acceptable to use. On occasion, some of the textbook information is not available immediately, especially when publishers are in the process of updating a textbook. In those circumstances, NPRC will update the information as soon as it is available.

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.

Disability Support Services

Disability Support Services (DSS) are available to any student enrolled at Northern Pennsylvania Regional College who has a documented disability. Documentation is required based on the documentation guidelines and will be reviewed on a case-by-case basis. DSS provides students with reasonable accommodations to ensure equal access to education as intended by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008.

Examples of accommodations often approved at the collegiate level include, but are not limited to:

- Extended test time
- Note-takers
- Test readers
- Test scribe
- Priority registration
- Enlarged print
- Receiving audio/visual recordings of classes

Accommodations included within the letter from DSS are valid for the academic year in which the accommodations are granted. Student disability-related information will be disclosed to any outside organizations only with the student's written permission. All disability documentation will be retained for a minimum of six years after students leave the College. For more information on how to request accommodations, please visit https://regionalcollegepa.org/disability-support-services/ or email supportservices@rrcnpa.org.

Tutoring and Online Academic Support Services

Students sometimes need assistance beyond that of the instructor in the classroom to understand and develop the knowledge and skills necessary to succeed in a course. Faculty are available for one-on-one appointments in-person and by electronic communication, including video conferencing. Students needing or wanting more time or more sustained assistance are encouraged to utilize the following tutoring options:

- **Online Tutoring:** The College works with Smarthinking tutoring services to promote student success 24 hours a day, seven days a week at no additional cost to our students. Tutoring is available in more than 150 subject areas, including reading, writing, math, statistics, science, and business. Smarthinking uses a problem-solving approach that helps students learn the material, gain confidence in their work, and prepare to complete future assignments on their own. Students can access Smarthinking online tutoring by logging into Desire2Learn and clicking on the Smarthinking link on the navigation bar.
- **Tutoring Available Through Community Relationships and Organizations:** Throughout the college's service region, a variety of organizations provide free or low-cost tutoring services. Students are advised to discuss the specific services available in their community with their assigned Student Success Specialist.

Library Resources

Many courses require independent research and reading outside of the classroom, and college is a place where students are encouraged to further explore their world and their interests. Library resources provide the materials and opportunities to accomplish these goals and to help students learn and grow within and beyond the classroom. Library services for all students are provided by the Warren Public Library in conjunction with the Pennsylvania Power Library system.

- **Digital Resources:** Students access most library services digitally. These online resources include non-fiction and fiction e-books, and research databases covering a variety of general subject matter, as well as those focused on specific subjects and disciplines. With an internet connection and a library card (provided by the Student Success Specialist), students are able to access these digital resources 24 hours a day, seven days a week.
- **Library Assistance**: The best resource for help with a specific research or reading assignment is always the course instructor. However, NPRC's library services also include a "Chat with a Librarian" feature through the Warren Public Library website that provides 24/7 assistance to students regarding general library navigation, research questions, or other library-related topics. Librarians are also available to students by phone or in person. To access these library resources, you can visit the Warren Public Library website.

Student Non-academic Assistance Program (SNAP)

Our students' well-being is a priority. NPRC is partnered with <u>Higher Ed EAP</u> to provide students with free, confidential self-help, counseling, or other problem-solving benefits and resources.

College can be challenging and seeking help from a counselor for anxiety or grief, work/life support, or self-help resources should be easy and accessible. While these services are confidential, your Student Success Specialist can help you navigate this resource. There are many topics and resources covered by the Higher Ed EAP including, but not limited to:

- Stress,
- Work-life balance,
- Emotional well-being,
- Adoption and childcare,
- Loss and grief,
- Professional development, and
- Personal finance.

Students who would like to use this resource must be 18 years of age or older. For more information on how to use these resources, contact your Student Success Specialist or log into the Desire2Learn portal to access Student Resources.

Student's under the age of 18 may contact <u>supportservices@rrcnpa.org</u> for access to similar resources.

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 at no additional cost.
- **NPRC Email Address:** Once registration is complete, the student will be issued an email address and a password. All students and instructors are expected to communicate via their NPRC email address. Any information regarding courses, classwork, class meetings, and anything pertaining to the institution and the term, etc. will be sent to their NPRC account. Upon completion of the registration process, all additional communication will be sent to only NPRC email addresses.
- **Loaner Equipment:** A limited number of laptops, graphing calculators, and other technology resources are available for use by enrolled students each academic semester. Students can request loaner equipment by contacting their Student Success Specialist or emailing <u>helpdesk@rrcnpa.org</u>. Students who are loaned equipment are expected to return that equipment in usable condition at the end of the semester. Students who fail to return the equipment will be charged a fee for the replacement cost of that equipment.
- **My NPRC Student Portal:** Upon submission of an application, prospective students are given access to the My NPRC student portal. This secure system gives access to scheduling resources, financial aid and billing, grades, and transcripts.
- **Desire2Learn:** Upon enrolling in courses, students are provided with access to this learning management system. Students can access orientation and student resources, as well as course shells that include syllabi, assignments, and other learning resources once the semester begins.

