COLLEGE CATALOG
2021-2022

NORTHERN PENNSYLVANIA REGIONAL COLLEGE

REGIONALCOLLEGEPA.ORG

Table of Contents

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

Catalog Home

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 scrolling through the pages as you would a printed book. You may also request a printed copy from a Student Success Specialist or the Office of the Vice President for Academic and Student Affairs.

Authorization Statement
Effective May 28, 2019, Northern Pennsylvania Regional College is authorized by the Pennsylvania Department of Education to grant associate degrees and certificates in the Commonwealth of Pennsylvania.

NPRC is actively seeking the status of Candidate for Accreditation.

History of Northern Pennsylvania Regional College
The Education Consortium of the Upper Allegheny (ECUA) was formed in 2009 with the vision of delivering open admission and low cost, high-quality community and technical education and training opportunities to the underserved residents of north-central and northwestern Pennsylvania. In 2012, ECUA partnered with Gannon University of Erie, PA, to operate the Affordable Associate Degree pilot program. Legislation creating the Rural Regional College of Northern PA was enacted in July 2014 and a Board of Trustees was seated to create the college plan. The College, now known as the Northern Pennsylvania Regional College (NPRC) was approved by the Pennsylvania Department of Education to operate as a college in the Commonwealth in 2017; and, in 2019, received formal authorization as a degree-granting institution. NPRC is a publicly funded higher education institution and incorporated as a 501(c)(3) private, non-profit created under legislative authority with substantial funding from the Commonwealth of Pennsylvania.

Nondiscrimination Statement
In accordance with NPRC-3205: Nondiscrimination, Northern Pennsylvania Regional College does not discriminate 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).

The College will make available to students a "Sexual Assault Victims' Bill of Rights," consistent with the Federal Campus Sexual Assault Victim's bill of Rights under section 485(f)(8) of the Higher Education Act of 1965 (20 U.S.C. ~1092(f)(8)). Conduct prohibited under Title IX, the Clery Act, and the SaVE Act includes dating violence, domestic violence, gender-based harassment, retaliation, sex discrimination, sexual assault, sexual harassment, and stalking.

Welcome from the President

Welcome to NPRC! We are honored you have chosen our College for your education journey. We are very proud of the quality learning and active support that you will find from our committed and passionate faculty and staff.

As a two-year institution, we focus on affordability, accessibility, and achievability. Affordability, by ensuring that anyone interested in pursuing post-secondary education has access through financial and institutional aid as well as scholarships; accessibility, by offering classrooms in many communities throughout our nine counties to reduce student drivetime; and achievability, through our unique model with student advisors helping you every stop of the way to ensure your success.

This catalog is designed to be a comprehensive guide to assist you throughout your time with us. You will find information such as academic programs, course descriptions, college policies, and more. Please take some time to look through this valuable guide. Our team will be happy to answer any questions you may have after your review.

NPRC offers both academic and workforce programs throughout our region, ensuring you the opportunity to choose the best option to align with your career goals. Our graduates have found successful careers in business and industry or have continued their pursuit of a four-year degree. Whatever path you choose, you will be more than prepared for your next step in pursuit of high demand careers in our region.

On behalf of our dedicated faculty and staff of Northern Pennsylvania Regional College, thank you for joining us as we prepare for your future together!

Sincerely,

Susan R. Snelick
President

Mission, Values, and Identity

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

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 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.

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 goals. 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 encourages life-long learning and fosters intellectual curiosity.

Upon successful program completion, graduates of a certificate or degree program should be able to:

- Communicate accurately and appropriately using verbal and written language to explain, discuss, and facilitate the exchange of relevant knowledge using information technology, critical thinking, and information literacy.

- Demonstrate reasoning through a range of approaches for analysis, evaluation, and problem-solving that includes fluent and accurate use of computational methods and mathematical approaches to solve problems and analyze data, application of scientific approaches to explain physical phenomena, and expression of informed opinions about artistic or philosophical works.

- Explore and analyze respect for diversity through exposure to differing ideas, opinions, experiences, and worldviews.

- Exhibit professionalism through adherence to principles of ethical behavior and organizational codes of conduct while assuming responsibility and accountability for one's actions.

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 foundational courses commonly transferable to multiple public baccalaureate institutions. Required coursework must include at least two courses whose focus is communication, at least three courses whose focus is reasoning, at least two courses whose focus is respect for diversity, and an emphasis of 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 an emphasis of professionalism throughout the curriculum. Other general education coursework required by the degree may be related to the specific occupational career area.

Certificates require a minimum of nine 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, and at least one course whose focus is respect for diversity.

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 goals; 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 goals and 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 locations across this nine-county region via live instruction using interactive video technology.

The NPRC Administrative Center, which serves as the main campus, located at 300 2nd Avenue, Suite 500 in Warren, PA. This center houses NPRC administration, including the Office of the President. Students may access all services at this center, including admissions and records, financial aid, business office, and student services. The Administrative Center is not an instructional location. The Workforce Development Office is located at the NPRC Education and Training Center in Erie, PA.

Some instructional locations within the region are known as Administrative Sites. At these locations, office space is maintained as a home-base to a variety of personnel, which may include faculty, Student Success Specialists, and other staff.
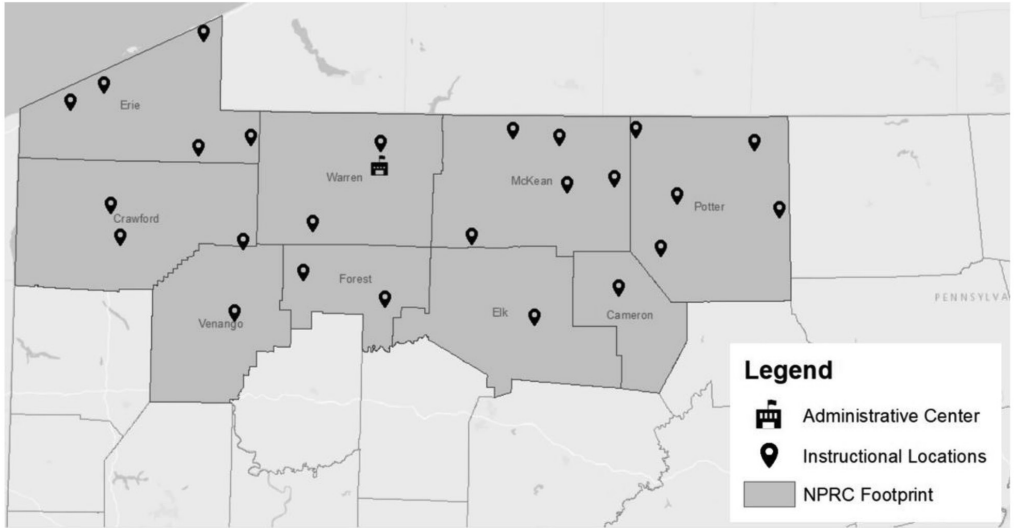
Figure 1. NPRC Administrative Office and Instructional Sites
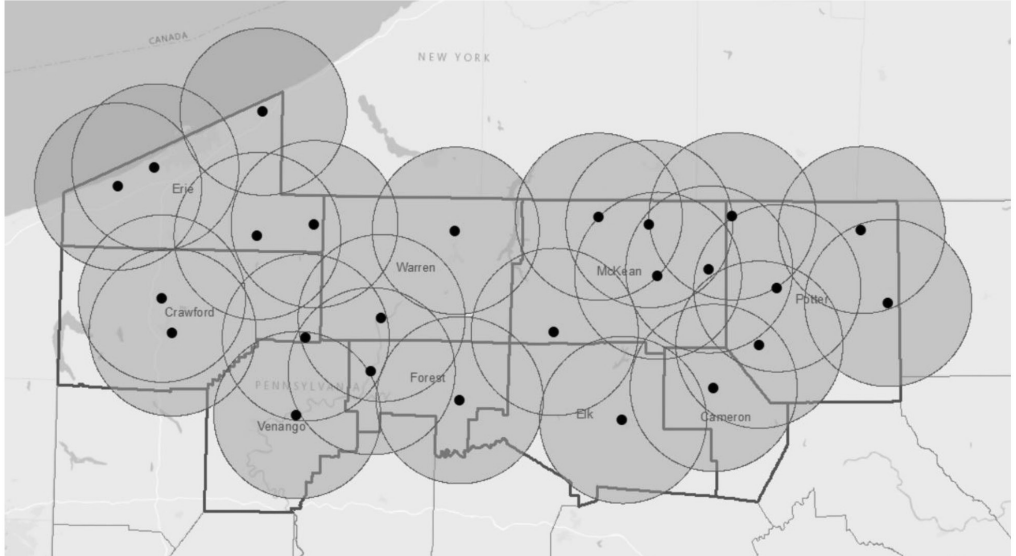
Figure 2. 15-mile Radius Around Each Instructional Location

Table 1. Instructional Location Name and Address*

Site Name	Address	Commonly Referred to As
4 N.I.N.E Center	103 Clay Street, North East, PA 16428	North East
Austin School District	138 Costello Avenue, Austin, PA 16720	Austin
Cameron County Junior/Senior High School	601 Woodland Ave., Emporium, PA 15834	Emporium
Community Education Center of Elk and Cameron Counties**	4 Erie Avenue, #200, St. Marys, PA 15857	St. Marys CEC
Corry Higher Education Council	221 N Center Street, Corry, PA 16407	Corry Hi Ed
Crawford County Career and Technical Center	860 Thurston Road, Meadville, PA 16335	Meadville CTC
East Forest School	120 W Birch St., Marienville, PA 16239	East Forest or Marienville
NPRC Education and Training Center – Erie**	5739 West Ridge Road, Suite 2, Erie, PA 16506	NPRC Erie
Galeton Area School	25 Bridge Street, Galeton, PA 16922	Galeton
Kane Area High School	6965 PA-321, Kane, PA 16735	Kane High
Marilyn Horne Hall**	2 Main Street, Bradford, PA 16701	Bradford
Northern Potter Junior/Senior High School	763 Northern Potter Rd, Ulysses, PA 16948	Northern Potter
Oswayo Valley Junior/Senior High School	318 S. Oswayo Street, 8 Shinglehouse, PA 1674	Oswayo
Otto Eldred Junior/Senior High School	143 R.L. Sweitzer Drive, Duke Center, PA 16729	Otto
Potter County Education Council (Coudersport)**	5 Water Street, Coudersport, PA 16915	Coudersport CEC
Potter County Education Council Seneca Highlands CTC	219 Edison Bates Drive, Port Allegany, PA 16743	Port Allegany or at Seneca Highlands
Rice Avenue Middle School	1100 Rice Avenue, Girard, PA 16417	Girard
Saegertown Junior/Senior High School	18079 Mook Rd, Saegertown, PA 16433	Saegertown
Smethport Area Junior/Senior High School	414 South Mechanic Street, Smethport, PA 16479	Smethport
Tidioute Community Charter School	241 Main Street, Tidioute, PA 16351	Tidioute
Union City Junior/Senior High School	105 Concord Street, Union City, PA 16438	Union City
University of Pittsburgh at Titusville**	504 East Main Street, Titusville, PA 16345	UPT or Titusville
Venango Technology Center	1 Vo-Tech Drive, Oil City, PA 16301	Oil City or Venango Tech
Warren-Forest Higher Education Council**	589 Hospital Drive, Warren, PA 16365	Warren Hi Ed
West Forest School**	22318 Route 62, Tionesta, PA 16353	West Forest or Tionesta

*Site location availability may be limited or progressive as NPRC returns to site-based instruction post-pandemic. Please visit https://regionalcollegepa.org/classroom-locations/ for the most up-to-date listing of active or in-person site locations.

**Administrative Site

Academic Calendar

The dates encompassing the academic terms for credit-bearing courses offered for student enrollment during 2021-2022 are as follows:

Academic Term		Classes Begin	Classes End
Fall 2021		August 18, 2021	December 14, 2021
Spring 2022		January 19, 2022	May 17, 2022
Summer 2022	Summer A	June 6, 2022	August 4, 2022
	Summer B	June 6, 2022	June 30, 2022
	Summer C	July 11, 2022	August 4, 2022

Fall 2021

Fall 2021 (August 18 – December 14)

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 opens for all students who reside within the NPRC service region.
April 26	Open registration for Summer and Fall begins.
July 30	Final day to apply for priority processing of 2021-2022 institutional financial aid.
After July 30	Applications for 2021-2022 institutional financial aid continue to be accepted. Aid is awarded based on priority and availability.
August 13	Regular Fall registration closes.
August 16 – August 17	Late Fall registration with payment arrangements required at the time of registration.
August 18	Classes begin.
August 25	Schedule adjustment period ends. Currently registered students may add or drop courses with no grade issued.
September 6	College closed – Labor Day Holiday
September 17	Constitution Day
September 17	First Quarter Progress Grades Due
October 15	Mid-Term Progress Grades Due
November 5	Third Quarter Progress Grades Due
November 9	Last day to withdraw with a grade of W
November 10	Spring priority registration begins for Veterans and students currently served by Disability Support Services who reside within the service region.
November 11	Spring priority registration for all students who reside within the NPRC service region begins.
November 15	Open registration for Spring begins.
November 24 – November 28	No classes – Thanksgiving Break
November 29	Classes resume.
December 8 – December 14	Last Week of Classes/Final Exams
December 16	Final grades due by noon.
December 17	Final day to apply for priority processing of 2021-2022 institutional financial aid for new students.
After December 17	Applications for 2021-2022 institutional financial aid continue to be accepted for new students. Aid is awarded based on priority and availability.

