



College Catalog

2022 - 2023



**NORTHERN
PENNSYLVANIA**
REGIONAL COLLEGE

regionalcollegepa.org

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

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Catalog Home

Welcome and Navigation

Welcome to the Northern Pennsylvania Regional College (NPRC) Catalog. The information in this resource is descriptive in nature. The College reserves the right to make any changes to the content that it deems necessary or desirable. Changes made throughout the active catalog year will be reflected as an addendum in the online version found on the website. 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 copy from a Student Engagement Specialist.

Authorization Statement

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

NPRC is actively 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/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 Pennsylvania was enacted in July 2014, and a Board of Trustees was seated to create the college plan. The college, now known as 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 is incorporated as a 501(c)(3) public, non-profit created under legislative authority with substantial funding from the Commonwealth of Pennsylvania.

Nondiscrimination Statement

The College shall not discriminate and prohibits discrimination against any faculty (full-time and part-time), staff, administrators, and students 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, and will not engage in, 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. Additional information may be found in the Student Rights and Responsibilities section under Sexual Discrimination and Sexual Misconduct (NPRC-1205: Sexual Discrimination and Sexual Misconduct).

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 step 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 at Northern Pennsylvania Regional College, thank you for joining us as we prepare for your future together!

Sincerely,

A handwritten signature in black ink that reads "Susan R. Snelick". The signature is fluid and cursive.

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.

The four major components of general education are defined as follows.

- **Communication** is the accurate and appropriate use of verbal and written language to explain, discuss, and facilitate the exchange of relevant knowledge using information technology, critical thinking, and information literacy.
- **Reasoning** is the development of 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.
- **Respect for diversity** is the exploration and analysis of differing ideas, opinions, experiences, and worldviews.
- **Professionalism** is adherence to principles of ethical behavior and organizational codes of conduct while assuming responsibility and accountability for one's actions.

Upon successful program completion, graduates of a certificate or degree program should possess skills, knowledge, abilities, and attitudes necessary to 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 Academic Directors and Faculty, under the direction of the Vice President of Academic and Student Affairs, are 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 real-time instruction using video technology.

The NPRC Administrative Center, which serves as the main campus, is located at 300 2nd Avenue, Suite 500 in Warren, Pa. This center houses NPRC administrative offices, 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.

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 Engagement Specialists, and other staff. The NPRC Education and Training Center – Erie opened in Fall 2021. It is an administrative site at which both academic and workforce development classes are offered. This facility has expanded classroom space and boasts hands-on learning opportunities by combining traditional classroom space with industry-specific laboratory space for training in nurse aide, science, precision machining, and other technical fields.

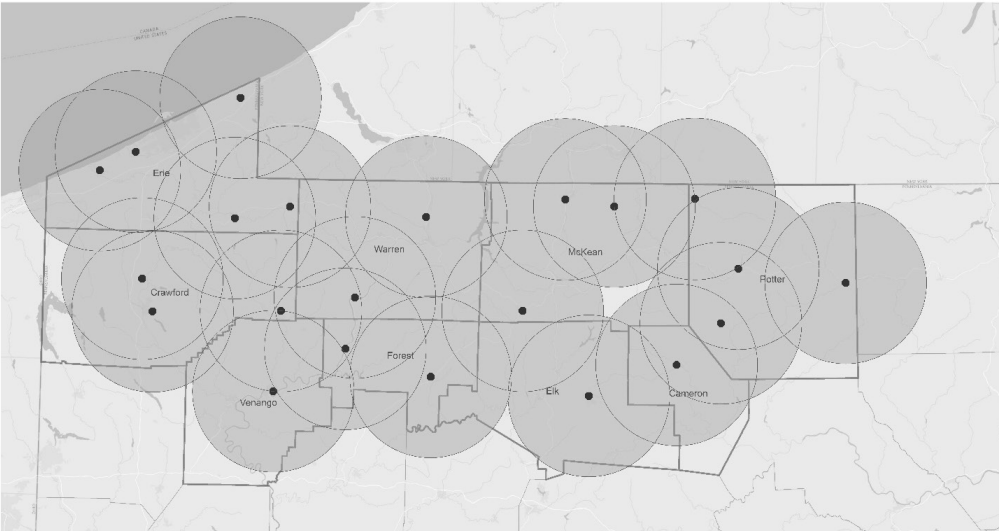
Academic Instructional Location Location	Address	Registration Identifier
4 N.I.N.E Center	103 Clay Street, North East, PA 16428	North East-NOR
Austin Area School District	138 Costello Avenue, Austin, PA 16720	Austin-AUS
Cameron County High School	601 Woodland Avenue, Emporium, PA 15834	Emporium-EMP
Community Education Center of Elk and Cameron Counties*	4 Erie Avenue, #200, St. Marys, PA 15857	St. Marys-SMC
Corry Higher Education Council	221 N Center Street, Corry, PA 16407	Corry-COR
East Forest School	120 W Birch Street, Marienville, PA 16239	Marienville-MAR
NPRC Education and Training Center – Erie*	5739 West Ridge Road, Suite 2, Erie, PA 16506	Erie-ERE
Galeton Area School	25 Bridge Street, Galeton, PA 16922	Galeton-GAL
Kane Area High School	6965 PA-321, Kane, PA 16735	Kane-KAN
Marilyn Horne Hall*	2 Marilyn Horne Way, Bradford, PA 16701	Bradford-BRD
Meadville Area	TBD	Meadville-MCC
Oil City/Franklin Area	TBD	Oil City-OCH
Oswayo Valley Middle/High School	318 S. Oswayo Street, Shinglehouse, PA 16748	Shinglehouse-OSW
Otto-Eldred Junior/Senior High School	143 R.L. Sweitzer Drive, Duke Center, PA 16729	Duke Center-OTE
Potter County Education Council*	5 Water Street, Coudersport, PA 16915	Coudersport-COU
Rice Avenue Union High School	1135 Lake Street, Girard, PA 16417	Girard-GIR
Saegertown Junior/Senior High School	18079 Mook Road, Saegertown, PA 16433	Saegertown-SGT
Tidioute Community Charter School	241 Main Street, Tidioute, PA 16351	Tidioute-TID
Union City Area High School	105 Concord Street, Union City, PA 16438	Union City-UCH
University of Pittsburgh at Titusville's Education and Training Hub*	504 East Main Street, Titusville, PA 16345	Titusville-TTP
Warren-Forest Higher Education Council*	589 Hospital Drive, Warren, PA 16365	Warren-WAR
West Forest School*	22318 Route 62, Tionesta, PA 16353	Tionesta-TIO

*Administrative Site

Figure 1. NPRC Administrative Center and Instructional Locations



Figure 2. 15-mile Radius Around Each Instructional Location



Academic Calendar

The dates encompassing the academic terms for credit-bearing courses offered for student enrollment during 2022-2023 are as follows:

Academic Term		Classes Begin	Classes End
Fall 2022		August 17, 2022	December 13, 2022
Spring 2023		January 18, 2023	May 16, 2023
Summer 2023	Summer A	June 5, 2023	August 3, 2023
	Summer B	June 5, 2023	June 29, 2023
	Summer C	July 10, 2023	August 3, 2023



Fall 2022

Fall 2022 (August 17, 2022 – December 13, 2022)