- **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.

If further assistance is needed in accessing these tools and resources, or for assistance with technology, the IT Department can be reached by sending an email to helpdesk@rrcnpa.org or filling out the online support form at https://regionalcollegepa.org/concerns.

Workforce Development

The Workforce Development Division of the Northern Pennsylvania Regional College provides non-credit training for businesses and residents of our nine-county service area. Our program offerings are geared toward high-demand occupations and other identified industry needs. Training opportunities feature a variety of courses and programs in technical education, professional training, and customized training. Some programs award nationally recognized certificates. Enrollment in the various programs is generally open. However, some accredited programs (e.g. commercial driver's license, emergency medical services, and nurse aide) have specific enrollment requirements.

The Workforce Development Division provides training through the College's live, interactive, instructional television at locations across our nine-county service area. We are also capable of providing on-site training at a single site or multiple sites.

Many of the training programs are eligible for funding through Pennsylvania's Eligible Training Provider List (ETPL) and Trade Adjustment Assistance (TAA) list. Unemployed and under-employed individuals should consult with their local CareerLink to determine their eligibility for funding to cover some or all the tuition and fees associated with these programs.

For more information about the Workforce Development Division we invite you to visit our web site at https://regionalcollegepa.org/workforce-development/.

Applied Academics

To address the academic needs of new and incumbent workers, the college provides the following course:

1. Industrial Mathematics
2. Technical Writing

Child Development Associate (CDA)

This program is 120 hours of focused study on the CDA essentials. Students who successfully complete this course will be prepared to take the CDA exam and complete their verification visit. The hours completed in this course will be earned and recorded in the Pennsylvania Professional Development Registry (the statewide Early Childhood Workforce Registry).

Students who are granted the CDA Credential by the Council for Professional Recognition may apply for prior learning credit toward an Associate of Applied Science in Early Childhood Education. The course covers the following 13 functional areas: Safe, Healthy, Learning Environment, Physical, Cognitive, Communication, Creative, Self, Social, Guidance, Families, Program Management, and Professionalism.

1. Child Development Associate #1
2. Child Development Associate #2

Commercial Truck Driver

The College has partnered with PA Pride, LLC to deliver commercial truck driving training. This short-term training is designed to teach individuals the skills necessary to safely operate a commercial vehicle. At the completion of a four-, five-, or six-week program, the CDL graduate will possess the skills and knowledge necessary to gain employment with a variety of national, regional, and local companies.

Students will need to obtain a driving permit, physical examination, criminal background check, and a drug screen before entering training.

Three programs are available:

1. 160-hour CDL Class A
2. 200-hour CDL Class A Tanker and Hazmat
3. 240-hour CDL Class A Oil and Gas Safety

Communication Linework

In a partnership with the Career Line Training Center, the college offers this unique apprenticeship eligible program. Telecommunication lineworkers are involved in all aspects of the field from telephone, to cable and satellite television, to wireless systems. This program is delivered through a combination of online content and hands-on experiences.

1. 140-hour Communication Line Technician
2. 300-hour Communication Linework Program

Emergency Medical Services

Emergency medical services (EMS) courses are offered to enhance the quality of safety and well-being in our communities. These programs provide nationally recognized curriculum to prospective emergency personnel. The continuing education components of this program area serve the staff training needs of fire departments, ambulance services, and other pre-hospital care providers. The successful completion of the courses coupled with a passing mark on the industry-recognized exam leads to a nationally recognized credential.

1. Emergency Medical Responder
2. Emergency Medical Technician
3. EMS Continuing Education

Industrial Maintenance

Industrial maintenance classes focus on preparing students for entry-level technician positions in industry and building trades. The program is founded in maintenance theory and practical application, and features both laboratory and classroom instruction. Classes include:

1. Math for Electricians
2. Blueprint Reading - Electricians
3. Industrial Electricity
4. Commercial & Industrial Electricity
5. Motor Control I
6. Motor Control II
7. Programmable Logic Controls I
8. Programmable Logic Controls II
9. Hydraulics
10. Pneumatics

Medical

The classes in the medical series can be used for entry-level employment or as a primer for medical or allied health careers. Courses include:

1. Medical Terminology I
2. Medical Terminology II
3. Anatomy & Physiology I
4. Anatomy & Physiology II
5. Medical Law and Ethics
6. Medical Administrative Practices I
7. Medical Administrative Practices II
8. Medical Assistant Laboratory Skills
9. Medical Assistant Clinical Skills I
10. Medical Assistant Clinical Skills II
11. Pathophysiology & Pharmacology
12. Medical Assistant Externship
13. Nurse Aide