NPRC will be closed for holiday break beginning at the end of business on Wednesday, December 22, 2021. NPRC will reopen at the start of business on Tuesday, January 4, 2022. **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 2022

Spring 2022 (January 19 – May 17)

November 10, 2021	Spring priority registration begins for Veterans and students currently served by Disability Support Services who reside within the service region.
November 11, 2021	Spring priority registration opens for all students who reside within the NPRC service region.
November 15, 2021	Open registration for Spring begins.
December 17, 2021	Final day to apply for priority processing of 2021-2022 institutional financial aid for new students.
After December 17, 2021	Applications for 2021-2022 institutional financial aid continue to be accepted for new students. Aid is awarded based on priority and availability.
January 14	Regular Spring registration closes.
January 17	College closed – Martin Luther King, Jr. Holiday
January 18	Late Spring registration with payment arrangements required at the time of registration.
January 19	Classes begin.
January 26	Schedule adjustment period ends. Currently registered students may add or drop courses with no grade issued.
February 18	First Quarter Progress Grades Due
March 18	Mid-Term Progress Grades Due
March 21 – March 27	No Classes – Spring Break
March 28	Classes resume.
April 15	Third Quarter Progress Grades Due
April 19	Last day to withdraw with a grade of W
April 20	Summer and Fall priority registration opens for Veterans and students currently served by Disability Support Services who reside within the service region.
April 21	Summer and Fall priority registration opens for all students who reside within the NPRC service region.
April 25	Open registration for Summer and Fall begins.
May 11 – May 17	Last Week of Classes/Final Exams
May 19	Final grades due by noon
May 20	Final day to apply for priority processing of 2021-2022 institutional financial aid for summer for new students.
After May 20	Applications for 2021-2022 institutional financial aid continue to be accepted for new students for summer. Aid is awarded based on priority and availability.
May 21	Commencement

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 2022

Summer A (June 6 – August 4)

April 20	Summer and Fall priority registration opens for Veterans and students currently served by Disability Support Services who reside within the service region.
April 21	Summer and Fall priority registration opens for all students who reside within the NPRC service region.
April 25	Open registration for Summer and Fall begins.
May 20	Final day to apply for priority processing of 2021-2022 institutional financial aid for mew students for Summer.
After May 20	Applications for 2021-2022 institutional financial aid continue to be accepted for new students for Summer. Aid is awarded based on priority and availability.
May 30	College closed – Memorial Day Holiday
June 3	Registration closes for Summer A.
June 6	Summer A classes begin.
July 1	Mid-term grade reports due for Summer A
July 4	College closed – Independence Day Holiday
July 5 – July 10	No Classes – Summer Break
July 22	Last date to withdraw from Summer A with a grade of W
July 27	Final day to apply for priority processing of 2022-2023 institutional financial aid for Fall 2022 students.
After July 27	Applications for 2022-2023 institutional financial aid continue to be accepted for Fall 2022 students. Aid is awarded based on priority and availability.
August 3	Final Exam Day for Summer A classes that meet on Monday and/or Wednesday
August 4	Final Exam Day for Summer A classes that meet on Tuesday and/or Thursday
August 5	Final 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.

Summer B (June 6 – June 30)

April 20	Summer and Fall priority registration opens for Veterans and students currently served by Disability Support Services who reside within the service region.
April 21	Summer and Fall priority registration opens for all students who reside within the NPRC service region.
April 25	Open registration for Summer and Fall begins.
May 20	Final day to apply for priority processing of 2021-2022 institutional financial aid for summer for new students.
After May 20	Applications for Summer institutional financial aid continue to be accepted. Aid is awarded based on priority and availability.
May 30	College closed – Memorial Day Holiday
June 3	Registration closes for Summer B.
June 6	Summer B classes begin.
June 17	Mid-term grade reports due for Summer B
June 24	Last date to withdraw from Summer B with a grade of W
June 30	Final Exam Day/Final Class Day for Summer B classes
July 1	Final 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 11 – August 4)

April 20	Summer and Fall priority registration opens for Veterans and students currently served by Disability Support Services who reside within the service region.
April 21	Summer and Fall priority registration opens for all students who reside within the NPRC service region.
April 25	Open registration for Summer and Fall begins.
May 20	Final day to apply for priority processing of 2021-2022 institutional financial aid for summer for new students.
After May 20	Applications for Summer institutional financial aid continue to be accepted. Aid is awarded based on priority and availability.
May 30	College closed – Memorial Day Holiday
July 4	College closed – Independence Day Holiday
July 8	Registration closes for Summer C.
July 11	Summer C classes begin.
July 22	Mid-term grade reports due for Summer C
July 29	Last date to withdraw from Summer C with a grade of W
August 4	Final Exam Day/Final Class Meeting for Summer C classes
August 5	Final 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.

Student Admission and Registration Resources

Applying for Admission
Students may apply online at https://regionalcollegepa.org or by contacting the Student Success Specialist for their region to receive a paper copy of the application and assistance with completing the application. It is free to apply to NPRC.

Completed applications may be submitted electronically on the NPRC 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 and supports the philosophy that individuals should have access to higher education opportunities corresponding to their abilities and interests. Admission to NPRC is open to individuals who are prepared to study at the two-year college level.

Submission of standardized test scores is not a requirement for admission. Completed applications are reviewed by the Registrar and acceptance is based on the requirements outlined by student type and entry type.

NPRC classifies applicants and students as having a student type of Degree-Seeking or Non-Degree-Seeking. Additionally, students are assigned an entry type based upon the criteria below.

Degree-Seeking Student is a student type assigned to students who have a high school diploma from a credentialed organization, a Commonwealth Secondary School Diploma (CSSD), or its equivalent recognized by the Commonwealth of Pennsylvania or by a state or territory of the United States and who wish to enroll in credit-bearing courses with the intent to meet the requirements for a degree or certificate.

Non-Degree-Seeking Student is a student type assigned to students who may or may not have a high school diploma or its equivalent. These are students who wish to enroll in credit-bearing courses and are not pursuing a specified degree or certificate.

Early Entry Student is an entry type assigned to Non-Degree-Seeking Students who are enrolled in a public or private high school, homeschool, or other online secondary education entity recognized by the Commonwealth of Pennsylvania or by a state or territory of the United States who have not yet earned their high school diploma or CSSD. Early Entry Students include the following:

- Dual Enrollment Students are enrolled in a secondary education entity recognized by the Commonwealth of Pennsylvania or by a state or territory of the United States and at NPRC.
- Home Education Program Students (Homeschool Students) are taught 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 or by a state or territory of the United States.

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 term 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 term of enrollment and no more than twelve credit hours during each subsequent term,
- Have successfully completed their sophomore year of secondary education, and
- Earn a minimum grade of C in each course of enrollment at NPRC to be eligible for enrollment in a subsequent term.

Early Entry students are granted conditional admission only.

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

Guest Student is an entry type assigned to a Non-Degree-Seeking Student who seeks to enroll on a term-by-term basis and who is concurrently enrolled at a college or university other than NPRC.

Admission documents required for Guest Students are as follows:

- Application and
- Verifiable proof of concurrent enrollment at another college or university to the Office of the Registrar.

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

- Have no known unresolved conduct-related issues pending at any institution of higher learning and
- Not be on known notice of expulsion for a conduct-related infraction from any college or university within the current or past three calendar years.

Students are encouraged to submit official transcript(s) or grade reports from other colleges or universities attended for transfer credit evaluation. They may also be required to submit evidence that they meet the prerequisite(s) established for any course for which they seek enrollment through submission of unofficial transcript(s) or grade reports from other colleges or universities.

Transfer Student is an entry type assigned to a Non-Degree- or Degree-Seeking Student who has earned college credits at a college or university other than NPRC after earning a high school diploma or its equivalent recognized by the Commonwealth of Pennsylvania or by a state or territory of the United States.

Admission documents required for transfer students are as follows:

- Application and
- Official high school transcript for those who have completed fewer than 30 college credit hours.

Transfer students are encouraged to submit official transcript(s) or grade reports from other colleges or universities attended for transfer credit evaluation. They may also be required to submit evidence that they meet the prerequisite(s) established for any course for which they seek enrollment through submission of unofficial transcript(s) or grade reports from other colleges or universities.

General Student is an entry type assigned to regular Degree-seeking students for whom no other entry type is applicable.

Admission documents required for General Students are as follows:
- Application and
- Official high school transcript.

Personal Enrichment Student is an entry type assigned to a Non-Degree-Seeking Student who has a high school diploma, CSSD, or its equivalent recognized by the Commonwealth of Pennsylvania or by a state or territory of the United States.

Admission documents required for Personal Enrichment Students are as follows:
- Application
- Official high school transcript or high school diploma able to be authenticated

Provisional Student is an entry type assigned to a Non-Degree-Seeking Student who is 18 years of age or older without a high school diploma, CSSD, or its equivalent as recognized by the Commonwealth of Pennsylvania or by a state or territory of the United States.

Admission documents required for Provisional Students are as follows:
- Application

Provisional students must meet the following requirements:
- May enroll in a maximum of eight credit hours in their first term of enrollment and a maximum of 10 credit hours in subsequent terms
- Are limited to a maximum total enrollment of 29 credit hours
- Are subject to regular monitoring of their schedules and academic progress

Provisional Students are granted conditional admission only.

International Students are an entry type assigned to a Non-Degree Seeking Student who is in the US on a non-immigrant or temporary visa of type F-1 or M-1 and who enrolls in credit-bearing courses. NPRC is not certified to admit or enroll International Students.

Re-entry Students are Non-Degree- or Degree-Seeking Students who interrupt their enrollment by failing to earn a grade in at least one course per academic year.

Admission documents required for re-entry students are as follows:
- Application

In addition to the admission documents required, all Re-entry Students must meet the following requirements:
- Have no known unresolved conduct-related issues pending at any institution of higher learning and
- Not be on known notice of expulsion for a conduct-related infraction from any college or university within the current or past three calendar years.

Re-entry Students are encouraged to submit official transcript(s) or grade reports from other colleges or universities attended for transfer credit evaluation. They may also be required to submit evidence that they meet the prerequisite(s) established for any course for which they

seek enrollment through submission of unofficial transcript(s) or grade reports from other colleges or universities.

Re-entry Students who fail to acknowledge attendance at any other college(s) or university(ies) prior to enrollment at NPRC will have their student status reassigned to Non-Degree-Seeking upon discovery of omission.

Re-entry Students are subject to the program completion requirements of the catalog in effect during the term in which they re-enroll. They may be granted full or conditional admission, depending on applicable enrollment restrictions.

Conditional Admission is the process by which a student enters the College and is assigned a student type which restricts the number of credit hours or the number of courses a student is permitted to enroll in. This results in additional monitoring of academic progress.

Upon successful completion of 30 credit hours, students who have been conditionally admitted may be reassigned a student type of Degree-Seeking Student provided the student meets all criteria for the reassignment.

Upon meeting the definition of Degree-Seeking Student, a Non-Degree-Seeking Student may request reassignment of their student type to that of Degree-Seeking Student by submitting a request for change in student type to the Office of the Registrar. Transfer Students must submit transcripts from all colleges and universities previously attended to be eligible for reassignment of their student type. Exceptions may be granted at the discretion of the Vice President of Academic and Student Affairs or designee.

How to Register for Courses
Once accepted, students may register for classes online through the My NPRC Student Portal. Students are encouraged to meet with their assigned advisor to complete the registration process.

Registration dates and class schedules are posted on the College's website, https://regionalcollegepa.org/calendar/, and the My NPRC Student Portal.

During the registration process, students will be prompted to submit an Enrollment Agreement. This includes verification of financial responsibility. Once the registration process is finalized, students will be able to view the charges to their student account in the My NPRC Student Portal four weeks prior to the start of the term. Multiple payment options are available, and more information is available in the Paying for College section.

How to Obtain a Student ID
All enrolled students are issued an NPRC Student ID. Students will be asked to submit a photo through the My NPRC Student Portal or 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; and
- Taken in clothing appropriate for the classroom or workplace.

This ID is an acceptable form of identification to present to proctors and/or the remote proctoring system Honorlock before taking exams. Students should expect to receive their NPRC Student ID via their USPS 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.

Orientation for Newly Enrolled Students

Orientation is developed with ease of student access in mind. NPRC has developed a comprehensive list of resources and information in Desire2Learn (D2L) to assist students in achieving their academic goals. These resources include information, videos, and PDF's for downloading/printing that will help students in a holistic manner for academic and meta-cognitive support. The information that is accessible includes basic technology support (how to check student email, how to attach documents, how to access classes), academic support (access to tutoring), and support to help eliminate non-academic barriers (access to the student EAP that includes access to counseling, time management resources, finance resources, etc.)

Transfer Credit

Any course completed from any college or university for which an equivalent or related course exists at NPRC is eligible for consideration for awarding of transfer credit, provided the following criteria are met:

- An official transcript is provided by the college or university of record directly to the Office of the Registrar at NPRC,

- The course completion date of the course under consideration for transfer consideration is within ten years prior to the date fall academic classes begin as published on the academic calendar for the student's catalog of record,

- The minimum grade awarded is a C, and

- Courses under consideration meet any additional or more restrictive criteria established for specific programs of study.