Wednesday, April 20	Summer and Fall priority registration opens for Veterans and students currently served by Disability Support Services who reside within the service region
Thursday, April 21	Summer and Fall priority registration opens for all students who reside within the NPRC service region
Monday, April 25	Open registration for Summer and Fall begins
Thursday, June 30	Final day to apply for priority processing of 2022-2023 institutional financial aid. Only one application per academic year needs to be submitted. After this date, applications for 2022-2023 institutional financial aid continue to be accepted. Aid is awarded based on priority and availability.
Friday, August 12	Fall registration closes with payment or payment plan due
Tuesday, August 16	Schedule adjustment for registered students only
Wednesday, August 17	Classes begin
Wednesday, August 24	Schedule adjustment period ends. Currently registered students may add or drop courses with no grade issued. Eligible students will receive an 80% tuition refund. Refunds are not issued for partial withdrawal.
Monday, September 5	College closed – No classes in observance of Labor Day holiday
Thursday, September 15	Constitution Day will be recognized
Friday, September 16	First quarter progress grades due. Eligible students who withdraw from all enrolled courses by this date will receive a 50% refund.
Friday, October 14	Mid-term progress grades due
Friday, October 14	Graduation application submission due through My NPRC Student Portal for anticipated fall graduates
	Last day to withdraw with a grade of W
Friday, November 4	Third quarter progress grades due
Tuesday, November 8	Last day to withdraw with a grade of W
Wednesday, November 9	Spring priority registration begins for Veterans and students currently served by Disability Support Services who reside within the service region
Thursday, November 10	Spring priority registration for all students who reside within the NPRC service region begins
Monday, November 14	Open registration for Spring begins
Wednesday, November 23 – Sunday, November 27	College closed- No classes in observance of the Thanksgiving holiday
Monday, November 28	Classes resume
Wednesday, November 30	Final day to apply for priority processing of 2022-2023 institutional financial aid for new students. Only one application per academic year needs to be submitted. After this date, applications for 2022-2023 institutional financial aid continue to be accepted. Aid is awarded based on priority and availability.
Wednesday, December 7 – Tuesday, December 13	Last week of classes/final exams
Thursday, December 15	Final grades due by noon

NPRC will be closed for holiday break beginning at the end of business on Thursday, December 22, 2022. NPRC will reopen at the start of business on Tuesday, January 3, 2023. **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.



Spring 2023

Spring 2023 (January 18, 2023 – May 16, 2023)

Wednesday, November 9, 2022	Spring priority registration begins for Veterans and students currently served by Disability Support Services who reside within the service region
Thursday, November 10, 2022	Spring priority registration opens for all students who reside within the NPRC service region
Monday, November 14, 2022	Open registration for Spring begins
Wednesday, November 30, 2022	Final day to apply for priority processing of 2022-2023 institutional financial aid for new students. Only one application per academic year needs to be submitted. After this date, applications for 2022-2023 institutional financial aid continue to be accepted. Aid is awarded based on priority and availability.
Friday, January 13	Spring registration closes with payment due or payment plan arranged
Monday, January 16	College closed in observance of Martin Luther King, Jr. Holiday
Tuesday, January 17	Schedule adjustment for registered students only
Wednesday, January 18	Classes begin
Wednesday, January 25	Schedule adjustment period ends. Currently registered students may add or drop courses with no grade issued. Eligible students will receive an 80% tuition refund. Refunds are not issued for partial withdrawal.
Friday, February 17	First quarter progress grades due. Eligible students who withdraw from all enrolled courses by this date will receive a 50% refund.
Friday, March 17	Mid-term progress grades due
Friday, March 17	Graduation application submission due through My NPRC Student Portal for all anticipated spring and summer graduates
Monday, March 20 – Sunday, March 26	No classes – Spring Break
Monday, March 27	Classes resume
Friday, April 14	Third quarter progress grades due
Tuesday, April 18	Last day to withdraw with a grade of W
Wednesday, April 19	Summer and Fall priority registration opens for Veterans and students currently served by Disability Support Services who reside within the service region
Thursday, April 20	Summer and Fall priority registration opens for all students who reside within the NPRC service region
Monday, April 24	Open registration for Summer and Fall begins
Sunday, April 30	Final day to apply for priority processing of 2022-2023 institutional financial aid for summer for new students. Only one application per academic year needs to be submitted. After this date, applications for 2022-2023 institutional financial aid continue to be accepted. Aid is awarded based on priority and availability.
Wednesday, May 10 – Tuesday, May 16	Last week of classes/final exams
Thursday, May 18	Final grades due by noon
Saturday, May 20	Commencement

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



Summer 2023

Summer A (June 5, 2023 – June 29, 2023)

Wednesday, April 19	Summer and Fall priority registration opens for Veterans and students currently served by Disability Support Services who reside within the service region
Thursday, April 20	Summer and Fall priority registration opens for all students who reside within the NPRC service region
Monday, April 24	Open registration for Summer and Fall begins
Sunday, April 30	Final day to apply for priority processing of 2022-2023 institutional financial aid for new students for Summer. Only one application per academic year needs to be submitted. After this date, applications for 2022-2023 institutional financial aid continue to be accepted. Aid is awarded based on priority and availability.
Monday, May 29	College closed in observance of the Memorial Day holiday
Wednesday, May 31	Registration closes with payment due or payment plan arranged
Friday, June 2	Schedule adjustment for registered students only
Monday, June 5	Summer A classes begin
Thursday, June 8	Schedule adjustment period ends. Currently registered students may add or drop courses with no grade issued. Eligible students will receive an 80% tuition refund. Refunds are not issued for partial withdrawal.
Friday, June 30	Mid-term grade reports due for Summer A
Friday, June 30	Final day to apply for priority processing of 2023-2024 institutional financial aid for Fall 2023 students*
After June 30	Applications for 2023-2024 institutional financial aid continue to be accepted for Fall 2023 students. Aid is awarded based on priority and availability*
Monday, July 3 – Sunday, July 9	No Classes – Summer Break
Tuesday, July 4	College closed in observance of the Independence Day holiday
Friday, July 21	Last date to withdraw from Summer A with a grade of W
Wednesday, August 2	Final exam day for Summer A classes that meet on Monday and/or Wednesday
Thursday, August 3	Final exam day for Summer A classes that meet on Tuesday and/or Thursday
Friday, August 4	Grades due by 4:00 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 5, 2023-June 29, 2023)

Wednesday, April 19	Summer and Fall priority registration opens for Veterans and students currently served by Disability Support Services who reside within the service region
Thursday, April 20	Summer and Fall priority registration opens for all students who reside within the NPRC service region
Monday, April 24	Open registration for Summer and Fall begins
Sunday, April 30	Final day to apply for priority processing of 2022-2023 institutional financial aid for summer for new students. Only one application per academic year needs to be submitted. After this date, applications for 2022-2023 institutional financial aid continue to be accepted. Aid is awarded based on priority and availability.
Monday, May 29	College closed in observance of the Memorial Day holiday
Wednesday, May 31	Registration closes with payment due or payment plan arranged
Friday, June 2	Schedule adjustment for registered students only
Monday, June 5	Summer B classes begin
Wednesday, June 7	Schedule adjustment period ends. Currently registered students may add or drop courses with no grade issued. Eligible students will receive an 80% tuition refund. Refunds are not issued for partial withdrawal.
Friday, June 16	Mid-term grade reports due for Summer B
Friday, June 23	Last date to withdraw from Summer B with a grade of W
Thursday, June 29	Final exam day/final class day for Summer B classes
Friday, June 30	Grades due by 4:00 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.

Summer C (July 10, 2023 – August 3, 2023)

Wednesday, April 19	Summer and Fall priority registration opens for Veterans and students currently served by Disability Support Services who reside within the service region
Thursday, April 20	Summer and Fall priority registration opens for all students who reside within the NPRC service region
Monday, April 24	Open registration for Summer and Fall begins
Sunday, April 30	Final day to apply for priority processing of 2022-2023 institutional financial aid for summer for new students. Only one application per academic year needs to be submitted. After this date, applications for 2022-2023 institutional financial aid continue to be accepted. Aid is awarded based on priority and availability.
Monday, May 29	College closed in observance of the Memorial Day holiday
Tuesday, July 4	College closed – No classes in observance of the Independence Day holiday
Wednesday, July 5	Registration closes with payment due or payment plan arranged
Friday, July 7	Schedule adjustment for registered students only
Monday, July 10	Summer C classes begin
Wednesday, July 12	Schedule adjustment period ends. Currently registered students may add or drop courses with no grade issued. Eligible students will receive an 80% tuition refund. Refunds are not issued for partial withdrawal.
Friday, July 21	Mid-term grade reports due for Summer C
Friday, July 28	Last date to withdraw from Summer C with a grade of W
Thursday, August 3	Final exam day/final class meeting for Summer C classes
Friday, August 4	Grades due by 4:00 p.m. for Summer C

Note: Online registration is available 24/7 during the open registration period. Students may register [online](#) or see their assigned Student Engagement Specialist if they need assistance.

Student Admission and Registration Resources

Applying for Admission

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.

Students may apply online. There is no fee to apply. For assistance or guidance with the application process, applicants may email admissions@rrcnpa.org to speak with a Student Engagement Specialist.

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. 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. The following are considered early entry students.