Powder Metal

The powder metal industry is comprised of a diverse group of companies that are engaged in one or more phases of the manufacturing cycle of powder metal, extending from raw materials to the end-product. Products developed by the powder metal industry are essential to agriculture, consumer goods, manufacturing, transportation, healthcare, defense, and aerospace. Courses include:

1. Powder Metal Manufacturing I
2. Powder Metal Manufacturing II
3. Advanced Processes I
4. Advanced Processes II

Precision Machining

This program is designed to prepare individuals for employment in the precision metal-working industry. The classes feature coursework and hands-on skill development necessary to enter employment or apprenticeship programs in mold making, machine building, tool and die making, or production machining. Classes can be used by the local manufacturers as related technical instruction for employer or group-sponsored apprenticeship programs or as a means of educating current employees.

Individual classes include:

1. Blueprint Reading I
2. Blueprint Reading II
3. Machine Shop I
4. Machine Shop II
5. Precision Milling
6. Precision Turning
7. G- and M-Code CNC Programming
8. CNC Mill Programming
9. CNC Lathe Programming
10. Metallurgy

Supervision and Leadership, Quality Systems, and Operational Excellence

Teaching new and experienced supervisors the skills to manage multiple roles is an ever-increasing challenge of effective organizations. The interest in developing leaders who can build upon their skills to motivate employees and take on leadership roles in their organizations is a time-sensitive need for human resource managers and CEOs. NPRC's Supervision and Leadership program offers eight, four-hour individual and interactive modules that can be stacked and customized according to business and industry needs. The complete series provides 40 hours of training.

1. Basics of Supervision
2. Communication
3. Understanding Self
4. Team Development
5. Goal Setting and Time Management
6. Strategic Planning
7. Continuous Improvement
8. Financial Management

Quality Management Systems Series

The following courses are provided:

1. Creating a Quality Culture
2. Problem Solving & Root Cause Analysis
3. Basic Statistics and Process Control
4. Process Auditing

Operational Excellence Series

These courses prepare supervisors and production staff to design and manage quality and operational excellence systems within their organizations. Guided by experiential projects, students develop their skills in systems thinking, continuous improvement, data and root cause analysis, problem solving, change management and decision making.

1. Operational Excellence Foundation
2. Value Stream Management
3. Kata: A Continuous Improvement Process
4. Process Mapping & Improvement

Tourism and Hospitality Management

This program of study has everything you will need to get started on a hospitality career. Upon successful completion of any of the courses, students are ready to begin hospitality careers or continue their education at a college or university. Students participate in activities that teach valuable lodging skills and knowledge. Instructional units in the curriculum include: an overview of lodging management, the front office, housekeeping, leadership and management, and food and beverage service.

1. Guest Services Gold
2. Front Desk Representative
3. Restaurant Server
4. Guestroom Attendant
5. Hospitality Supervisory Skills

Wastewater Treatment

NPRC's water and wastewater treatment training courses concentrate on water and wastewater treatment in municipal plants. These courses are most beneficial to those who are interested in water treatment as a career. The courses are also eligible for required professional development. All courses are designed to assist an individual to pass the DEP Operator examination. The ten courses in this content area make up a DEP-recognized 180-hour certificate program. Courses include:

1. Wastewater Treatment I

2. Wastewater Treatment II

Customized Training

The Workforce Development Division is committed to providing regional business and industry with training opportunities that are unique to their employees, and courses that will help to grow and sustain business operations. We are committed to providing quality programming that is delivered in a timely manner to the immediate needs of the employer.

Through a partnership with your company, NPRC can customize courses to address specific needs. We assign instructors whose experience aligns with your needs and schedule classes at your and your employees' convenience. Most courses previously listed can be delivered as customized training.

For more information, visit https://regionalcollegepa.org/customized-training/.

Addenda

Updated 8/27/2020 - Page 40, ECE 216 Social and Emotional Growth of Infants and Toddlers does not require ECE 120 as a pre-requisite. Prerequisites for ECE 216 are only the Field Experience Clearances.

Updated 9/15/2020 - Page 4, NPRC is proudly pursuing **institutional** accreditation. Effective July 1, all regional accreditation was eliminated by the federal Department of Education.

Updated 10/22/2020 - Page 47, IND 100 Industrial Safety is 3 credit hours, not 4. Additional information can be found on page 27 as this course relates to the Associate of Applied Science in Applied Technology.

Updated 12/10/2020 - Page 47, IND 120 Fundamentals of Electricity and Electronics is 4 credit hours, not 3. Additional information can be found on page 27 as this course relates to the Associate of Applied Science in Applied Technology.

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