Courses for which transfer credit is awarded may be used to meet program requirements or elective credit as applicable to the student's program of study.

Transfer credit is not counted toward a student's grade point average (GPA). GPA calculation for the purposes of academic standing, academic honors, and minimum GPA requirements for graduation is based only on grades earned in courses completed at NPRC.

Prior Learning Credit

Degree-Seeking Students are eligible to apply for prior learning credit (PLC) provided they have an assigned academic progress designation of good 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 total number of academic credit hours awarded for PLC and applied to an associate degree or certificate must align with graduation requirements as outlined in NPRC-3250: Academic Program Completion Requirements for Students. No grade is awarded for PLC, so there is no impact on GPA or academic progress or status. 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:
- 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.
- 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.
- Advanced Placement (AP), 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 term in which the request is submitted.
- Students may not take a challenge exam for any course in which they are currently enrolled.
- Challenge exams are unavailable for some courses, including, but not limited to, courses which require laboratory work, field experience, or clinical experience.
- Challenge exams may be unavailable during the summer term.
- A minimum score of 70% is required for successful completion of a challenge exam for the awarding of prior learning credit.

Student Rights and Responsibilities

As members of the college community, students have certain rights and expectations of them. Students can review theses rights and expectations in the following pages, the Student Handbook, and various policies that govern these rights and responsibilities. These respective policies can be found on the website at https://regionalcollegepa.org/nprc-policies/.

Student Handbook
The Student Handbook provides students with abbreviated supplementary information about the College Catalog, NPRC website, and the rights and responsibilities of students. 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.

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, the College Catalog, and website.
- To know the potential academic and financial consequences for separation form the College as noted in the NPRC Student Handbook, the College Catalog, and website.
- 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.

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, form conclusions, and 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."

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 grievance 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.

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, registrar@rrcnpa.org, 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 terms 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:

<div align="center">

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

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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, and 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, and computer-based work product; allowing another student to copy from one's own exam or other written, oral, mode of artistic expression, and computer-based work product; using unauthorized materials including, but not limited to, notes, textbooks, formula lists, virtual or hard-copy sources of information, and 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 not 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 Vice President of Academic and Student Affairs.

The College will not tolerate intentional false reporting of violations of the Educational Code of Conduct for Students. Intentional false reporting shall be considered a violation of NPRC-3235: Behavioral Code of Conduct for Students 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 for Students 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 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 for Students 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 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 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, accounts, or information, including, but not limited to,
  o Use of technology resources to send harassing or abusive messages,
  o Use of technology resources to interfere with the work of other members of the college community,
  o Unauthorized access to a file or personal or group account,
  o Interference with the normal operation of the College's technology resources,
  o Use of technology resources to promote points of view contrary to the mission and values of the College,
  o Unauthorized transfer of data, and
  o 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,
  o Failure to attend meetings scheduled for conduct code administration purposes;
  o Falsification, distortion, or misrepresentation of information;
  o Failure to provide information, or destruction or concealment of information,

        during an investigation of an alleged policy violation;

- o Attempting to discourage an individual's proper participation in, or use of, the conduct system; and

- o Harassment or intimidation of a member of a conduct body prior to, during, or after a conduct proceeding, failure to comply with the sanctions imposed by the conduct system or influencing or attempting to influence another person to commit an abuse of the Behavioral Code of Conduct for Students.

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, which 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, which 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.

  - o Sexual misconduct includes sexual harassment; non-consensual sexual intercourse or sexual contact or attempts to commit the 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 location 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 location 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;
- 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 Vice President of Academic and Student Affairs.

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 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 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 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 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 business days of receipt of notice of suspension or expulsion. The meeting shall be held within ten 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 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 business days of receipt of the accused student's written response to the complaint. The hearing shall be held within seven 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 term 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.

Understanding Academic Requirements and Opportunities

Academic programs at NPRC provide students with pathways to employment or transfer to baccalaureate programs through courses designed to provide general education foundational knowledge and skills and develop specific knowledge, skills, and abilities needed by a variety of disciplines and fields of study.

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

Degrees Awarded
Northern Pennsylvania Regional College offers Associate of Arts, Associate of Science, Associate of Applied Science, certificates, and occupation-based skill sets.

All associate degrees require a minimum of 60 credit hours and 18-30 months of full-time study for completion. All certificates require a minimum of 30 credit hours and 12-18 months of full-time study for completion. Occupation-based skill sets require 6-29 credit hours and require a minimum of 15 weeks of full-time study.

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.

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.

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 program-specific major and specialization courses than other associate degrees. Generally, students who pursue an Associate of Applied Science intend 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.

Certificates
Certificates typically provide students with intensive training in a specialized field. The credits that students earn to receive a certificate may be used to satisfy the requirements toward earning an associate degree. Certificates are designed as stackable credentials, which means that all credits earned through successful certificate completion fit within the required coursework for at least one 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 Certificate of General Studies may choose to continue their studies at NPRC, seek transfer to another institution, or seek entry-level employment.

Occupation-based Skill Sets
Occupation-based skill sets prepare students for immediate entry into the workforce upon completion. These credit-bearing programs involve completion of more than 120 hours of

instruction over varying timeframes depending on the structure of the program. Occupation-based skill sets require successful completion of 6 to 29 credit hours, depending upon the program. These programs may prepare students for, or result in, the achievement of a variety of credentials, licenses, and certifications, some of which may be granted by external agencies.

Program of Study Components

Requirements for completing a degree or certificate may be divided into two primary components, general education foundational courses and program-specific major and specialization courses. General education foundational courses focus on establishing a strong foundational knowledge of the four general education goals whereas program-specific major and specialization courses provide knowledge and skills directly related to a student's chosen discipline or technical field. The general education goals are found in the General Education section as well as the individual program curricula provided in the Academic Programs section.

Courses and Schedules

Descriptions of all courses are provided in Course Descriptions section of the 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 assigned to the course, any prerequisite or corequisite course(s) required, terms during which the course is typically offered, and a brief narrative description.

A master schedule of all courses offered for an academic term is published at https://regionalcollegepa.org/class-schedule/ at least four weeks prior to the opening date for that term's registration as much as is practicable. The master schedule may be accessed by individuals who have been assigned an NPRC email account by logging in to the My NPRC Student Portal. Each course is assigned a section number identifying its meeting dates, times, and available locations.

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.

Classes – Instructional Models

- **Lecture and Discussion-based Courses**: The dominant instructional model for courses 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. Instructional time approximates not less than one hour of direct faculty instruction and a minimum of two hours of out-of-class student work, or their combined equivalent for approximately 15 weeks, or the equivalent amount of work over a different amount of time, per credit hour.

- **Laboratory Courses**: Courses 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. Minimum instructional time for lab courses is 30 hours for one credit hour.

- **Field Experiences, Practicums, Internships, and Capstones**: Some programs of study require students to observe or experience workplace activities. Students must complete these learning experiences at college-approved locations. Minimum student time engaged in internship is 150 hours per credit hour.

- **Independent Study**: These courses are governed by an instructor-developed instructional plan and is under the supervision, guidance, instruction, and evaluation of student performance by a faculty member. Successful course completion requires equivalent time commitment and requires the same achievement level of the same course content and learning objectives as that of the same course offered as a lecture and discussion-based format.

For more information on how credit hours are assigned to courses, reference NPRC-3510: Credit Hour Assignment.

Maximum Credit Hours of Enrollment Permitted Per Term
Unless restricted due to their student type or entry type per NPRC-3215: Standards and Guidelines for Admission and Enrollment, students not assigned academic warning or academic probation status may enroll in a maximum of 18 credit hours without special permission. See the Student Admission and Registration Resources section for additional details.

Class Cancellation
Cancellation of classes at all instructional locations 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 locations may be cancelled due to adverse weather conditions, power outages, or other unavoidable circumstances. All other locations 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 location(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 location shall be cancelled at all locations.

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 as much as is practicable.

Mathematics and English Course Placement, Entrance Assessments, and Corequisite Support Instruction
To ensure students the greatest opportunity for success in gateway freshman-level English and mathematics courses, NPRC employs corequisite support courses in math, reading, and writing. Each support course provides students with a two-credit hour learning experience at the pre-college level. These courses provide students with concurrent just-in-time instruction that complements the course content in the College's 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. In alignment with best practices in higher education, the College utilizes multiple measures for math and English course placement, including high school grade point average, standardized test scores, and placement testing as applicable. 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 or assigned advisor 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 complete the Next-Generation Accuplacer exam and 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, 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
- A high school graduation date no more than three years prior to the first term of enrollment at NPRC; 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 ONE of the following standards:

- High school GPA of 85/3.25 or higher with either a high school graduation date within the past three years of first term of enrollment or current enrollment in high school as a junior or senior.
- ACT English score of 18 or higher and ACT Reading score of 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
- A high school graduation date no more than three years prior to the first term of enrollment at NPRC; or
- Earned their GED.

Withdrawal
Students may be removed from enrolled classes through processes of administrative drop, administrative withdrawal, or voluntary withdrawal. All documentation concerning withdrawal shall be forwarded to the Office of the Registrar and shall become part of the student's educational record. Terminology related to these processes and their definitions include:

- Roster verification is the timeframe beginning with the first day of instruction for an academic term and concluding prior to the date by which 15% of the term has occurred.

- Non-attendance of a term is the situation in which a student is enrolled and fails to attend any class meetings for courses with live instruction or actively engage in the teaching-learning process for fully-online courses prior to the conclusion of the roster verification period.

- Attendance of a term is the situation in which a student is enrolled and attends at least one class meeting for courses with live instruction or actively engages in the teaching-learning process for fully online courses prior to the conclusion of the roster verification period.

- An academic term includes the period commencing with the first day of class and concluding with the last day of the final exam period as communicated by the academic calendar.

Administrative Drop
Administrative drop is the process by which the College removes the student from enrollment in an academic term for non-attendance or non-payment and whereby no grade is assigned. Administrative drop for non-attendance will occur at the conclusion of roster verification for any student who has been verified as non-attending for all courses in which they are enrolled.

Administrative drop may be approved prior to the conclusion of roster verification for reasons other than non-attendance at the discretion of the Vice President of Academic and Student Affairs and in consultation with the Vice President of Finance and Administration. In such cases, documentation of the reason will be provided to the Office of the Registrar for inclusion in the student's educational record. Administratively dropped courses result in no grade being issued, nor any transcript record generated, nor any financial obligation for the student to the College.

Administrative Withdrawal
Administrative withdrawal is the process by which the College removes a student from enrollment in one or more credit-bearing courses or a program of study during a given academic term and whereby a grade of W is assigned as the course grade(s).

Students may be administratively withdrawn from enrolled credit-bearing course(s) after roster verification but prior to the end of business on the last day of the term and have grades of W assigned for reasons including, but not limited to:

- Disciplinary action related to violations of NPRC-3225: Educational Code of Conduct for Students or NPRC-3235: Behavioral Code of Conduct for Students, including suspension or expulsion; and

- Emergency situations for which the student is unable to submit a withdrawal request with approval from the Vice President of Academic and Student Affairs.

Students who need to interrupt their education due to military service training or deployment may be administratively withdrawn after roster verification but prior to the end of business on the last day of the term or may be awarded grades of Incomplete (I) upon student request in alignment with policy NPRC-3245: Assignment and Use of Grades.

Administrative withdrawals may be appealed through NPRC-3260: Student Grievance and Complaint.

Voluntary Withdrawal
Withdrawal is the process by which a student voluntarily requests and is granted removal in one or more, but not all, credit-bearing courses of enrollment during a given academic term and whereby a grade of W is assigned as the course grade(s) by the established date listed in the Academic Calendar. Withdrawal occurs when a student voluntarily requests such removal provided that the request, accompanied by any required documentation or signature(s), is submitted to the Office of the Registrar prior to 11:59 p.m. on the withdrawal deadline for the term of enrollment published on the Academic Calendar.

Complete Withdrawal
Complete withdrawal is the process by which a student voluntarily requests and is granted removal from all credit-bearing courses in which the student is enrolled during a given academic term and whereby a grade of W is assigned for all course grades by the established date listed in the Academic Calendar. Students who submit requests for complete withdrawal may be required to confer with college personnel to obtain pertinent signatures and counsel regarding the academic and financial aid impact of their decision prior to assignment of grade(s) of W for enrolled courses.

Institutional Withdrawal
Institutional withdrawal is the process by which a student voluntarily requests and is granted removal from all credit-bearing courses in which the student is enrolled during a given academic term, whereby a grade of W is assigned for all course grades and undergoes separation from the College. Students who submit requests for institutional withdrawal may be required to confer with college personnel to obtain pertinent signatures and counsel regarding the academic and financial aid impact of their decision prior to assignment of grade(s) of W for enrolled courses.

Potential Consequences for Withdrawal and Student Responsibility
All types of withdrawal, including administrative, voluntary, complete, and institutional withdrawal, have the potential to result in financial consequences. Students, regardless of mode of withdrawal, are responsible for contacting the Office of Finance and Administration to discuss any financial consequences which may result due to federal, state, or institutional rules or regulations governing financial aid. Students are also expected to discuss the impact of receipt of grade(s) of W in a timely manner with their Student Success Specialist or other advisor.