- 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 an NPRC Admissions Application,
- Submit the Early Entry Transcript Authorization and Enrollment Form and official high school transcript for 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 and are eligible to continue as early entry students the summer term following graduation from their secondary education entity. These students are permitted to enroll in a maximum of 30 credit-hours during an academic year. This includes the total of all credit hours of enrollment at all colleges or universities attended. Exceptions to the admission and enrollment requirements for early entry students may be granted by the Vice President of Academic and Student Affairs (VPASA).

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:

- NPRC Admissions 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 guest students must meet the following requirements:

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

Guest 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 who wish to be degree-seeking are as follows:

- NPRC Admissions Application,
- Official high school transcript for those who have completed fewer than 30 college credit hours, and
- Official transcript(s) or grade report(s) from all other colleges or universities attended prior to enrollment at NPRC. Exceptions to this requirement may be granted under special circumstances at the discretion of the Vice President of Academic and Student Affairs (VPASA).

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 and may face disciplinary sanctions.

Admission documents required for transfer students who wish to be non-degree-seeking are as follows:

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

Transfer students who are non-degree-seeking 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.

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

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

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:

- NPRC Admissions 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:

- NPRC Admissions Application and
- 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. These students are granted conditional admission only.

Admission documents required for provisional students are as follows:

- NPRC Admissions 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, and
- Are subject to regular monitoring of their schedules and academic progress.

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 who wish to be degree-seeking are as follows:

- NPRC Admissions Application and
- Official transcript(s) or grade report(s) from all other colleges or universities attended prior to re-enrollment at NPRC. Exceptions to this requirement may be granted under special circumstances at the discretion of the Vice President of Academic and Student Affairs (VPASA).

Admission documents required for re-entry students who wish to be non-degree-seeking are as follows:

- NPRC Admissions 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 other college or university 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 who are non-degree-seeking 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 and may face disciplinary sanctions.

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 (VPASA).

How to Register for Courses

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

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

During the registration process, students will be prompted to complete a Financial Responsibility Form to update their personal information, emergency contact information, and accept or decline the use of directory information. This form also includes verification of financial responsibility. Once the registration process is finalized, students will be able to view their schedule and student bill in the My NPRC Student Portal. Multiple payment options are available, and more information is available in the Paying for College section of the catalog.

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. 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@rcnpa.org.

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.

Orientation for Newly Enrolled Students

Orientation is developed with ease of student access in mind. NPRC has developed a brief “Orientation” module in Desire2Learn (D2L) that new students are required to complete. New students will be given access to this module when they register for their courses. Within this module, students will receive information on student rights and responsibilities, student services, technology, and other resources.

To supplement the orientation module, a comprehensive list of resources and information may also be found in D2L to assist students in achieving their academic goals. These resources, referenced as “School Stuff, Tech Stuff and Life Stuff,” 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 non-academic support resources 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 credit 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 Academic 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 standing. PLC evaluation may require a non-refundable processing fee upon application.

Academic credit for prior learning may be awarded for:

- Successful completion of a nationally recognized exam whose content aligns with an equivalent course offered by the College. Eligibility requires submission of official scores from the testing agency or appropriate official transcript(s). Scores from exams taken more than

five years prior to the date of student request are not eligible for consideration. Recognized exams include:

- o DSST, which are credit-by-examination tests originated by the United States Department of Defense's Defense Activity for Non-Traditional Education Support program. This program is an extensive series of 33 examinations in college subject areas that are comparable to the final or end-of-course examinations in undergraduate college courses.
- o The College Level Examination Program (CLEP), which are standardized tests created and administered by College Board. These tests assess knowledge in 36 subject areas and provide a mechanism for earning college credits without taking college courses.
- o Advanced Placement (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 Director of Arts and Sciences or the Director of Applied Studies, who will assign faculty to develop and evaluate the challenge exam. Results of the exam are communicated with the student, appropriate academic director, 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.
 - o Challenge exams are unavailable for some courses, including, but not limited to, courses which require laboratory work, field experience, or clinical experience.
 - o Challenge exams may be unavailable during the summer term.
 - o 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, there are identified rights and outlined expectations of students with respect to processes, access to resources, and codes of conduct. Students can review these 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 Engagement 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 from 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 Complaints

(NPRC-3260: Student Complaint)

Any student who believes they have been treated unfairly may file a complaint as outlined in PROC-3260: Student Complaint. They may file an academic complaint which relates to course grades, classroom experiences, or other issues that occur in the classroom that the student believes to be unjustified; a non-academic (general) complaint for any other issue that students believe to be unjustified and does not fall under the definition of an academic complaint; or discrimination complaint which is made by any student, faculty, or staff that meets the parameters outlines in NPRC-1205: Sexual Discrimination and Sexual Misconduct or NPRC-1210: Nondiscrimination to qualify as a violation of those respective policies.

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 an academic complaint requires the student to confer directly with the faculty and any college personnel involved in the complaint to try to resolve the complaint informally. Conference(s) can be conducted in-person, virtually, or through college-assigned email accounts. Personnel involved are required to retain documentation of the meeting, the subject(s) discussed, and the decision or conclusion reached.

Prior to initiating a non-academic complaint (general complaint) or a discrimination complaint, the student is encouraged, but not required, to confer directly with any college personnel involved in the complaint to try to resolve the complaint informally. Conference(s) can be conducted in-person,

virtually, or through college-assigned email accounts. Personnel involved are required to retain documentation of the meeting, the subject(s) discussed, and the decision or conclusion reached.

When a conflict or complaint cannot be satisfactorily resolved informally among the parties directly involved, the student may address the issue through the formal complaint process in accordance with the timeline established within applicable policies or procedures, as outlined following.

For an academic complaint the student must submit FORM-3260-01: Student Online Complaint-Academic by the close of business fifteen (15) days following the date on which final grades are due for the academic term, as published on the academic calendar, applicable to the complaint. Upon receipt of FORM-3260-01: Student Online Complaint-Academic, the appropriate academic director will conduct an inquiry that includes reviewing relevant documents or communicating with the instructor or student as necessary. The inquiry will conclude, and a decision will be communicated to the instructor and student through college-assigned email accounts prior to the close of business on the fifteenth (15th) day following receipt of the complaint.

For a non-academic complaint (general complaint) not related to an alleged violation of NPRC-3235: Behavioral Code of Conduct for Students the student must submit FORM-3260-03: Student Online Complaint-Non-Academic (General) by the close of business within five (5) days of the occurrence of the incident(s) or behavior(s) prompting the complaint. Upon receipt of FORM-3260-03: Student Online Complaint-Non-Academic (General), the applicable vice president will conduct an inquiry that includes reviewing relevant documents or communicating with the student or other relevant parties as necessary. The inquiry will conclude, and any resulting non-personnel-related action taken will be communicated to the student and other relevant parties through college-assigned email accounts prior to the close of business on the fifteenth (15th) day following receipt of the complaint. No appeal may be submitted regarding this type of complaint.

For a non-academic complaint (general complaint) related to an alleged violation of NPRC-3235: Behavioral Code of Conduct for Students the student must submit FORM-3235-01: Behavioral Code of Conduct for Students Online Complaint by the close of business within five (5) days of the occurrence of the incident(s) or behavior(s) prompting the complaint. The complaint will be investigated and adjudicated in compliance with NPRC-3235: Behavioral Code of Conduct for Students and PROC-3235: Behavioral Code of Conduct for Students.

For a discrimination complaint related to an alleged violation of NPRC-1210: Nondiscrimination the student must submit FORM-1210-01: Nondiscrimination Online Complaint by the close of business within five (5) days of the occurrence of the incident(s) or behavior(s) prompting the complaint. The complaint will be investigated and adjudicated in compliance with NPRC-1210: Nondiscrimination and PROC-1210: Nondiscrimination.

For a discrimination complaint related to an alleged violation of NPRC-1205: Sexual Discrimination and Sexual Misconduct the student must submit FORM-1205-01: Sexual Discrimination and Sexual Misconduct Online Complaint by the close of business within ten (10) days of the occurrence of the incident(s) or behavior(s) prompting the complaint. The complaint will be investigated and adjudicated in compliance with NPRC-1205: Sexual Discrimination and Sexual Misconduct and PROC-1205: Sexual Discrimination and Sexual Misconduct.