Grade Point Average (GPA)
Grade point average (GPA) is an indication of a student's academic achievement and is calculated as the total number of quality points received divided by the total number of credits attempted. Terminology related to the calculation of GPA and definitions include:

- Quality points are the cumulative points used to calculate GPA. Quality points are assigned to each credit as follows: Four points for A; three points for B; two points for C; one point for D; and zero points for F. Quality points are not assigned to any other grades.

- Credit hours attempted for purposes of calculating GPA includes all credit hours for which a grade of A, B, C, D, or F is assigned barring exceptions.

- Credit hours earned for purposes of calculating GPA includes all credit hours for which a grade of A, B, C, D, or F is assigned, and of which were taken at NPRC, excluding grades for courses for which the C/D/F rule applies.

NPRC calculates both academic term GPA and overall institutional GPA for enrolled students at the conclusion of each academic term—fall, spring, and summer. Courses of shorter duration than the full academic term as designated by the Academic Calendar are included in the GPA calculation at the conclusion of the term in which the dates of the course fall. Barring exceptions, GPA calculations include all credit-bearing courses of enrollment for which a grade

of A, B, C, D, or F is assigned. GPA calculations do not include courses for which grades of TR, W, I, P, or AU are assigned. For details concerning the relationship of achievement to possible assigned letter grades, refer to Assignment of Grades. Grades reported for courses with assigned course numbers less than 100, which are utilized to designate pre-college level coursework or support instruction, are not included in GPA calculations. For details regarding additional exceptions, refer to the C/D/F Repeat Rule and Academic Forgiveness.

Standards of Academic Progress for Students

Academic progress and academic status denote a student's progress toward program completion and may impact progress toward degree, incur financial obligation to the institution, or result in other consequences. Academic progress is a measure of a student's overall achievement and advancement toward successful degree or certificate completion. At the conclusion of each academic term, students are assigned an academic progress designation of Good Standing or Not in Good Standing as an indicator of their overall academic progress. Academic status is a measure of a student's academic term performance and its impact upon the student's overall progress toward successful degree or certificate completion. This includes an assigned status of satisfactory academic progress and assigned academic disciplinary statuses of academic warning, academic probation, and academic suspension.

Academic progress and status are evaluated at the end of every term, including summer, but are not evaluated at the end of shorter duration sessions that fall within a term. These standards apply only to academic progress and status and may differ from standards set forth in NPRC-8005: Standards for Academic Progress for Financial Aid.

Students are encouraged to maintain continuous enrollment at NPRC and are responsible for monitoring their own academic record and performance. To maintain the pace necessary for completing an associate degree within two years of the start of enrollment, students are encouraged to complete 30-32 credit hours per academic year.

Students must earn a minimum cumulative Grade Point Average (GPA) of 2.0 to successfully complete an associate degree, certificate, or other academic credential. Total credit hours considered for degree completion include total credit hours earned; credit hours with an assigned grade of P, Pass; transfer credit hours awarded; and prior learning credit hours awarded. Students who completely withdraw during a term of enrollment earn no quality points, no credits earned, and no awarded term GPA. For purposes of assigning academic progress designation and academic status, students with no term GPA shall be treated the same as students with term GPAs less than 2.0.

Academic Progress Designations

Good Standing

At the start of the first term of enrollment at NPRC, students are automatically granted an academic progress designation of Good Standing. At the conclusion of each academic term, students are assigned an academic progress designation of Good Standing if they meet the following criteria:

- Have a minimum cumulative GPA of 2.0 in all credit hours attempted and

- Have grades of F or W in no more than 1/3 (33.3%) of the sum of credit hours with assigned grades of W and cumulative credit hours earned.

Students in Good Standing will be assigned a status of Satisfactory Academic Progress provided they have academic term GPAs of 2.0 or higher. Students assigned a status other than Satisfactory Academic Progress will be notified by the Registrar via their college email at least five calendar days prior to the start of the next term and may also be notified by USPS Mail.

Not in Good Standing

At the conclusion of each academic term, this academic progress designation is assigned if the criteria for being in good standing is un-met.

Students whose term GPA is less than 2.0 and/or who have more than 1/3 (33.3%) cumulative credit hours attempted with F or W grades will be assigned academic warning status, regardless of academic progress designation.

Academic Status Designations

Satisfactory Academic Progress
At the start of the first term of enrollment at NPRC, all students are automatically granted an academic status designation of satisfactory academic progress. Students in Good Standing will be assigned a status of Satisfactory Academic Progress at the conclusion of a term of enrollment provided they have academic term GPAs of 2.0 or higher.

Academic Warning
At the conclusion of an academic term, students whose term GPA is less than 2.0 and/or who have more than 1/3 (33.3%) cumulative credit hours attempted with F or W grades will be assigned Academic Warning status, regardless of academic progress designation. Students assigned an Academic Warning status are permitted to enroll in no more than 12 credit hours without special permission and they may be assigned this status for multiple terms, consecutively or non-consecutively. Student assigned this status are required to meet with their Student Success Specialist or other assigned advisor to create a plan for success which will be submitted to the Office of the Registrar prior to the start of the next term of enrollment.

Academic Probation
Students with Academic Warning status will be assigned a status of Academic Probation at the conclusion of any subsequent term of enrollment if their term GPA is less than 2.0 and they are Not in Good Standing. Students must have been assigned Academic Warning status for the previously enrolled term to be assigned Academic Probation status and they are not permitted to enroll in more than 12 credit hours without special permission prior to the start of the next term of enrollment. If a student is assigned Academic Probation status, they must meet with either the Director of Enrollment and Student Success, Dean of Curriculum and Instruction, or their designee to create a plan for success which will be submitted to the Office of the Registrar.

Academic Probation status will be revoked at the conclusion of the subsequent term of enrollment for students in Good Standing if their assigned academic status is Satisfactory Academic Progress or Academic Warning. A one-term extension of Academic Probation status may be approved by the Director of Enrollment and Student Success, Dean of Curriculum and Instruction, or their designee provided a mutually agreed-upon plan for continuing improvement is submitted to the Office of the Registrar prior to the start of the term for which the extension is awarded.

Academic Suspension
Students with Academic Probation status who do not meet the criteria required for an extension of Academic Probation status or the criteria for Good Standing and Satisfactory Academic Progress or Academic Warning status at the conclusion of their next term of enrollment shall be assigned a status of Academic Suspension and shall be ineligible for enrollment in the subsequent term. At the time of assignment of Academic Suspension status, the student will be administratively dropped from any courses for which they are registered, and a hold will be placed preventing future registration. Students must have been assigned a status of Academic Probation for at least the previously enrolled term to be assigned a status of Academic Suspension.

Students who seek reinstatement of eligibility for enrollment at the end of academic suspension status must submit a written request for consideration of reinstatement to the Dean of Curriculum and Instruction no later than 20 working days prior to the last date for enrollment in the term for which the student wishes to enroll. Prior to reinstatement, students with assigned status of academic suspension must meet with the Dean of Curriculum and

Instruction or designee to discuss plans for successful return. That meeting will occur no later than 14 calendar days prior to the start of the term for which the student wishes to enroll. As a result of the meeting, the Dean of Curriculum and Instruction or designee will recommend approval or denial of the student's reinstatement to the Vice President of Academic and Student Affairs. The Vice President of Academic and Student Affairs will approve or deny reinstatement of eligibility for enrollment upon receipt of the Dean of Curriculum and Instruction or designee's recommendation. This decision shall be communicated to the Office of the Registrar and to the student via their college-assigned email account or U.S. mail prior to the registration deadline for the requested term of return and shall be considered final. Any hold placed for a status of Academic Suspension shall be rescinded by the Registrar or designee upon reinstatement. Students who are reinstated will be assigned a status of Academic Probation upon re-entry.

Assignment and Use of Grades
Final letter grades assigned to credit-bearing courses, a description corresponding to the associated level of student achievement, and corresponding quality points per credit hour assigned to each letter grade for purposes of GPA calculation is provided by the following table:

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; no credit awarded
P	Pass	No points assigned; credit assigned
AU	Audit	No points assigned; no credit assigned
I	Incomplete	No points assigned; no credit assigned
TR	Transfer Course or Prior Learning Credit Awarded	No points assigned
W	Withdrawal or Administrative Withdrawal	No points assigned; no credit assigned

Barring exceptions, final grades for courses are assigned using the following table:

Final Percentage Grade Earned	Letter Grade Assigned
90.0-100.0%	A
80.0-89.9%	B
70.0-79.9%	C
60.0-69.9%	D
00.0-59.9%	F
60.0-100.0%	P

Exceptions include assignment of grades of AU, I, or W. Refer to the Withdrawal section

within the catalog for additional information related to the assignment of this grade. Additional exceptions to the standards provided by the table above may be granted by the Vice President of Academic and Student Affairs for programs of study which are required to meet standards set by outside accrediting bodies which differ from those established by the College.

Assignment of Grade(s) of Audit (AU)
A grade of Audit, AU, is assigned to students who, at the time of enrollment, indicate to the Office of the Registrar that they do not wish to earn credit or be held to the grading standards outlined in the syllabus of the course in which they seek to enroll.

Assignment of Grades of Incomplete (I)
A grade of Incomplete, I, may be assigned as a final course grade if the student requests such an assignment prior to the deadline for submission of grades, provided the majority of course requirements have been completed and if the student is unable to complete course requirements due to an emergency, a personal or family crisis, a personal or family illness, military deployment, or other reason approved by Vice President of Academic and Student Affairs or designee. To request the assignment of grade(s) of I for course(s) of enrollment, the student must submit a written notice to the instructor requesting assignment of an Incomplete (I) prior to 11:59 p.m. on the last day of the academic term. Upon submission of a request for assignment of an I to an instructor, students are encouraged to provide notice of the request's submission to the Office of the Registrar, registrar@rrcnpa.org. The Dean of Curriculum and Instruction or designee must review and approve the assignment of a grade of I and the student and instructor must establish a plan and timeline for completion of the missing course assignments, exams, or other evaluations. A plan for course completion must be submitted to the Dean of Curriculum and Instruction or designee prior to the submission of the request for change of grade from I to the letter grade earned upon course completion. The requirements for the course(s) for which an incomplete grade (I) is assigned must be completed no later than the last day of the following term. A one-term extension may be granted at the discretion of the Dean of Curriculum and Instruction or designee upon student or instructor request. Unresolved incomplete grades will be changed to F by default following the final grade submission deadline for the subsequent term or, for courses assigned a grade of I for which extensions have been granted, following the final grade submission deadline for the second subsequent term.

C/D/F Repeat Rule
Students who earn a grade of C, D, or F for any course may repeat the course at NPRC prior to the receipt of a degree or certificate. Repeated course must be the same course and be retaken for the same number of credits as originally attempted. Students may only earn credit for the same course once. All grades earned shall remain on a student's transcript. When a course is repeated, the original course and grade will remain on the transcript and any repeat(s) of the course will be noted with an R on the student's transcript placed next to all, but the highest grade assigned to the course (i.e., CR, DR, or FR). Courses may be repeated a maximum of three times unless granted special permission to exceed the maximum by the Vice President of Academic and Student Affairs or designee. Only grades of A, B, C, D, or F with no added R notation are used in the calculation of GPA. For purposes of assigning academic progress and academic status, credit hours earned exclude courses with assigned grades that include an R notation, whereas credit hours attempted include courses with assigned grades that include an R notation per NPRC-3220: Standards of Academic Progress for Students. Refer to the Standards of Academic Progress catalog section for additional details.

Dean's List
To be awarded 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.

Graduation Requirements

To successfully complete an associate degree, certificate, or other academic credential, students must:

- Successfully complete all coursework and program requirements for the associate degree, certificate, or other academic credential as outlined in the applicable academic catalog;

- Earn an overall institutional GPA of 2.00 or higher; and

- Earn at least 25% of the credit hours required for completion of a degree, certificate, or other credential through enrollment in NPRC coursework.

Students completing associate degrees or certificates 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 an associate degree 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. Students granted academic forgiveness forfeit academic recognition, including, but not limited to, graduating with honors.

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 one or more consecutive years may be granted approval for some or all grades of D and/or F earned at NPRC 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.

Paying for College

We understand that students can sometimes feel overwhelmed with the cost of college. At NPRC we work to help students reach their educational goals, keeping in mind the financial commitment that accompanies this investment. We offer multiple payment options, institutional aid, assistance with the financial aid process, and links to resources and scholarships available in the communities we serve. For more information, visit our website at https://regionalcollegepa.org/cost-and-aid. Students are encouraged to email questions regarding charges to their student account information and payment options to billing@rrcnpa.org. Questions regarding financial aid should be emailed to financialaid@rrcnpa.org. Students may reach either office by calling (814) 230-9010.

Before registering for classes, students are required to complete a Financial Responsibility Agreement in the My NPRC Student Portal. Charges for tuition and fees are posted to student accounts at the time of registration. They will be available for viewing within the My NPRC Student Portal approximately four weeks prior to the start of the term in which a student is enrolled. Notification concerning charges will be sent to student email accounts by the Business Office at that time. Charges posted to student accounts are due by the end of the last business day prior to the first day of classes each term and payment arrangements for outstanding balances must also be made by then.

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

Tuition Type	Applies to Students	Charge
Residential	Residing in one of the nine Pennsylvania counties in NPRC's service region	$185/credit hour
Residential Dual Enrollment	Eligible for enrollment as early entry students and residing in one of the nine Pennsylvania counties in NPRC's service region and	$60/credit hour
Non-residential	Residing in a Pennsylvania county outside of NPRC's nine-county service region	$200/credit hour
Non-residential Dual Enrollment	Eligible for enrollment as early entry students and residing in a Pennsylvania county outside of NPRC's nine-county service region and	$100/credit hour
Out-of-State Tuition	Residing outside of Pennsylvania	$370/credit hour
Out-of-State Dual Enrollment	Eligible for enrollment as early entry students and residing outside of Pennsylvania	$100/credit hour
Audit	Who, at the time of enrollment, indicate to the Office of the Registrar that they do not wish to earn credit or be held to the grading standards outlined in the syllabus of the course in which they seek to enroll	$50/credit hour

Fees for Academic Courses
An institutional fee is charged in addition to tuition and is based on the number of credits in which the student is enrolled each term. Degree-Seeking Students and students who are assigned student types other than that of Early Entry are charged a flat-rate fee of $100 for 6 or more credits. For five or fewer credits, the fee is $18 per credit hour. This fee does not apply to Early Entry Students or for courses in which a grade of Audit is requested.

Institutional fees charged are refundable to students who remove themselves from course enrollment prior to the date that classes begin as published on the Academic Calendar. Otherwise, institutional fees are non-refundable except in special circumstances approved by the Vice President of Finance and Administration. Requests for removal of fees must be submitted to the Business Office prior to the conclusion of the schedule adjustment period and must include documentation to support the request.

Textbook Charges
Required textbooks will be available for purchase online from NPRC's virtual bookstore. Students with an institutional aid award for textbooks are provided with information regarding their award amount and instructions on acquiring books from the virtual bookstore. Students with institutional aid for textbooks who wish to choose an alternative method for purchasing books are required to discuss reimbursement options with the Business Office. More information on textbooks can be found in the Learning and Support Resources section.

Payment of Charges
Payment of charges may include a combination of payment sources such as self-pay, third-party pay, grant funding, scholarship, and institutional aid. Participation in a payment plan does not reduce the financial obligation incurred by enrollment and may result in a balance owed if a refund calculation occurs. A financial hold will be placed on the records of students with overdue accounts and a late fee may be assessed. Students whose records have a financial hold are not eligible for re-enrollment and are not eligible for transcript or diploma release.

Methods of Payment of Charges
Students may choose to remit payment of charges by

- Cash,
- Check/Money Order,
- Credit Card, or
- Use of a Payment Plan (deferred payment).

Cash Payments
Cash payments are only accepted in person at the NPRC Administrative Center located at 300 2nd Avenue, Suite 500, Warren, PA. Cash payments should not be sent by mail.

Check or Money Order Payments
Checks and money orders 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 and money orders should be mailed to:

Northern Pennsylvania Regional College
Attn: Business Office
300 2nd Avenue, Suite 500
Warren, PA 16365

Credit Card Payments
Students may make secure credit card payments through the My NPRC Student Portal. The College accepts Visa, Mastercard, Discover, and American Express. Refunds for charges paid

by credit card will be issued to the same credit card used for payment. A credit card processing fee, currently 2.3% of the transaction amount, is charged at the time of the transaction.

Use of a Payment Plan

Payment plans are offered to help spread the financial investment of enrollment over time. Payment plans must be set up with the Business Office by the end of the last business day prior to 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 any applicable refund calculation.

A payment plan with three installments is available:

- First installment of 20% of the account balance due prior to the first day of class.
- Second installment of 40% of the remaining balance is due at midterm.
- Third installment for the remaining balance is due by the end of business day on the deadline for withdrawal from courses of enrollment.

Refunds

Refunds for charges incurred for academic courses are limited to the amount paid directly by the student and will be granted as follows:

- Any overpayment of tuition and fees resulting from course cancellation(s) will be refunded.
- 100% of tuition and eligible fees paid by the student will be refunded for courses dropped before the start of the term.
- 100% of any tuition paid by the student will be refunded to any student who is administratively dropped for nonattendance when they have not attended any classes through the roster verification date.
- Beginning on the start date for a term, 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 described in partial refunds.

Partial Refunds

Partial refunds are determined by varying circumstances as follows:

- Students who add and/or drop courses during the schedule adjustment period resulting in an overpayment of tuition and fees based on the revised charges will be refunded the amount of overpayment provided the student remains enrolled in at least one course.
- Students who drop all enrolled courses during the schedule adjustment period, but 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 last day of schedule adjustment and before the end of business on the due date for four-week progress grades for the fall or spring term will be refunded 50% of tuition.
- 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.
- 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 were enrolled.
- Students who are administratively withdrawn due to activation as a member of the military reserve or National Guard will receive a refund of 100% of tuition and fees.

Refunds will **not** be granted in the following circumstances:

- Students who are administratively withdrawn due to disciplinary action or academic misconduct are ineligible for a refund.
- Institutional fees for students dropping all courses after the first day of the term are refundable only under special circumstances when approved by the Vice President of Finance and Administration.
- Students who withdraw after the due date for four-week progress grades for the fall or spring term or after completion of 25% of the instructional contact time for the summer term are not eligible for a tuition refund.

Financial Aid

NPRC plans to pursue completion of the eligibility requirements for awarding and distributing federal and state financial aid when eligible to do so. Once NPRC has completed these requirements, students may apply for federal and state aid by filling out a FAFSA on the federal student aid website. Prior to NPRC's completion of the eligibility requirements for awarding and distributing federal and state aid, students are encouraged to seek assistance through outside scholarships and institutional aid. Students with questions regarding financial aid assistance are encouraged to contact financialaid@rrcnpa.org.

1098-Ts

After becoming eligible to offer Title IV financial aid, NPRC will file a Form 1098-T for any individual enrolled for any academic term and for whom the institution receives payment of qualified tuition and related expenses during the calendar year. Institutions must also file 1098-Ts for students who are not currently enrolled but for whom there was a prior-year adjustment made in the current year. NPRC students will not receive a Form 1098-T for the 2021 tax year. Further information regarding these forms will be distributed to students as updates are available.

Scholarships

Scholarships are a great way to help fund a college education. Unlike loans, scholarships do not need to be paid back. Many schools, employers, non-profit organizations, religious groups, and professional and social organizations offer scholarship support to students pursuing higher education. NPRC has compiled a list of local, state, regional, and national resources for all students, with links to the organizations' websites. This resource can be found in the Cost and Aid section of the NPRC website at https://regionalcollegepa.org/cost-and-aid/scholarship/. Additionally, students currently enrolled in high school are encouraged to reach out to their school's guidance office for additional information on local scholarships.

Institutional Aid

After applying for local, regional, or state scholarships, students are encouraged to apply for NPRC institutional aid using the online application. Applying online is recommended to ensure timely processing. However, a paper copy of the institutional aid application may be requested by contacting the Financial Aid Office at (814) 230-9010 or by emailing financialaid@rrcnpa.org.

Students seeking institutional aid may apply for aid each Academic Year but do not need to resubmit an application for subsequent terms within an Academic Year.

To avoid delays in consideration of an institutional aid request, it is important to

- Apply by the priority date listed on the Academic Calendar,
- Choose the correct Academic Year when applying for institutional aid,
- Provide the correct tax year documentation with the application, and
- Provide all required signatures on the application and tax documentation.

Institutional aid applications received by the priority date will be processed prior to the date

classes begin and will be applied to student accounts within 7-10 days after enrollment. Final awards are dependent on satisfactory academic progress status and on the number of credit hours of enrollment at the conclusion of schedule adjustment for a term. Late applications will be reviewed in the order of receipt with awards based on eligibility and funding available.

Maintaining Financial Aid Eligibility

Financial aid is awarded to assist students in earning a degree. Students must complete a new financial aid application each academic year and meet basic eligibility criteria to be granted aid. To continue receiving financial aid, students must make satisfactory academic progress for financial aid (SAP) toward their degree and not exceed a maximum length of study of 150% of the required credits for degree completion. This means that if a student needs 60 credits to graduate with an associate degree, they can take up to 89 credit hours of coursework that is eligible for financial aid, but once they attempt 90 credit hours, they are no longer eligible for additional financial aid.

The standards for satisfactory academic progress for financial aid apply only to financial aid eligibility and may differ from academic progress and academic status standards set forth in NPRC-3220: Standards for Academic Progress for Students. Though the language used may be similar, in addition to differing from the College's academic standards for satisfactory academic progress, federal financial aid eligibility standards may differ from state grant eligibility rules. A student may lose federal, state, and/or institutional aid, but still be allowed to return to the college and pay for tuition, fees, and books without additional financial support. A student who loses financial aid for failure to maintain satisfactory academic progress for financial aid eligibility may be able to regain eligibility by getting better grades and completing all enrolled courses. Students who lose eligibility may appeal this decision provided they can document extenuating circumstances and demonstrate a plan to repair their record.

Failing and incomplete grades, course withdrawals, repeated coursework, and change of major can impact a student's standard academic progress for GPA, progress, pace toward degree, and/or the time frame of degree completion.

Satisfactory Academic Progress for Financial Aid (SAP)

Satisfactory academic progress for financial aid (SAP) is a measurement that evaluates a student's academic progress toward degree completion and subsequently their eligibility for financial aid. Students are responsible for monitoring and communicating with appropriate college personnel regarding their academic progress, academic status, and financial aid eligibility. Students who fail to make SAP toward their degree or certificate may lose eligibility to receive institutional aid as well. Questions or concerns about SAP or financial aid eligibility should contact the Financial Aid Office at (814) 230-9010 or by emailing financialaid@rrcnpa. org.

Learning Support and Resources

Textbooks
NPRC makes every effort as practicable to use free Open Educational Resources (OER) to support its mission of affordability and accessibility. A complete list of textbooks required for each course may be found prior to the start date of each term by visiting NPRC's virtual bookstore or by logging into the My NPRC Student Portal. NPRC's virtual bookstore allows students the option to purchase or rent used, new, or electronic textbooks, as applicable to course requirements. On occasion, some of the textbook information is not available immediately, especially when publishers are in the process of updating a textbook. Under these circumstances, NPRC will update textbook information as soon as it is available and as often as practicable.

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

Students can refer to the Paying for College section of this catalog for more information regarding financial assistance options for purchasing textbooks.

Class Recordings
All class meetings are recorded and made available to students within the Desire2Learn shell associated with the course section students are enrolled in.

Disability Support Services
The College strives to create an accessible learning experience for all students. Disability Support Services (DSS) are available to any student enrolled at Northern Pennsylvania Regional College who is seeking accommodations for equitable educational access. DSS provides supports for students on a case-by-case basis in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008.

Students seeking accommodations do so by filling out and submitting an Accommodations Request Form. Once this form is received, a meeting will be scheduled with the student by a DSS staff member. At this meeting, the student will discuss with the staff member the disability(ies) for which they are requesting accommodations and the specific accommodations they would like to receive. Should the staff member discover that ADA documentation is needed to evaluate a request, the student must provide the College with the appropriate forms at this meeting.

Once all materials needed for a decision are received, students will receive a letter outlining the decision regarding the accommodations request. If support services are awarded, students will be provided a letter to present to faculty and staff with the summary of approved accommodations. It is the student's right and responsibility to disclose documentation of approved accommodations to their instructors if they desire to use the approved accommodations. The student's accommodations are activated for any course upon disclosure of their documented accommodations to the instructor. Accommodations cannot be made retroactively.

Accommodations included in the letter are valid for one calendar year from the date on 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.

Disability Support Services staff will be happy to talk with any student wishing to explore collegiately appropriate accommodations. 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 an 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 virtual and in-person appointments or by electronic communication. Students needing 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 (D2L) 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 Student Success Specialist or other advisor.

Library Resources
Many courses require independent research and reading outside of the classroom. Library resources provide the materials and opportunities to accomplish this goal and to help students learn and grow within and beyond the classroom. Library services for all NPRC students are provided by the Warren Public Library in conjunction with the Pennsylvania Power Library system.

- **Digital Resources:** Students can access most library services digitally. These online resources include non-fiction and fiction e-books, research databases covering a variety of general subject matter, as well as databases focused on specific subjects and disciplines. NPRC Student IDs also serve as the College's library card, providing students with 24/7 access to these digital resources.

- **Library Assistance**: The best resource for help with a specific research or reading assignment is the course instructor. As an additional resource, NPRC's library services include a "Chat with a Librarian" feature which offers 24/7 assistance with general library navigation, research questions, and other library-related topics. Librarians are also available to students by phone or in person. To access these library resources, visit the Warren Public Library website.

Non-academic Support Services
NPRC is partnered with Higher Ed EAP **to provide students with free** resources and problem-solving benefits to provide support for challenges that students may face. The resources available to students include, but are not limited to:

- Counseling benefits - Help with personal issues from relationships to stress and substance abuse
- Work/life benefits - Assistance for other personal, financial, and legal issues
- Self-help resource benefits - Access a vast collection of self-help tools and articles
- Peak performance coaching - One-to-one telephonic personal and professional coaching
- Lifestyle savings benefits - Get negotiated discounts and deals for wellness, shopping, travel and more

- Personal development and training benefits - Over 8,000 eLearning opportunities to grow in your work, life, and career
- Wellness benefits - Coaching, information, and resources to improve your overall wellness

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, other advisor, or log into the Desire2Learn portal to access Student Resources.