To appeal a decision made by an academic director regarding an Academic Complaint, the student or applicable faculty must provide a written statement through college-assigned email explaining the complaint, the decision, and the student's justification for requesting to the Vice President of Academic and Student Affairs (VPASA) within five (5) business days following the issuance of the decision. The Vice President of Academic and Student Affairs will conduct an inquiry that includes reviewing relevant evidence or communicating with involved parties as necessary. The inquiry will conclude, and a decision will be communicated to all involved parties through college-assigned email accounts, within ten (10) business days.

The decision of the VPASA regarding the appeal is final. Appeals can be made under the following circumstances:

- A procedural error or omission occurred that significantly impacted the outcome of the hearing.
- Presentation of new, unknown, or unavailable evidence that was not previously considered that could substantially impact the original finding or sanction.
- The imposed sanctions fall outside the range of sanctions designated for the offense.

For appeals regarding decisions related to Discrimination Complaints or alleged violations of NPRC-3235: Behavioral Code of Conduct for Students, refer to NPRC-1210: Nondiscrimination, NPRC-1205: Sexual Discrimination and Sexual Misconduct, or NPRC-3235: Behavioral Code of Conduct for Students as applicable.

Nondiscrimination

(NPRC-1210: Nondiscrimination)

The College shall not discriminate and prohibits discrimination against any faculty (full-time and part-time), staff, administrators, and students 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. Alleged violations that meet the definition of sexual harassment and/or sexual misconduct, as identified in NPRC-1205: Sexual Discrimination and Sexual Misconduct, will be evaluated and adjudicated according to PROC-1205: Sexual Discrimination and Sexual Misconduct. Alleged violations that do not meet the definition of sexual harassment and/or sexual misconduct, as identified in policy NPRC-1205: Sexual Discrimination and Sexual Misconduct, will be subject to this policy and will be evaluated and adjudicated according PROC-1210: Nondiscrimination.

The College shall provide means by which NPRC community members and guests may report acts of prohibited conduct verbally, electronically, in writing, and if so desired, anonymously.

The administrator responsible for the adjudication of the complaint as identified in PROC-1210: Nondiscrimination will inform the complainant of the steps outlined in the procedure so that the complainant may make an educated decision as to whether they would like to proceed with a formal complaint.

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.

The College will treat any report or complaint of discrimination as alleged and will proceed with the timeline as outlined in PROC-1210: Nondiscrimination. The College prohibits, and will not engage in, 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 will attempt to resolve complaints within 60 business days.

The College shall reserve the right during the review of the complaint to impose the emergency removal of the respondent from the College's education program, employment, or activities should it be determined that the respondent poses an immediate threat to the physical health or safety of any student or other individual arising from the allegations of the report. The respondent will receive notice of the intent to impose emergency removal and will be afforded the right to appeal as outlined in PROC-1210: Nondiscrimination.

Upon finding that a violation of this policy has occurred, the College may impose appropriate and reasonable sanctions on the respondent which may be in addition to other actions taken or imposed by external authorities. Decisions regarding student sanctions are made by the Director of

Student Services and decisions regarding sanctions for employees is made by the Vice President of Finance and Administration. The sanctions will be implemented as soon as is feasible, either upon the outcome of any appeal or the expiration of the window to appeal without an appeal being requested.

Appeals to decisions made throughout a resolution process associated with this policy related to students may be made in writing to the Vice President of Academic and Student Affairs and related to employees to the President of the College, as outlined in PROC-1210: Nondiscrimination.

All records related to reports, supportive measures, actions taken, resolution processes, sanctions, and appeals will be maintained for seven years and in accordance with state and federal laws.

Involved College personnel will preserve the privacy of reports and complaints and will not share the identity of any complainant, respondent, or other individual associated with a report or complaint, except as permitted by NPRC-3240: Educational Rights and Privacy, to adhere to this policy or conduct the processes established by associated procedures, or as required by law.

Reports of an alleged violation of NPRC-1210: Nondiscrimination must be made within five (5) business days of an allegation or observation of an alleged violation. The complainant shall complete FORM-1210-01: Nondiscrimination Online Complaint. Submissions of FORM-1210-01: Nondiscrimination Online Complaint regarding violations allegedly perpetrated by NPRC students are investigated and adjudicated by the Director of Student Services.

After reviewing FORM-1210-01: Nondiscrimination Online, the Director of Student Services will investigate the complaint within five (5) business days. The investigation may include, but is not limited to, reviewing video recordings or relevant documents, communicating with the complainant or respondent, or communicating with other individuals as necessary. The College will treat any report or complaint of discrimination as alleged during the investigation process. The investigation will be completed by the close of business on the fifteenth (15th) business day after the receipt of the complaint, unless the timeframe must be extended for good cause as determined by the investigator. Any extension of the timeframe will be communicated to the complainant and respondent through college-assigned email accounts. The College will attempt to resolve all complaints within sixty (60) business days. Upon conclusion of the investigation, the decision will be communicated to all involved parties through college-assigned email accounts.

The Director of Student Services reserves the right during the review of the complaint to impose the emergency removal of the respondent from the College's education program, employment, or activities should it be determined that the respondent poses an immediate threat to the health or safety of any student or other individual arising from the allegations of the report. The respondent will receive notice of the intent to impose emergency removal and will be afforded the right to appeal as outlined in PROC-1210: Nondiscrimination.

If the respondent is found to be in violation of NPRC-1210: Nondiscrimination, the Director of Student Services or the Vice President of Finance and Administration, as applicable, may impose sanctions. Sanctions may include, but are not limited to, verbal or written warning(s), required counseling, probation, suspension, expulsion, organizational penalties, restriction of access to facilities or services, required training or education, or termination as outlined in NPRC-3237: Suspension and Expulsion for students and NPRC-2103: Corrective Action for employees.

Student appeals regarding the decision of the Director of Students Services may be made to the Vice President of Academic and Student Affairs (VPASA) by providing a written statement through college-assigned email explaining the complaint, the decision, and the student's justification for requesting an appeal. This written statement must be provided by the student within five (5) business days following the issuance of the decision. The VPASA will conduct an inquiry that includes reviewing relevant evidence or communicating with involved parties as necessary. The inquiry will conclude, and a decision will be communicated to all involved parties through college-

assigned email accounts, within ten (10) business days. This decision is final.

Appeals can be made under the following circumstances:

- A procedural error or omission occurred that significantly impacted the outcome of the hearing.
- Presentation of new, unknown, or unavailable evidence that was not previously considered that could substantially impact the original finding or sanction.
- The imposed sanctions fall outside the range of sanctions designated for the offense.

Upon completion of the process outlined in this procedure, the Director of Student Services or Vice President of Academic and Student Affairs, as applicable, will record the outcome by completing FORM-1210-02: Nondiscrimination Incident Tracking.

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 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 Waiver Form 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.

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

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

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.

Academic Code of Conduct for Academic Students

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

Academic Students are expected to uphold and abide by standards of conduct that reflect and edify the College's mission, values, vision, philosophy, and goals, outlined in NPRC-1000: College Mission, Values, and Identity. 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;
- Avoiding all acts of cheating;
- 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; knowingly providing false statements in any College proceedings; and
- Completing all proctored and un-proctored evaluations and assessments of academic student learning in compliance with instructions provided by their instructor(s).

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 this policy. Intentional false reporting shall be considered a violation of NPRC-3235: Behavioral Code of Conduct for Students and is subject to the same consequences outlined in PROC-3235: Behavioral Code of Conduct for Students.

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 complete FORM-3225-01: Academic Code of Conduct for Academic Students Online Complaint and provide the appropriate academic director with written documentation of the incident, copies of relevant documents, and, if applicable, the penalty to be assessed. The instructor will also provide the accused student with the same information and notice that the incident has been reported.

After reviewing FORM-3225-01: Academic Code of Conduct for Academic Students Online Complaint, the appropriate academic director will investigate. The investigation may include, but is not limited to, reviewing relevant documents or video recordings, communicating with the instructor or student, or communicating with other students or staff as necessary.

The College will treat any complaint as alleged during the investigation process. This investigation will begin within five (5) business days of the complaint's receipt. The investigation will be completed by the close of business on the fifteenth (15th) business day after the receipt of the complaint. Confirmation of the instructor's decision or any changes deemed necessary by the appropriate academic program director regarding allegations related to a single alleged violation within a single course will be communicated to the instructor and student through college-assigned email accounts.