Technology Resources

- **Student Accounts:** Students will be given access to various online accounts to support educational engagement at NPRC. Access to these accounts will be sent through email with further instruction for activation and appropriate usage.
- **Productivity Tools:** Every registered student at NPRC receives a Microsoft Office 365 Student account. This account gives students access to the web versions of Microsoft Word, Excel, PowerPoint, and Outlook at no additional cost.
- **Loaner Equipment:** A limited number of laptops, graphing calculators, and other technology resources are available for use by enrolled students each academic term. Students may request loaner equipment by contacting their Student Success Specialist or emailing helpdesk@rrcnpa.org. Students who are loaned equipment are expected to return that equipment in usable condition at the end of the term. Students who fail to return the equipment will be charged a fee for the replacement cost of that equipment and will have a financial hold placed on their account until a resolution is reached. This hold prohibits registration for future terms and results in denial of requests for official transcripts and diploma if earned.
- **Wi-Fi Access:** At NPRC instructional locations, Wi-Fi access is provided at no charge.

More information on technology resources and acceptable use can be found in NPRC-5015: Technology Resources Acceptable Use Policy. 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.

English Language Learners
During the first 30 credit hours of study with NPRC, students who self-identify as English Language Learners (ELL) may be awarded time-and-a-half for exams and the use of an approved translation dictionary. Students needing English language support are encouraged to discuss their needs for assistance with their Student Success Specialist, another advisor, or the Director of Enrollment and Student Success at supportservices@rrcnpa.org. Notice of support approved by the Director of Enrollment and Student Success must be provided to the course instructor by the student through presentation of appropriate documentation provided by the Director of Enrollment Services and Student Success, or designee.

Career Services
Northern Pennsylvania Regional College's Career Services has numerous resources and services to offer as students as they explore majors or prepare for job searches. Valuable information about careers will be woven into the curriculum of coursework so students become familiar with specific work responsibilities and cultures.

Every NPRC student is automatically enrolled in College Central Network (CCN). The CCN platform connects students and alumni to regional employers. It is also a free resource rich in up-to-date career information for students, alumni, and employers.

In addition to CCN resources, NPRC's Career Services provides webpages with resources to assist students in identifying their own career strengths and interests; exploring various career fields and their outlook for the next several years; laying the groundwork for a job search

through resume and interview preparation; and connecting students and alumni with job opportunities. The NPRC Career Services website can be found at https://regionalcollegepa. org/academics/support-services/career-services/

At NPRC, we know that navigating resources may be challenging and that discussion and personal guidance is often welcome. Students and alumni are encouraged to speak with their faculty, Student Success Specialist, or Career Services representative for additional guidance.

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

Certificates
Students may choose to pursue any of the following academic certificates:

- Certificate in General Studies
- Certificate in Industrial Maintenance Technology

Occupation-based Skill Sets
Eligible students may choose to complete coursework to prepare them to pursue the following credentials granted by external agencies:

- Child Development Associate (CDA) Credential
- School Age Professional Credential (SAPC)

Students may choose to complete coursework required for completion of the following academic skill sets:

- Industrial Maintenance Technology Skill Set
- Advanced Industrial Maintenance Technology Skill Set

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 a student's term of entry. Students should speak with their Student Success Specialist or other assigned advisor about the best structure and degree-planning path.

Transfer Considerations
Acceptance of transfer credit, including the determination of whether and how courses transferred may 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 that students consult the catalog and transfer policies of their intended transfer institution to seek additional guidance from that institution's advisors and registrar.

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 range 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 may plan to pursue a general entry-level job while continuing their education by focusing on coursework that includes 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
General Education Goals

Upon successful program completion, graduates of a certificate or degree program should be able to:

1. Communicate accurately and appropriately using verbal and written language to explain, discuss, and facilitate the exchange of relevant knowledge using information technology, critical thinking, and information literacy.

2. Demonstrate reasoning through a range of approaches for analysis, evaluation, and problem-solving that includes fluent and accurate use of computational methods and mathematical approaches to solve problems and analyze data, application of scientific approaches to explain physical phenomena, and expression of informed opinions about artistic or philosophical works.

3. Explore and analyze respect for diversity through exposure to differing ideas, opinions, experiences, and worldviews.

4. Exhibit professionalism through adherence to principles of ethical behavior and organizational codes of conduct while assuming responsibility and accountability for one's actions.

Program-Specific Goals

Additionally, upon successful completion of the program, the graduate should be able to:

5. Analyze and evaluate qualitative and quantitative information, including primary sources, within the humanities, arts, and sciences;

6. Develop critical thinking skills to articulate an informed position; and

7. 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	Pre-requisite
Professionalism	Communication	ENG 110^	Writing I	3	
		ENG 115	Writing II	3	ENG 110
		SPC 205 or SPC 210	Interpersonal Communication or Public Speaking	3	ENG 110
	Reasoning	BIO 105 or BIO 110	Environmental Biology or Human Biology	3	
		FIN 205 or FIN 110	Humanities Through the Arts or Music Appreciation	3	ENG 110 for FIN 205
		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 110
		HST 110	History Without Borders	3	
		POL 210	US Government and Politics	3	
		PSY 110	Introduction to Psychology	3	
		SOC 110	Introduction to Sociology	3	

Liberal Studies Major Courses

Choose 27 credit hours of additional coursework based upon your planned baccalaureate major in consultation with your Student Success Specialist, or other assigned advisor, and the catalog/transfer agreement for your intended transfer institution. Students must choose at least 6 credit hours from at least 3 different concentrations. Degree completion requires 27 credit hours at the 200 level, a minimum of 15 credit hours of 200 level courses must be taken from the concentrations below.

Course Number	Course Name	Credit Hours	Prerequisite
Sciences Concentration			
BIO 210	Biology I	4	
BIO 220	Biology II	4	BIO 210
BIO 111^^	Human Biology Lab	1	
CHM 110	Introduction to Chemistry	3	
CHM 111^^	Introduction to Chemistry Lab	1	
PHY 150	Applied Physics	3	
PHY 151^^	Applied Physics Lab	1	
Business Concentration			
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	
Humanities Concentration			
ECE 220	Children's Literature	3	ENG 110
ECE 232	Child Development	3	
ENG 210	Business and Professional Communication	3	ENG 110
PSY 210	Human Development	3	PSY 110
REL 210	World Religions	3	ENG 110
	*Humanities Elective—choose a course with one of the following prefixes: ENG, FIN, HST, POL, PSY, REL, SOC, SPC)	3	
World Application Concentration			
CIS 150	Business Technology I	3	
CRJ 110	Introduction to Criminal Justice	3	
ECN 220	Microeconomics	3	
ECN 225	Macroeconomics	3	
PSY 205	Psychological Statistics	3	PSY 110
SWK 105	Introduction to Social Work	3	
	**Free Elective	3	

^See course descriptions for placement requirements.

^^This science lab course may be taken concurrently with the corresponding lecture course or subsequently to successful completion of the corresponding lecture course.

*Courses taken may only be used to satisfy the requirements for General Education Foundational Courses or Liberal Studies Major courses and may not be counted in both areas.

**Students may select any three-credit-hour course of their choice. Courses taken may only be used to satisfy the requirements for General Education Foundational Courses or Liberal Studies Major courses and may not be counted in both areas.

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
General Education Goals
Upon successful program completion, graduates of a certificate or degree program should be able to:

1. Communicate accurately and appropriately using verbal and written language to explain, discuss, and facilitate the exchange of relevant knowledge using information technology, critical thinking, and information literacy.

2. Demonstrate reasoning through a range of approaches for analysis, evaluation, and problem-solving that includes fluent and accurate use of computational methods and mathematical approaches to solve problems and analyze data, application of scientific approaches to explain physical phenomena, and expression of informed opinions about artistic or philosophical works.

3. Explore and analyze respect for diversity through exposure to differing ideas, opinions, experiences, and worldviews.

4. Exhibit professionalism through adherence to principles of ethical behavior and organizational codes of conduct while assuming responsibility and accountability for one's actions.

Program-Specific Goals
Additionally, upon successful completion of the program, the graduate should be able to:

5. Develop foundational knowledge of a variety of theories, perspectives, and findings of the social sciences;

6. Analyze and evaluate qualitative and quantitative information, including primary sources, within the social sciences;

7. Use methods and theories of the social sciences to analyze current and historical social issues; and

8. 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 205 or SPC 210	Interpersonal Communication or Public Speaking	3	ENG 110
	Reasoning	BIO 110	Human Biology	3	
		FIN 110 or FIN 205	Music Appreciation or Humanities Through the Arts	3	ENG 110 for FIN 205
		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 110
		HST 110	History Without Borders	3	
		POL 210	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
CIS 150	Business Technology I	3	
ENG 210	Business and Professional Communication	3	ENG 110
PSY 205	Psychological Statistics	3	PSY 110
PSY 210	Human Development	3	PSY 110
REL 210	World Religions	3	ENG 110
SWK 105	Introduction to Social Work	3	
SWK 205	Human Behavior and the Social Environment I	3	SWK 105, PSY 110
Complete the courses in Specialization A or Specialization B			
Specialization A: Behavioral Services			
SWK 210	Human Behavior and the Social Environment II	3	SWK 205
SWK 215	Human Behavior and the Social Environment III	3	SWK 210
Specialization B: Human Services			
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.
^^Course requires field experience clearances

Associate of Science
Business Administration
60 Credit Hours

Program Purpose

The Associate of Science in Business Administration provides 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
General Education Goals
Upon successful program completion, graduates of a certificate or degree program should be able to:

1. Communicate accurately and appropriately using verbal and written language to explain, discuss, and facilitate the exchange of relevant knowledge using information technology, critical thinking, and information literacy.

2. Demonstrate reasoning through a range of approaches for analysis, evaluation, and problem-solving that includes fluent and accurate use of computational methods and mathematical approaches to solve problems and analyze data, application of scientific approaches to explain physical phenomena, and expression of informed opinions about artistic or philosophical works.

3. Explore and analyze respect for diversity through exposure to differing ideas, opinions, experiences, and worldviews.

4. Exhibit professionalism through adherence to principles of ethical behavior and organizational codes of conduct while assuming responsibility and accountability for one's actions.

Program-Specific Goals
Additionally, upon successful completion of the program, the graduate should be able to:

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

6. Develop foundational knowledge of a variety of business models and apply business models appropriately in decision-making situations;

7. Perform effectively in a team environment by applying business theories, concepts, and practices with sensitivity to diversity; and

8. 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 205 or SPC 210	Interpersonal Communication or Public Speaking	3	ENG 110
	Reasoning	BIO 105 or BIO 110	Environmental Biology or Human Biology	3	
		FIN 110 or FIN 205	Music Appreciation or Humanities Through the Arts	3	ENG 110 for FIN 205
		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 210	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, or other assigned advisor, 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
General Education Goals
Upon successful program completion, graduates of a certificate or degree program should be able to:

1. Communicate accurately and appropriately using verbal and written language to explain, discuss, and facilitate the exchange of relevant knowledge using information technology, critical thinking, and information literacy.

2. Demonstrate reasoning through a range of approaches for analysis, evaluation, and problem-solving that includes fluent and accurate use of computational methods and mathematical approaches to solve problems and analyze data, application of scientific approaches to explain physical phenomena, and expression of informed opinions about artistic or philosophical works.

3. Explore and analyze respect for diversity through exposure to differing ideas, opinions, experiences, and worldviews.

4. Exhibit professionalism through adherence to principles of ethical behavior and organizational codes of conduct while assuming responsibility and accountability for one's actions.

Program-Specific Goals
Additionally, upon successful completion of the program, the graduate should be able to:

5. 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;

6. 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;

7. 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

8. Discuss and compare a range of academically accepted theories about the causes of criminal behavior, 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 205 or SPC 210	Interpersonal Communication or Public Speaking	3	ENG 110
	Reasoning	BIO 105 or BIO 110	Environmental Biology or Human Biology	3	
		FIN 110 or FIN 205	Music Appreciation or Humanities Through the Arts	3	ENG 110 for FIN 205
		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 210	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
CRJ 245	Cyber Crime	3	
CRJ 250	Investigation	3	
Choose two of the following courses:			
CIS 150	Business Technology I	3	
CRJ 285	Criminal Justice Practicum	3	CRJ 200, CRJ 230, CRJ 235
CRJ 260	Substantive Criminal Justice Law	3	CRJ 235
ENG 115	Writing II	3	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
General Education Goals
Upon successful program completion, graduates of a certificate or degree program should be able to:

1. Communicate accurately and appropriately using verbal and written language to explain, discuss, and facilitate the exchange of relevant knowledge using information technology, critical thinking, and information literacy.

2. Demonstrate reasoning through a range of approaches for analysis, evaluation, and problem-solving that includes fluent and accurate use of computational methods and mathematical approaches to solve problems and analyze data, application of scientific approaches to explain physical phenomena, and expression of informed opinions about artistic or philosophical works.

3. Explore and analyze respect for diversity through exposure to differing ideas, opinions, experiences, and worldviews.

4. Exhibit professionalism through adherence to principles of ethical behavior and organizational codes of conduct while assuming responsibility and accountability for one's actions.

Program-Specific Goals
Upon successful completion of the program, the graduate should be able to:

5. Use testing and measuring instruments to acquire data and analyze technical problems;

6. Design an industrial system or process and assess its effectiveness;

7. Implement systems containing hardware and software components; and

8. Demonstrate knowledge of, and ability to apply, safety and quality assurance 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 205	Interpersonal Communication	3	ENG 110
	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	Introduction to Psychology	3	
		SOC 150	Diversity in the Workplace	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	
IMT 270	Maintenance Management	3	
IMT 280	Industrial Maintenance Capstone	3	IMT 250, IMT 265, IND 140
IND 115	Metrology and Measuring Instruments	3	
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.