The investigation will follow the procedure and timeline outlined and will be completed by the close of business on the fifteenth (15th) business day after the receipt of the complaint. The appropriate academic director shall review all relevant information associated with the current allegation and any other relevant recorded incidents. Following the investigation, the appropriate academic director 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 to the instructor and the student through college-assigned email accounts.

Multiple violations of this policy will result in progressive disciplinary action which may include recommendation for expulsion from the College as detailed in NPRC-3237: Suspension and Expulsion.

Appeals regarding the academic director's decision may be made to the Vice President of Academic and Student Affairs (VPASA) by providing a written statement through college-assigned email explaining the complaint, the decision, and the justification for requesting an appeal. This written statement must be provided by the student within five (5) business days following the issuance of the decision.

Appeals can be made under the following circumstances:

- A procedural error or omission occurred that significantly impacted the outcome of the hearing.
- Presentation of new, unknown, or unavailable evidence that was not previously considered that could substantially impact the original finding or sanction.
- The imposed sanctions fall outside the range of sanctions designated for the offense.

Upon completion of the process outlined in this procedure, the appropriate academic director will record the outcome by completing FORM-3225: Academic Code of Conduct for Academic Students Incident Tracking.

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, outlined in NPRC-1000: College Mission, Values, and Identity. 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.

If an alleged offense occurs at a facility or facility property over which the College has jurisdiction, or an alleged offense occurs which may impact the safety of other students, staff, faculty, or administrators, disciplinary consequences may be imposed upon the alleged offender through the College's student conduct proceedings.

The College reserves the right

- To refer any suspected criminal activity to the appropriate law enforcement agency and to suspend the conduct process until any outside investigation has been completed.
- During the review of the report to impose the emergency removal of the Respondent from the College's education program, employment, or activities should it be determined that the Respondent poses an immediate threat to the physical health or safety of any student or other individual arising from the allegations of the report. The Respondent will receive notice of the intent to impose emergency removal and will be afforded the right to appeal as outlined in PROC-3235: Behavioral Code of Conduct for Students.
- To consider information gathered by outside authorities and any actions that result from criminal or civil litigation or investigation as part of the conduct process.

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

- Behaviors outlined within NPRC-3225: Academic Code of Conduct for Academic Students;
- Action or inaction in collusion with a wrongdoer or which fails to discourage a known or obvious violation of college policy or law;
- Knowingly furnishing false, falsified, or forged information to any member of the college community, including falsification or misuse of documents, accounts, records, identification, or financial instruments; 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 or facility property, including, but not

limited to damaging the facility or its contents, unauthorized use of equipment, or improperly accessing the facility or facility property;

- Abuse or fraudulent use of the College's name, identity, or image, including, but not limited to speaking on behalf of the College without prior authorization;
- Intentional and unauthorized taking of College property or another person's personal or business property at any facility or facility property;
- 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 or facility property;
- Misuse of college equipment, technology resources, network, passwords, account 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, (i.e., promoting information that would be considered promotion of violence or hateful by a reasonable person, or inconsistent with the purposes of education);
 - o Unauthorized transfer of data; and
 - o Use of another individual's identification and password.
- Possession and/or use of firearms, explosives, and other weapons, including, but not limited to, BB/pellet guns, slingshots, sharp-edged instruments (such as swords or knives), and dangerous chemicals, is prohibited at any facility or facility property; as outlined in NPRC-3236: Firearms and Offensive Weapons for Students.
- Violations of state or local fire or emergency policies, including, but not limited to, failure to evacuate any facility or facility property 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 facility or facility property.

Students are expected to adhere to the values of social justice, equity, and respect for differences and diversity. Behaviors that violate this expectation include, but are not limited to,

- Discrimination, as outlined in NPRC-1210: Nondiscrimination;
- 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,

- Physical harm or threat of physical harm, verbal abuse, or other conduct which threatens or endangers the health or safety of any person;
- Hazing;
- Violence between those currently or formerly in an intimate relationship with each other, such as dating violence;

- Sexual misconduct, including, but not limited to, stalking, sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, or sexual exploitation as defined in NPRC-1205: Sexual Harassment and Sexual Misconduct;
- Unauthorized use of video or audio recording devices at an instructional or administrative site or while attending college-related functions;
- Failure to comply with directions of college officials, law enforcement officers, or emergency responders during the performance of their duties or failure to identify oneself to these persons upon request; and
- Use of all tobacco products, including cigarettes, pipes, cigars, smokeless or vapor cigarettes, chewing tobacco or snuff, at facility or facility property or at any college function except as permitted.

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

- Manufacture, use, possession, or distribution of illegal drugs, controlled substances and/or alcoholic beverages, as defined by NPRC-3230: Drug and Alcohol Use for Students, except as expressly permitted by law or NPRC-3230: Drug and Alcohol Use for Students;
- 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 NPRC-3235: Behavioral Code of Conduct for Students as if those attempts had been completed unless substantial proof can be provided that the perceived attempt was unintentional as determined by the adjudicator identified in PROC-3235: Behavioral Code of Conduct for Students.

Whenever a complaint is made against any student for misconduct, the College shall investigate and adjudicate the allegations in alignment with the contents of PROC-3235: Behavioral Code of Conduct for Students. Student will have a right to appeal the decision as outlined in NPRC-3260: Student Complaint.

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.

Reports of an alleged violation of NPRC-3235: Behavioral Code of Conduct for Students must be made within five (5) business days of an allegation or observation of an alleged violation, a complainant shall complete FORM-3235: Behavioral Code of Conduct for Students Online Complaint, providing written documentation of the incident and copies of any relevant documents, recordings, or other records related to the allegation.

After reviewing FORM-3235-01: Behavioral Code of Conduct for Students Online Complaint, the Director of Student Services will investigate within five (5) business days of the complaint's receipt. The investigation may include, but is not limited to, reviewing video recordings or relevant documents, communicating with the complainant or respondent, or communicating with other individuals as necessary. The investigation will include an examination of FORM-3235-02: Behavioral Code of Conduct for Students Incident Tracking to determine if this alleged violation is part of a repeated pattern of behavior for which progressive disciplinary action is warranted. The College will treat any complaint as alleged during the investigation process. The investigation will be completed, and its conclusion communicated to all involved parties through college-assigned email accounts, by the close of business on the fifteenth (15th) business day after receipt of the complaint.

If the respondent is found to be in violation of NPRC-3235: Behavioral Code of Conduct for Students, disciplinary action may include recommendation for expulsion from the College as detailed in NPRC-3237: Suspension and Expulsion or other sanctions, including, but not limited

to, exclusion from course(s), class meeting(s), education program(s) or related educational activity(ies), or college-sanctioned event(s).

Appeals regarding a decision of the Director of Students Services may be made to the Vice President of Academic and Student Affairs (VPASA) by providing a written statement through college-assigned email explaining the complaint, the decision, and the student's justification for requesting an appeal. This written statement must be provided by the student within five (5) business days following the issuance of the decision.

Appeals can be made under the following circumstances:

- A procedural error or omission occurred that significantly impacted the outcome of the hearing.
- Presentation of new, unknown, or unavailable evidence that was not previously considered that could substantially impact the original finding or sanction.
- The imposed sanctions fall outside the range of sanctions designated for the offense.

The VPASA will conduct an investigation that includes reviewing relevant evidence or communicating with involved parties as necessary. The investigation will conclude, and a decision will be communicated to all involved parties through college-assigned email accounts, within ten (10) business days of receipt of an appeal. This decision 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 subpoena.

Upon completion of the process outlined in this procedure, the Director of Student Services or Director of Workforce Development will record the outcome by completing FORM-3235: Behavioral Code of Conduct for Students Incident Tracking.

Sexual Discrimination and Sexual Misconduct (Title IX) (NPRC-1205: Sexual Discrimination and Sexual Misconduct)

The College shall comply with the criteria set by federal and state regulations and requirements referenced within this policy.

The College shall not discriminate and prohibits discrimination against any student, faculty, administrator, staff, or any other individual who interacts with the NPRC community on behalf of the College 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 employment, admissions, student services, or in the services, programs or activities that it operates. No person shall, on the basis of gender, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the College. These protections apply across all aspects of operations of the College, including (but not limited to) recruitment, admissions, programs, and employment.

The College shall

- Afford protections for pregnant individuals, as well as protection against retaliation for those who file complaints under Title IX as per the ruling from *Bostock v. Clayton County*, which determined that sexual orientation and gender identity are both protected under 'sex' in Title VII, applies equally to Title IX.
- Under the guidance of the Title IX Coordinator and the Director of Student Services, educate students in alignment with state and federal expectations on sexual harassment and discrimination on an ongoing basis.

- Under the guidance of the Title IX Coordinator and Director of Human Resources, ensure that education and training is provided to all employees regarding mandated reporting responsibilities, sexual harassment, and sexual misconduct in alignment with state and federal expectations on an ongoing basis.
- Upon report of alleged violation report, make available appropriate and reasonable supportive measures to all individuals involved in the allegation. Supportive measures may include non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to restore or preserve access to an NPRC's education program or activity, including measures designed to protect the safety of NPRC's community or to deter prohibited conduct as outlined in this policy's definitions.
- Adhere to the Victim's Bill of Rights as outlined below:
 - o The option to contact, or to decline to contact, law enforcement authorities.
 - o Written notification of counseling, health, mental health, victim advocacy, legal assistance, and other services available to victims both on-campus and in the community.
 - o Notification of options for, and available assistance in, changing academic, living, transportation, and working situations, if so, requested by the victim and if such accommodations are available, regardless of whether the victim chooses to report the crime to campus police or local law enforcement.
 - o The accuser and accused (the "parties") have the same opportunity to have others present during an institutional disciplinary proceeding, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of their choice.
 - o Both parties shall be simultaneously informed, in writing, of (1) the outcome of any institutional disciplinary proceeding that arises from an allegation of sexual harassment, including sexual assault, dating or domestic violence, or stalking; (2) the procedures to appeal the results of such a disciplinary proceeding; (3) any change of the results of such a disciplinary proceeding before the results become final, and (4) when the result(s) become final.
- Provide means by which NPRC community members and guests may report acts of prohibited conduct verbally, electronically, in writing, and if so desired, anonymously.
- Designate a Title IX Coordinator whose responsibilities shall include overseeing the College's response to Title IX reports and complaints and identifying and addressing patterns or systemic issues revealed by such reports and complaints.

Reports or complaints of prohibited conduct or retaliation as outlined in NPRC-1205: Sexual Discrimination and Sexual Misconduct are submitted to the Title IX Coordinator, verbally, in writing, or online as specified by FORM-1205-01: Sexual Discrimination and Sexual Misconduct Online Complaint.

Lisa Pecora, Director of Human Resources
Title IX Coordinator
Northern Pennsylvania Regional College
300 2nd Avenue, Suite 500
Warren, PA, 16365
Phone: (814) 230-9010
Email: titleIX@rrcnpa.org.

All NPRC employees are non-confidential mandated reporters and are required to report actual or suspected prohibited behaviors in violation of this policy to the TitleIX Coordinator immediately upon gaining knowledge of the alleged violation. Failure to report an incident of discrimination or harassment of which a mandated reporter becomes aware may result in disciplinary action. A mandated reporter who is a target of harassment or other misconduct in violation of this policy is not required to report their own experience.

The College prohibits and will not engage in 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. Amnesty may be granted for witnesses who help others in need, report alleged violations of this policy, and who may be in violation of one or more other college policies.

All reports received will be evaluated by the Title IX Coordinator to determine classification of either Title IX qualifying violation or non-Title IX qualifying violation as per the identified this policy. Within two (2) business-days of receipt of a complaint, the Title IX Coordinator will evaluate all reports and complaints to determine classification of either Title IX-qualifying violation or non-Title IX-qualifying violation per NPRC-1205: Sexual Discrimination and Sexual Misconduct. Allegations of violations of NPRC-1205: Sexual Discrimination and Sexual Misconduct reported anonymously will be investigated according to the College's ability to conduct the investigation based upon information available to the Title IX Coordinator.

When the alleged violation meets the definition of sexual harassment as identified in this policy and when all three of the following threshold parameters are met, the violation will be classified and adjudicated as a Title IX violation. All alleged violations that are classified as harassment but do not meet all three of the following parameters, will be adjudicated as non-Title IX violations. The parameters include:

- The conduct must have occurred against a person in the United States;
- The conduct must have occurred within the College's education program, employment, or activity. For purposes of this provision, this means that the conduct must have occurred at a location, event, or circumstances over which the College exercised substantial control over both the respondent and the context in which the sexual harassment occurs; and
- The complainant must be participating in or attempting to participate in the education program, employment, or activity of the College at the time the formal complaint is filed.

The College shall reserve the right during the review of the report to impose the emergency removal of the respondent from the College's education program, employment, or activities should it be determined that the respondent poses an immediate threat to the physical health or safety of any student or other individual arising from the allegations of the report. The respondent will receive notice of the intent to impose emergency removal and will be afforded the right to appeal as outlined in PROC-1205: Sexual Discrimination and Misconduct.

The College will treat any report or complaint of a Title IX violation as alleged, and within five (5) business days an investigation will be initiated in accordance with PROC-1205: Sexual Discrimination and Sexual Misconduct which includes timelines, live hearing processes, release of notices, rights, and responsibilities. The investigation will be completed by the close of business on the fifteenth (15th) business day after the receipt of the complaint, unless the timeframe must be extended for good cause as determined by the Title IX Coordinator. Title IX-qualifying reports will be reported per Clery Act applicable standards.

The Title IX Coordinator may collect evidence of an alleged violation of NPRC-1205: Sexual Discrimination and Sexual Misconduct. This evidence may include, but is not limited to, eyewitness accounts, photos or videos, texts, emails, Facebook posts, or chats. The complainant should be advised to preserve any evidence they believe may aid in the investigation. The College will not collect or review forensic evidence as part of the investigation process. The complainant should be advised that, if they choose to pursue criminal charges with law enforcement agencies, any forensic evidence collected could be helpful in the investigation.

Due to the potential severe nature of discrimination and/or harassment issues, the complainant does not have to address the issue directly with the respondent and/or with the respondent's supervisor (if applicable), as the initial means of resolution. If, at any point, the complainant requests that their name or other identifiable information be held confidential with respect to the respondent or decides not to pursue action by the College, the College will make all reasonable attempts to respond to the complaint in a manner consistent with the complainant's request. However, this may limit the College's ability to investigate and respond to the conduct. Recognizing that the College has a legal obligation to review all reports, the College will weigh the complainant's request against such factors as the seriousness of the alleged conduct, whether there have been other complaints of a similar nature against the same respondent, the College's commitment to provide a reasonably safe and non-discriminatory environment and the rights of the respondent to

receive notice and relevant information before disciplinary action is taken. If the College determines that it is necessary to proceed with the complaint procedure or implement other appropriate remedies, the complainant will be notified of the College's chosen course of action by the Title IX Coordinator.

The Title IX Coordinator shall explain to the complainant the types of reports and correlating procedures such as live hearings as well as possible sanctions, with the intent that the complainant will be able to make an educated decision as to whether they would like to file an informal report or a formal report. This shall include complainant's right to report both, or either, internal at the College and with law enforcement authorities, as well as the right to change or withdraw report at any time during the process.

If the complainant wishes to communicate only an informal complaint, the Title IX Coordinator will document the conversation and follow up with the necessary parties informally and determine if any further steps need to be taken by the College. If the complainant chooses to move forward with a Formal Report of the violation of NPRC-1205: Sexual Discrimination and Sexual Misconduct, they will complete FORM-1205-01: Sexual Discrimination and Sexual Misconduct Online Complaint. If the complainant chooses to move forward with an informal report or to withdraw the report, information submitted through use of FORM-1205-01: Sexual Discrimination and Sexual Misconduct Online Complaint will be labeled as an informal report. Prompt reporting is encouraged because facts often become more difficult to establish as time passes.

Upon receipt of a formal complaint, the College must provide the following information to the parties who are known through school-assigned email accounts:

- Notice of the resolution process outlined in this procedure;
- Notice of the allegations potentially constituting sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview and the date and location of the alleged incident, if known;
- A written statement that violations of NPRC-1205: Sexual Discrimination and Sexual Misconduct are considered alleged until a preponderance of evidence is determined at the conclusion of the investigation process;
- Notice that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney and may inspect and review evidence; and
- Notice that it is prohibited to knowingly make false statements or knowingly submitting false information during the process.