**In consultation with your Student Success Specialist, or other advisor, choose any three-credit hour course in alignment with your educational and career goals. BUS 230 Business Management is recommended.

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
General Education Goals
Upon successful program completion, graduates of a certificate or degree program should be able to:

1. Communicate accurately and appropriately using verbal and written language to explain, discuss, and facilitate the exchange of relevant knowledge using information technology, critical thinking, and information literacy.

2. Demonstrate reasoning through a range of approaches for analysis, evaluation, and problem-solving that includes fluent and accurate use of computational methods and mathematical approaches to solve problems and analyze data, application of scientific approaches to explain physical phenomena, and expression of informed opinions about artistic or philosophical works.

3. Explore and analyze respect for diversity through exposure to differing ideas, opinions, experiences, and worldviews.

4. Exhibit professionalism through adherence to principles of ethical behavior and organizational codes of conduct while assuming responsibility and accountability for one's actions.

Program-Specific Goals
Additionally, upon successful completion of the program, the graduate should be able to:

5. Analyze physical, cognitive, language, and social-emotional development of typical and atypical children;

6. Identify and apply major theories and concepts associated with developmentally appropriate practices in teaching, learning, and quality care at the early childhood level;

7. Develop performance skills in concepts and methods associated with curriculum planning, instructional design, lesson delivery, assessment, and classroom environment; and

8. 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 205 or SPC 210	Interpersonal Communication or Public Speaking	3	ENG 110
	Reasoning	BIO 105 or BIO 110	Environmental Biology or Human Biology	3	
		ECE 150	Creative and Expressive Arts	3	
		Choose two of the following courses:			
		MTH 120^	Foundations of Math	3	
		MTH 125^	Introduction to Statistics	3	
		MTH 130^	College Algebra	3	
		PHL 110	Introduction to Philosophy	3	
	Respect for Diversity	ENG 220	Introduction to Literature	3	ENG 110
		Choose two of the following courses:			
		HST 110	History Without Borders	3	
		POL 210	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, or other assigned advisor, and the catalog/transfer agreement for your intended transfer institution.		Credit Hours	Prerequisite
Course Number	**Course Name**		
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 220	Children's Literature	3	ENG 110
ECE 222^^	Concepts and Methods of Language and Literacy	3	ECE 120
ECE 228^^	Integrated Curriculum for Early Childhood Education	3	ECE 120
ECE 240	Co-Teaching in the Early Childhood Classroom	3	ECE 120***
Complete all courses listed in one of the two Specializations given below.			
Pre-Kindergarten and Paraprofessional Education Specialization			
ECE 224^^	Concepts and Methods: Mathematical and Scientific Thinking	3	ECE 120
ECE 232**	Child Development	3	

ECS 245	Meeting Learning Needs for Children with Exceptionalities	3	
Infant and Toddler Care Specialization			
ECE 214^^	Quality Care Environments for Infants and Toddlers	3	
ECE 216**	Social and Emotional Development of Infants and Toddlers	3	
ECE 234**	Physical and Cognitive Development of Infants and Toddlers	3	

^See course descriptions for placement requirements.

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

*Course assignments and outcomes aligned to Child Development Associate (CDA) Professional Portfolio components. Upon request, prior learning credit may be awarded to eligible students who have already earned a CDA.

**Can be taken as an elective for students pursuing the CDA or School Age Professional Credentials.

***May be taken as a co-requisite.

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
General Education Goals
Upon successful program completion, graduates of a certificate or degree program should be able to:

1. Communicate accurately and appropriately using verbal and written language to explain, discuss, and facilitate the exchange of relevant knowledge using information technology, critical thinking, and information literacy.

2. Demonstrate reasoning through a range of approaches for analysis, evaluation, and problem-solving that includes fluent and accurate use of computational methods and mathematical approaches to solve problems and analyze data, application of scientific approaches to explain physical phenomena, and expression of informed opinions about artistic or philosophical works.

3. Explore and analyze respect for diversity through exposure to differing ideas, opinions, experiences, and worldviews.

4. Exhibit professionalism through adherence to principles of ethical behavior and organizational codes of conduct while assuming responsibility and accountability for one's actions.

Certificate in General Studies
30 credit hours

General Education Foundational Courses (24 credit hours)

Goal		Course Number	Course Name	Credit Hours	Prerequisite
Professionalism	Communication	ENG 110^	Writing I	3	
		ENG 115 or ENG 210	Writing II or Business and Professional Communication	3	ENG 110
		SPC 205 or SPC 210	Interpersonal Communication or Public Speaking	3	ENG 110
	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 two of the following courses:***			
		HST 110	History Without Borders	3	
		PSY 110	Introduction to Psychology	3	
		SOC 110	Introduction to Sociology	3	

Specialized Courses (6 credit hours)

Choose a minimum of **6 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	
BUS 105	Business Foundations	3	
CIS 150	Business Technology I	3	
CRJ 110	Introduction to Criminal Justice	3	
ECE 232	Child Development	3	
ENG 220	Introduction to Literature	3	ENG 110
FIN 110	Music Appreciation	3	
FIN 205	Humanities Through the Arts	3	ENG 110
POL 210	US Government and Politics	3	
REL 210	World Religions	3	ENG 110
	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.

+In consultation with your student success specialist, or other advisor, choose any three credit-hour course in alignment with your educational goals.

Certificate in Industrial Maintenance Technology
30 credit hours

Program Purpose
The Certificate in Industrial Maintenance Technology provides students the opportunity to earn a stackable benchmark credential through a subset of courses within the Associate of Applied Science in Applied Technology degree. Students who earn an Industrial Maintenance Technology Certificate may choose to continue their studies or pursue entry-level employment.

Program Goals
General Education Goals
Upon successful program completion, graduates of a certificate or degree program should be able to:

1. Communicate accurately and appropriately using verbal and written language to explain, discuss, and facilitate the exchange of relevant knowledge using information technology, critical thinking, and information literacy.

2. Demonstrate reasoning through a range of approaches for analysis, evaluation, and problem-solving that includes fluent and accurate use of computational methods and mathematical approaches to solve problems and analyze data, application of scientific approaches to explain physical phenomena, and expression of informed opinions about artistic or philosophical works.

3. Explore and analyze respect for diversity through exposure to differing ideas, opinions, experiences, and worldviews.

4. Exhibit professionalism through adherence to principles of ethical behavior and organizational codes of conduct while assuming responsibility and accountability for one's actions.

Program-Specific Goals
Upon successful completion of the program, the graduate should be able to:

5. Use testing and measuring instruments to acquire data and analyze technical problems;

6. Design an industrial system or process and assess its effectiveness;

7. Implement systems containing hardware and software components; and

8. Demonstrate knowledge of, and ability to apply, safety and quality assurance standards, processes, and practices employed within industrial settings.

Certificate in Industrial Maintenance Technology
30 credit hours

General Education Foundational Courses (9 credit hours)

Goal		Course Number	Course Name	Credit Hours	Prerequisite
Professionalism	**Communication**	ENG 110^	Writing I	3	
	Reasoning	MTH 120^ or MTH 150^	Foundations of Math or Applied Mathematics	3	
	Respect for Diversity	PSY 110 or- SOC 150	Introduction to Psychology or Diversity in the Workplace	3	

Industrial Maintenance Technology Certificate Major Courses (21 credit hours)

Build your career pathway by completing all major courses and all courses within the Industrial Maintenance Technology Certificate Major courses to total 24 **credit hours** of coursework.			
Industrial Maintenance Technology Certificate Major Courses (24 credit hours)		**Credit Hours**	**Prerequisite**
HLT 110	First Aid	2	
IND 100	Industrial Safety	3	
IND 120	Fundamentals of Electricity and Electronics	4	
IMT 250	High Voltage Industrial Systems	2	IND 120
IMT 265	PLC and Robotics	4	
IND 115	Metrology and Measuring Instruments	3	
IND 140	Hydraulics and Pneumatics	3	

^See course descriptions for placement requirements.

Industrial Maintenance Technology Skill Set
13 credit hours

Program Purpose
The Industrial Maintenance Technology Skill Set provides students the opportunity to earn a short-term stackable benchmark credential through a subset of courses within the Associate in Applied Science in Industrial Maintenance Technology. Students who successfully complete an Industrial Maintenance Technology Skill Set may choose to continue their studies or pursue entry-level employment.

Program Goals
Students who successfully complete the program will have competencies and skills to:

1. Use testing and measuring instruments common to metrology, electronics, hydraulics, and pneumatics to acquire data and troubleshoot essential system failures;

2. Evaluate electrical, hydraulic, and pneumatic systems and processes ;

3. Implement hardware and software components common to electrical, hydraulic, or pneumatic systems; and

4. Demonstrate knowledge of, and ability to apply, safety and quality assurance standards, processes, and practices employed within industrial settings.

Industrial Maintenance Technology Skill Set (13 credit hours)		Credit Hours	Prerequisite
IND 100	Industrial Safety	3	
IND 115	Metrology and Measuring Instruments	3	
IND 120	Fundamentals of Electricity and Electronics	4	
IND 140	Hydraulics and Pneumatics	3	

Advanced Industrial Maintenance Technology Skill Set
19 credit hours

Program Purpose
The Advanced Industrial Maintenance Technology Skill Set provides students the opportunity to earn a short-term stackable benchmark credential through a subset of courses within the Associate in Applied Science in Industrial Maintenance Technology. Students who successfully complete an Advanced Industrial Maintenance Technology Skill Set may choose to continue their studies or pursue entry-level employment.

Program Goals
Students who successfully complete the program will have competencies and skills to:

1. Use testing and measuring instruments common to metrology, electrical, hydraulics, pneumatics, programmable logic controllers (PLC), robotic, and high voltage industrial systems to acquire data and troubleshoot essential system failures;

2. Evaluate electrical, hydraulic, pneumatic, PLC, robotic, and high voltage systems and processes;

3. Implement hardware and software components common to electrical, hydraulic, pneumatic, PLC, robotic, and high voltage systems; and

4. Demonstrate knowledge of, and ability to apply, safety and quality assurance standards, processes, and practices employed within industrial settings.

Advanced Industrial Technology Skill Set (19 credit hours)		Credit Hours	Prerequisite
IND 100	Industrial Safety	3	
IND 120	Fundamentals of Electricity and Electronics	4	
IMT 250	High Voltage Industrial Systems	2	IND 120
IMT 265	PLC and Robotics	4	
IND 115	Metrology and Measuring Instruments	3	
IND 140	Hydraulics and Pneumatics	3	

Course Descriptions

ACCOUNTING

ACC 120 Accounting I
3 credit hours..Fall

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

ACC 125 Accounting II
3 credit hours...Spring
Prerequisite: ACC 120

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

BIOLOGY

BIO 105 Environmental Biology
3 credit hours...Spring, Summer

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

BIO 110 Human Biology
3 credit hours...Fall, Spring

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

BIO 111 Human Biology Lab
1 credit hour...Fall, Spring
Corequisite or Prerequisite: BIO 110

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

BIO 120 Human Anatomy & Physiology I

3 credit hours..To Be Determined

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

BIO 121 Human Anatomy & Physiology I Lab

1 credit hour..To Be Determined

Corequisite or Prerequisite: BIO 120

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

BIO 210 Biology I

4 credit hours..To Be Determined

A contemporary survey of the field of modern biology, this course focuses on the scientific process, the chemistry of living things, cytology, basic metabolism, molecular genetics, inheritance patterns, and related biotechnology applications. This course includes a laboratory experience to enhance the concepts covered in class with hands-on experiences and experimental procedures.

BIO 220 Biology II

4 credit hours..To Be Determined

Prerequisite: BIO 210

A detailed survey of the major phylogenetic lineages, this course expands upon the themes established in Biology I. Of particular focus will be the diversity of living things on Earth, a comparison of their structures, functions, and survival strategies, an analysis of the complex ways in which they interact with one another and the environment around them, and the importance of evolutionary processes as they relate to the survival and adaptation of organisms. This course includes a laboratory experience to enhance the concepts covered in class with hands-on experiences and experimental procedures.

BUSINESS

BUS 105 Business Foundations

3 credit hours...Fall, Spring

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

BUS 220 Principles of Marketing
3 credit hours...Fall

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

BUS 230 Principles of Management
3 credit hours.. Spring

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

BUS 240 Business Law
3 credit hours...Spring (Odd Years)

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

CHEMISTRY

CHM 110 Introduction to Chemistry
3 credit hours ....Fall (Even Years)

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

CHM 111 Introduction to Chemistry Lab
1 credit hour..To Be Determined
Corequisite or Prerequisite: CHM 110

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

COMPUTER INFORMATION SYSTEMS

CIS 150 Business Technology I
3 credit hours...Fall

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

PowerPoint.

CIS 250 Business Technology II
3 credit hours...SpringPrerequisite: CIS 150

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

CRIMINAL JUSTICE

CRJ 110 Introduction to Criminal Justice
3 credit hours...Fall

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

CRJ 200 Corrections
3 credit hours...Fall (Odd Years)

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

CRJ 225 Criminology
3 credit hours..Fall (Even Years)

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

CRJ 230 Police Function
3 credit hours...Fall (Odd Years)

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

CRJ 235 Criminal Law and Procedure
3 credit hours..Spring (Odd Years)
Prerequisite: CRJ 110

This course examines the dynamic balance of the power of the government (to enforce the criminal law) against the rights of the individual to come and go as they please without government interference. Additionally, the course examines judicial review, constitutional

supremacy, and the protections of state constitutional rights concerning criminal procedure as related to federal constitutional protections. The course will cover the area of search and seizure law and its current status as well as its historical development through the tracing of case law; the ever-changing laws on interrogation, confessions, and 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
3 credit hours.. Spring (Odd Years)
Prerequisite: 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
3 credit hours...Fall (Even Years)

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

CRJ 250 Investigation
3 credit hours..Spring (Even Years)

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

CRJ 260 Substantive Criminal Justice Law
3 credit hours.. To Be Determined
Prerequisite: CRJ 235

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

CRJ 285 Criminal Justice Practicum
3 credit hours.. To Be Determined
Prerequisites: 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:

- Act 34 Criminal History Background Clearance, Act 33/151 Child Abuse History Clearance, and Act 114 FBI Fingerprinting Clearance. These clearances are all mandated by Pennsylvania School Code and Pennsylvania Child Care Code.

- An Arrest of Conviction Report and Certification Form as associated with Act 82 of 2012 which expands the provision of Act 24. Resubmission of the form is required to report arrests or convictions within 72 hours of the occurrence of such arrests or conviction. See the form for a list of reportable offenses.

- Completion of Act 126 Mandated Reporter Training is mandated by the Pennsylvania Department of Education Act 126 Child Abuse Recognition and Reporting Act.

- 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 under the age of 18 are also required to complete a Minor Student Affirmation for Qualification of Service form.

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. Contact the Business Office for additional information regarding potential financial which may result.

Clearances are good on file for five years from date of issue. Per federal/state regulations, clearances are kept on file for *active* students at NPRC. Resubmission of all clearances is required for students whose entry type is assigned as a Re-entry Student. Refer to Student Admission and Registration Resources for Additional Information.

ECE 110 Introduction to Early Childhood Education
3 credit hours...Fall (Even Years)

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

ECE 118 Family Involvement and Collaboration
3 credit hours...Fall (Even Years)

This course examines the symbiotic relationship between family and care environments while emphasizing a team approach utilizing family, educational and childcare providers, and community resources to promote early development and learning. Focus is placed on practical components of family involvement that teachers encounter, effective home and educational provider communications, parent and teacher conferences, facilitation of connections with community resources, administrative issues, and challenges with family involvement in the

educational system. Assignments and outcomes within this course are aligned to portfolio components for the Child Development Associate (CDA) credential.

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

This course introduces pre-service teachers to best practices in creating and managing instruction in the early childhood learning environment. The course fosters quality teaching and learning through lesson development designed to connect learning theories, academic standards, subject content, the learning process, student achievement, assessment of student learning, and arrangement of the classroom environment for improved instruction. Effective strategies for classroom behavior management that promote a safe, respectful learning environment are emphasized. A 30-hour field experience provided through site-based observation or alternate video review is required.

ECE 150 Creative and Expressive Arts
3 credit hours...Spring (Odd Years)

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 214 Quality Care Environments for Infants and Toddlers
3 credit hours...Spring (Odd Years)

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 30-hour field experience is required.

ECE 216 Social and Emotional Growth of Infants and Toddlers
3 credit hours... Fall (Odd Years)

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.

ECE 220: Children's Literature
3 credit hours... Spring (Even Years)
Prerequisite: ENG 110

This course provides students with a knowledge base of children's books, authors, and illustrators, including all genres of traditional and contemporary literature. The course will include analysis of quality of literary resources in the early childhood classroom. The historical and contemporary mores that influence children's literature, including the impact of digital literacy media, will be discussed.

ECE 222 Concepts and Methods of Language and Literacy
3 credit hours.. Fall
Prerequisites: Field Experience Clearances, ECE 120

This course focuses on developing effective instructional strategies for teaching receptive language, expressive language, emergent literacy, and English Language Arts in Early Childhood Classrooms. 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 30-hour field experience is required.

ECE 224 Concepts and Methods: Mathematical and Scientific Thinking
3 credit hours...Spring (Odd Years)
Prerequisites: 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 30-hour field experience is required.

ECE 228 Integrated Curriculum for Early Childhood Education
3 credit hours...Spring (Odd Years)
Prerequisites: 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 30-hour field experience is required.

ECE 232 Child Development
3 credit hours... Spring (Even Years)
A broad study of child development theory and concepts, the course covers developmental milestones, sequences, and expectations in cognitive, language, physical, and social-emotional domains from birth through age 10 in typical and atypical children.

ECE 234 Physical and Cognitive Development of Infants and Toddlers
3 credit hours... Spring (Even Years)

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

ECE 240 Co-Teaching in the Early Childhood Classroom
3 credit hours.. Fall (Odd Years)
Prerequisite or Corequisite: ECE 120

In many Early Childhood classrooms, teams of educators work together to seamlessly provide care, instruction, and behavioral support. In this course, students will overview and practice various models of co-teaching within both childcare settings and elementary schools. Additional topics in the course will include strategies for planning, communication, and support between co-teachers.

EARLY CHILDHOOD SPECIAL EDUCATION

ECS 245 Meeting Learning Needs for Children with Exceptionalities
3 credit hours..Fall (Odd Years)

This course examines the educational programming for PreK through third 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.

ECONOMICS

ECN 220 Microeconomics
3 credit hours..Fall (Odd Years)

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

ECN 225 Macroeconomics
3 credit hours..Spring (Even Years)

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 Understanding Academic Requirements and Opportunities for details concerning NPRC Placement Standards for English.

ENG 090 College Reading and Success Strategies
2 credit hours...Fall, Spring, Summer

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
2 credit hours..Fall, Spring
Corequisite: ENG 110. See NPRC Placement Standards for English

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

ENG 110 Writing I
3 credit hours..Fall, Spring
Corequisite: See NPRC Placement Standards for English

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

ENG 115 Writing II
3 credit hours...Fall, Spring, Summer
Prerequisite: 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
3 credit hours...Fall (Even Years)
Prerequisite: ENG 110

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

ENG 210 Business and Professional Communication
3 credit hours...Spring
Prerequisite: 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

3 credit hours..Spring
Prerequisite: ENG 110

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 110. The completion of a research paper will be required.

FINE ARTS

FIN 110 Music Appreciation

3 credit hours..Spring

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 205 Humanities Through the Arts

3 credit hours...Fall
Prerequisite: ENG 110

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 250 Humanities Through the Arts Study-Away

3 credit hours..To Be Determined

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

3 credit hours.. Spring, Summer

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
1 credit hour... Spring (Even Years)

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
2 credit hours... Spring (Even Years)

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
3 credit hours...Fall (Even Years)

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
2 credit hours...Fall
Prerequisite: 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
4 credit hours...Fall

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
3 credit hours...Fall (Even Years)

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
3 credit hours...Fall (Even Years)
Prerequisites: 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
3 credit hours...Summer

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 are explored.

IND 115 Metrology and Measuring Instruments
3 credit hours..Fall

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
4 credit hours..Fall

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. This course

includes a laboratory experience.

IND 140 Hydraulics and Pneumatics
3 credit hours..Fall

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. This course includes a laboratory experience.

MATHEMATICS

Visit Understanding Academic Requirements and Opportunities for details concerning NPRC Placement Standards for Mathematics.

MTH 090 Math and College Reasoning Strategies
2 credit hours.. Spring, Summer
Corequisite: MTH 120, MTH 125, or MTH 150. See NPRC Placement Standards for Mathematics

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

MTH 095 Algebra and College Reasoning Strategies
2 credit hours..Fall
Corequisite: MTH 130. 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
3 credit hours.. Spring, Summer
Corequisite: See NPRC Placement Standards for Mathematics

This course promotes interpretation and communication of quantitative information presented in verbal, symbolic, graphical, or numerical form, and the ability to draw conclusions about and make decisions with quantitative information. An understanding of mathematical and statistical concepts is built through the development of number sense and problem-solving skills as

applied to financial literacy, mathematical perspective, logical reasoning, linear and exponential models, conversions, descriptive statistics, probability, and data.

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

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

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

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

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

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

PHILOSOPHY

PHL 110 Introduction to Philosophy
3 credit hours..Fall, Spring, Summer

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
3 credit hours...Spring (Odd Years)

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

PHY 151 Applied Physics Lab
1 credit hour...Spring (Odd Years)
Corequisite or Prerequisite: 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 210 US Government and Politics
3 credit hours..Fall, Summer

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

PSYCHOLOGY

PSY 110 Introduction to Psychology
3 credit hours.. Fall, Spring, Summer

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

PSY 205 Psychological Statistics
3 credit hours...Fall (Odd Years)
Prerequisite: PSY 110

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

PSY 210 Human Development
3 credit hours...Spring
Prerequisite: 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 210 World Religions
3 credit hours.. Spring (Odd Years)
Prerequisite: ENG 110

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
3 credit hours...Fall, Spring, Summer

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

SOC 150 Diversity in the Workplace
3 credit hours..Spring (Odd Years)

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
3 credit hours..To Be Determined

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
3 credit hours ....To Be Determined

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 205 Interpersonal Communication
3 credit hours...Spring, Summer
Prerequisite: ENG 110

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 210 Public Speaking
3 credit hours.. Fall
Prerequisite: ENG 110

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

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

- Criminal History Background Clearance
- Child Abuse History Clearance
- FBI Fingerprinting Clearance.
- Mandated Reporter Training (Act 31 of 2014)
- National Association of Social Workers Basic HIPAA Privacy Course

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. Contact the Business Office for additional information regarding potential financial which may result.

Clearances are good on file for five years from date of issue. Per federal/state regulations, clearances are kept on file for *active* students at NPRC. Resubmission of all clearances is required for students whose entry type is assigned as a Re-entry Student. Refer to Student Admission and Registration Resources for Additional Information.

SWK 105 Introduction to Social Work
3 credit hours...Fall

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

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

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

SWK 210 Human Behavior and the Social Environment II
3 credit hours..Fall (Odd Years)
Prerequisite: 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
3 credit hours... Spring (Even Years)
Prerequisite: SWK 210

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

SWK 225 Social Problems, Services, and Issues
3 credit hours... Fall (Even Years)
Prerequisites: SWK 105, SOC 110, Field Experience Clearances

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 field experience.

SWK 230 Human Diversity
3 credit hours..Spring (Odd Years)
Prerequisites: 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.

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. These 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. Students can also earn nationally recognized certificates in some programs. While enrollment in various programs is generally open, some 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.

For many of our programs, unemployed and underemployed residents are eligible for funding through Pennsylvania's Eligible Training Provider List (ETPL) and the Trade Adjustment Assistance (TAA) list. If you are interested in this financial assistance, consult with your local CareerLink to determine your eligibility for financial assistance.

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

Applied Academics
The College provides a variety of courses to address the workforce needs of new and incumbent workers.

Child Development Associate (CDA)
This program provides 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). The course covers the following 13 functional areas: Safe, Healthy, Learning Environment, Physical, Cognitive, Communication, Creative, Self, Social, Guidance, Families, Program Management, and Professionalism.

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.

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.

Emergency Medical Services & Fire Services
Our emergency medical services (EMS) and firefighting 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.

Human Services
Course content in human services strengthens the role and skill of childcare professionals critical to residential care services. Young people placed in out-of-home settings generally require a more structured environment in which social, emotional, and educational issues can be addressed, and in which appropriate relationships with adults and other young people can be learned and practiced. The programming focuses on work with children and youth in short- and long-term residential settings; however, program content can be adapted for work with youth in schools and other nonresidential settings.

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 in content areas like industrial electricity, motor control, programmable logic controls, hydraulics, and pneumatics.

Medical
The classes in the medical series can be used for entry-level employment or as a primer or refresher for medical or allied health careers. Course content includes medical terminology, anatomy and physiology, administrative and clinical practices, and pharmacology.

Operational Excellence
Instruction in this area helps organizations execute their business strategy more consistently and reliably, lower their operational risk and operating costs, and increase their revenues relative to its competition. Students can expect to learn the primary tools of operational excellence in a series of four courses.

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, 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. Training in this area introduces incumbent workers and individuals new to the industry with the basic concepts and processes in the powder metal industry.

Precision Machining
This program is designed to prepare individuals for employment in the precision metal-working industry. Courses 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 (RTI) for employer or group-sponsored apprenticeship programs or as a means of educating current employees.

Quality Systems
These courses prepare supervisors and production staff to design and manage quality management 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.

Supervision and Leadership
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. The 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.

Tourism and Hospitality Management

This program of study has everything needed 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.

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 Pennsylvania Department of Environmental Protection (DEP) Operator examination. The ten courses in this content area make up a DEP-recognized 180-hour certificate program.

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

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

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Board of Trustees

Addendum

Updated 9/2/2021 – Page 65 and page 87 - IMT 270 Industrial Maintenance Management and IMT 280 Industrial Maintenance Capstone are both 2 credit hours, not 3.

Updated 9/13/2021 - Page 11 - Table 1. Instructional Location Name and Address - Austin School District should be listed as Austin Area School District. The address for Marilyn Horne Hall should be 2 Marilyn Horne Way, Bradford, PA 16701. The zip code in the address for Oswayo Valley Junior/Senior High School is 16748.

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