The process for resolution of allegations is determined by the level of action requested by the complainant per applicable procedure. Action for resolution or to determine if this policy has been violated may include offering supportive measures because the complainant does not want to proceed formally, an informal resolution process, and/or a formal complaint process to include and investigation and hearing. When investigating a Title IX violation, the complainant or the respondent may allege that the Title IX coordinator or designated investigator has a substantial conflict of interest that might impair their ability to conduct a fair and impartial investigation of the allegations. In that event, details supporting the alleged conflict of interest must be submitted, in writing, to the Vice President of Academic and Student Affairs within five (5) days of receiving notice of the identity of Title IX coordinator or designated investigator. A determination will be made regarding the existence of a conflict of interest, and, if such a conflict is found to exist, an alternative investigator will be appointed as expeditiously as possible. In the event a request is made, and an alternate investigator must be appointed, the timeline outlined for the investigation in this procedure shall be suspended pending the determination and/or appointment.

During the investigation, the Title IX Coordinator or designated investigator will allow the parties to present witnesses and other evidence. The investigation will continue whether or not the complaint is also being investigated by another agency or law enforcement unless this investigation would impede law enforcement's investigation. If the investigation is suspended during an investigation by law enforcement, the College will implement interim steps to protect the complainant's safety. If, in the course of an investigation, the Title IX Coordinator or designated investigator determines

it is necessary to investigate allegations about the complainant or respondent that are not included in the notice provided, the College must provide notice of the additional allegations to the parties whose identities are known.

Dismissal of a formal complaint may occur at any time during the resolution process if it is determined that the reported alleged actions are not in violation of this policy, misconduct did not occur during an educational program or activity of the College, the respondent is not a member of the college community or encompassed in this policy's scope, the conduct did not occur against a person in the United States, or at the time of reporting, the complainant is not covered by the scope of this policy. A dismissal does not preclude action required if the behavior is determined to be a violation of a separate college policy.

The outcome and sanctions of an investigation can become part of the educational record or the employment record of a respondent. This information will not be further released or disclosed except to the extent required or authorized by applicable law. The College may release publicly the name, nature of the violation, and the sanction for any respondent who is found in violation of a college policy that constitutes a "crime of violence," including arson, burglary, robbery, criminal homicide, sex offenses, assault, destruction/damage/vandalism of property, and kidnapping/abduction.

If the investigation determines that a violation of NPRC-1205: Sexual Discrimination and Sexual Misconduct has occurred, the College may impose appropriate and reasonable sanctions on the respondent which may be in addition to other actions taken or imposed by external authorities. The sanctions will be determined and communicated simultaneously to the complainant and respondent in writing no later than the close of business on the sixtieth (60th) day following the filing of the complaint. Sanctions imposed will be determined by the Vice President of Finance and Administration as related to NPRC administrators, staff, employees, vendors, contractors, visitors, volunteers; by the Vice President of Academic and Student Affairs (VPASA) as related to faculty; or the Director of Student Services as related to students. Disciplinary actions may include, but are not limited to, verbal or written warning(s), required counseling, probation, suspension, expulsion, organizational penalties, restriction of access to facilities or services, required training or education, or termination as outlined in NPRC-3237: Suspension and Expulsion for students and NPRC-2103: Corrective Action for employees. The sanctions will be implemented as soon as is feasible, either upon the outcome of any appeal or the expiration of the window to appeal without an appeal being requested.

The College will attempt to resolve complaints within 60 business days of the initial report. Extenuating circumstances may arise that require the extension of time frames, including extension beyond sixty (60) days. Extenuating circumstances may include the complexity and scope of the allegations, the number of witnesses involved, the availability of the parties or witnesses or other unforeseen circumstances. If the process exceeds these time frames, the College will notify the complainant and respondent of the reason(s) for the delay and the expected adjustment in time frames. Timelines set forth herein may also be extended upon mutual agreement of the parties.

Appeals to decisions made throughout a resolution process associated with this policy related to students may be made in writing through school-assigned email explaining the complaint, the decision, and the complainant's justification for requesting an appeal to the Vice President of Academic and Student Affairs (VPASA) and related to employees to the Vice President of Finance and Administration, within five business days of receiving the resolution process results. Decisions regarding appeals will be communicated in writing within ten business days and are final.

Appeals can be made under the following circumstances:

- A procedural error or omission occurred that significantly impacted the outcome of the hearing. The written appeal shall identify each instance of said substantive procedural error.
- Presentation of new, unknown, or unavailable evidence that was not previously considered that could substantially impact the original finding or sanction. The written appeal shall specify the reason(s) why this information was not available or not provided to the Investigator during

the investigation, including the reason why the information could not have been provided on a timely basis.

- The imposed sanctions fall outside the range of sanctions designated for the offense. The written appeal shall specify the sanctions and the evidence that supports the assertion that they fall outside the range of sanctions designated for the offense.

No disciplinary or other action based upon the original complaint findings shall be taken against the respondent during the appeals process, although temporary, interim measures may remain in place. Either the complainant or respondent may request a formal hearing as part of the appeals process. If the request is granted, complainant and respondent will be simultaneously notified of the hearing and the schedule.

The formal hearing will be conducted by a panel selected by the VPASA for an appeal related to students and by the President for an appeal related to NPRC administrators, staff, employees, vendors, contractors, visitors, or volunteers. The panel will consist of one faculty member, one administrator at the assistant director level or higher, and one staff member at large. Both complainant and respondent will have the opportunity to review all evidence and reports prior to the hearing, to have a support person/advisor present, and to present their version of the facts and circumstances surrounding the alleged violation of NPRC-1205: Sexual Discrimination and Sexual Misconduct. Based on the proceedings of the formal hearing, the panel will decide regarding the preponderance of evidence of the alleged violation of NPRC-1205: Sexual Discrimination and Sexual Misconduct. The decision of the panel, upon completion of the formal hearing process, will be simultaneously communicated to complainant and respondent through school assigned email accounts. The decision of the panel is final.

Involved College personnel will preserve the privacy of reports and complaints and will not share the identity of any complainant, respondent, or other individual associated with a report or complaint, except as permitted by NPRC-3240: Educational Rights and Privacy, to adhere to this policy or conduct the processes established by associated procedures, or as required by law. All records related to reports, supportive measures, actions taken, resolution processes, sanctions, and appeals will be maintained for seven years and in accordance with state and federal laws.

Individuals have the right to file a complaint with the United States Department of Education Office for Civil Rights (OCR) regarding an alleged violation of federal law related to this policy. Instructions on how to file a complaint can be accessed at <https://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Upon completion of the process outlined in this procedure, Vice President of Academic and Student Affairs (VPASA), the Director of Student Services, the Vice President of Finance and Administration, or the President, as applicable, will record the outcome by completing FORM 1205-02: Sexual Discrimination and Sexual Misconduct Incident Tracking.

Firearms and Offensive Weapons for Students

(NPRC-3236: Firearms and Offensive Weapons for Students)

Firearms and offensive weapons are defined as any tool, instrument, material, or implement capable of inflicting serious bodily injury, which include but are not limited to knives, cutting instruments, cutting tools, nun-chuck sticks, handguns, shotguns, rifles, explosive devices, or crossbows/bow and arrows.

Students are required to comply with all state and federal laws related to possession of firearms and offensive weapons. Any violation of state or federal laws is also a direct violation of NPRC-3235: Behavioral Code of Conduct for Students.

In addition to complying with requirements and guidelines established by this policy, students are required to comply with all policies and procedures regarding firearms established by an individual

instructional location when on its premises. Students are subject to all penalties or consequences resulting from violation(s) of an instructional location's policies and procedures.

Students are prohibited from possessing a firearm or offensive weapon

- On their person or in their belongings while present at a facility or property, whether visible or not. This pertains to all students whether possessing a license to carry or not.
- In their vehicle if parked on facility property, whether visible or not. This pertains to all students whether possessing a license to carry or not.
- On their person or in their belongings, whether visible or not, while participating in or attending educational activities. This pertains to all students whether possessing a license to carry or not.

Entry upon facilities or properties utilized by the College for any activity sanctioned or associated with the College, whether educational or otherwise, that violates this policy is expressly forbidden and will result in the individual being directed to remove the firearm or offensive weapon immediately. Failure to comply with such directive may result in further disciplinary action.

Safety measures provided by instructors must be strictly and vigilantly followed by students while in the presence of safety-intensive educational devices and materials, and such materials must never be removed by students from their area of intended use without express permission of and oversight by instructors. Intentional misuse or negligence of safety procedures in the use of safety-intensive educational devices and materials may also be considered a violation of state and federal law, this policy, and of NPRC-3235: Behavioral Code of Conduct for Students.

When permissible by state laws, federal laws, and any additional rules, policies, or guidelines of the facility or property at which any educational activity occurs, a student may be granted an exception to the requirements and prohibitions provided by this policy by the College's designated Safety Officer in the following circumstances:

- The student is a sworn municipal, county, state, or federal law enforcement officer who carries proper identification,
- The student is actively participating in an enrolled course, training, or other approved educational activity in the College's curriculum which requires access to a firearm or offensive weapon as an integral part of instruction and/or Students are responsible for strictly adhering to the requirements provided by this policy.

Policy violation(s) may be reported by any individual through submission of FORM-3236: Firearms and Offensive Weapons available to students, staff, faculty, and administrators through NPRC's learning management system and available to the public upon email request submitted to helpdesk@rrcnpa.org.

In any instance where an individual or individuals are using a firearm, offensive weapon, or safety-intensive educational device or material in a threatening manner, faculty, staff, students, and administrators are responsible for calling 911 emergency services to maintain the safety of one another and the community.

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 enrollment in 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 or certificate. NPRC offers programs of study in the following areas: Business Administration, Criminal Justice, Early Childhood Education, General Studies, Liberal Studies, and Social Science.

Degrees Awarded

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

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.

Associate of Arts (AA) 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 (AS) degrees offered include Business Administration and Criminal Justice. Both degrees are designed with options that enable students to develop a strong foundation in the field that can assist them in entering the workforce directly after program completion or help them transfer to a four-year program.

The **Associate of Applied Science (AAS)** degree offered is Early Childhood Education. This degree requires 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. AAS degrees typically 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.

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 college website 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 no 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 Director of Marketing and Public Relations 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, location coordinators, and proctors affected by the cancellation. 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 and reading/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 Engagement Specialist who will forward their request to the Office of the Registrar. This office will notify the student of the request's outcome.

NPRC Placement Standards for Mathematics

For enrollment in MTH 120 Foundations of Math or MTH 225 Applied Statistics, 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, 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 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

Students who enroll in ENG 110 Writing I are required to enroll in the co-requisite support course, ENG 095 Integrated Reading, Writing, and Success Strategies, unless they request and are granted an exemption in alignment with the criteria outlined below.

Students who have a high school graduation date within the past three years of their first term of enrollment OR who are currently enrolled in high school as a junior or senior may request and be granted exemption from enrollment in ENG 095 Integrated Reading, Writing, and Success Strategies as a co-requisite to ENG 110 Writing I, if they provide evidence that they meet or exceed ONE of the following standards:

- High school GPA of 85/3.25 or higher;
- ACT English score of 18 or higher and ACT Reading score of 18 or higher; or
- SAT-1 verbal score of 500 or higher.

In addition, students who wish to enroll in ENG 110 Writing I may request exemption from corequisite enrollment in ENG 095 Integrated Reading, Writing, and Success Strategies by completing the Next-Generation Accuplacer exam and receiving a writing scaled score of 254 or higher AND a reading scaled score of 248 if they have:

- A high school graduation date more than three years prior to their first term of enrollment at NPRC;
- Earned their GED; or
- A high school GPA between 75/2.5 and 85/3.25 and are either currently enrolled in high school as a junior or senior or have a high school graduation date within the past three years prior to their first term of enrollment.

Schedule Adjustment

Schedule adjustment is the timeframe for each academic term (fall, spring, and summer) denoted on the academic calendar during which a currently registered student may change their course(s) of enrollment for the current term by adding or dropping course(s).

Further clarification for schedule adjustment is as follows:

- For the fall and spring academic terms, schedule adjustment is open from the start of classes on the first Wednesday through the end of business at 5 pm on the second Wednesday of the academic term.
- For the summer academic term, schedule adjustment for Summer B and Summer C closes at noon on the first Tuesday of the four-week part-of-term. For Summer A, schedule adjustment closes at noon on the first Wednesday of the eight-week academic term.
- The schedule adjustment deadline will occur no sooner than after the completion of 6.25% and no later than before the completion of 12.5% of the scheduled instructional minutes have elapsed for an academic term or part-of-term within an academic term.
- No grade is assigned for course(s) which are dropped during schedule adjustment.
- Student accounts and, when applicable, financial aid awards are adjusted to reflect the total credit hours of enrollment at the conclusion of schedule adjustment. Student account adjustments by the Business Office and financial aid award adjustments by the Office of Financial Aid may result in a balance or refund. Students are responsible for all financial obligations resulting from schedule adjustment.
- Once schedule adjustment closes, any future changes to the student's schedule must be completed through the withdrawal process or the administrative drop process. Refer to NPRC-3415: Withdrawal for information about withdrawals and administrative drops. Refer to NPRC-8015: Assessment, Payment, and Refund of Tuition and Fees concerning eligibility for refunds.

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 the following.

- 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 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, no transcript record generated, and no 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 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 c. 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. Recipients of financial aid or institutional aid, regardless of mode of withdrawal, are responsible for contacting the Office of Financial Aid 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 Engagement Specialist.

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 the following.

- 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 and Use 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-assigned email at least five (5) 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 Engagement Specialist 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 Student Services, Director of Applied Studies, or the Director of Arts and Sciences, 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 Student Services, Director of Applied Science, or Director of Arts and Sciences, 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 granted.

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 Director of Applied Science or Director of Arts and Sciences no later than 20 business 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 Director of Applied Science, the Director of Arts and Sciences, 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 Director of Applied Science, the Director of Arts and Sciences, 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 Director of Applied Science, the Director of Arts and Sciences, 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. This decision 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. Students are encouraged to provide notice of the request's submission to the Office of the Registrar, registrar@rrcnpa.org.

The Director of Applied Studies or Director of Arts and Sciences, as applicable, will 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. The applicable Academic Director may also approve assignment of a grade of I at their discretion.

A plan for course completion must be submitted to the appropriate Academic Director by the course instructor 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 applicable Academic Director 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. A 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 during a single academic term.

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 commencement 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

The College understands that students can sometimes feel overwhelmed with the cost of college. NPRC works to help students reach their educational goals, keeping in mind the financial commitment that accompanies this investment. Multiple payment options, institutional aid, assistance with the financial aid process, and links to resources and scholarships available in the communities served are offered to students.

Before registering for classes, students are required to complete a Financial Responsibility Agreement in the My NPRC Student Portal. Charges for tuition are posted to student accounts at the time of registration. Charges will be available for viewing within the My NPRC Student Portal after the registration process. 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.

For more information, visit the Cost and Aid page of our website. 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.

Tuition

Tuition is charged at a flat rate for 12-18 credit hours and a per credit hour rate for 1 to 11 credit hours of enrollment each term. 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.

Terminology related to tuition identification types and their definitions include the following.

- Resident tuition identification type applies to a student with a permanent physical living address within one of the nine counties in the College's service region (Cameron, Crawford, Elk, Erie, Forest, McKean, Potter, Venango, and Warren) for the 12 months preceding an academic term of enrollment.
- Non-Resident tuition identification type applies to a student with a permanent physical living address outside one of the nine counties in the College's service region (Cameron, Crawford, Elk, Erie, Forest, McKean, Potter, Venango, and Warren) but within Pennsylvania for the 12 months preceding an academic term of enrollment.
- Out-of-State tuition identification type applies to a student with a permanent physical living address outside of the Commonwealth of Pennsylvania during the 12 months preceding the date classes begin for an academic term of enrollment.
- Early Entry (Dual Enrollment) tuition identification type applies to a student enrolled in a secondary school or its equivalent who has not yet earned a high school diploma or its equivalent.
- Audit tuition identification type applies to tuition rates per credit hour charged to a student when the student, at the time of enrollment, indicates to the Office of the Registrar that the student does not wish to earn credit for specific course(s) or be held to the grading standards as outlined in course syllabus(i). Audit tuition identification type only applies to tuition rates per credit hour charged if the number of credit hours of enrollment is less than 12 or greater than 18.

Students are required to update any change to their address and/or name with the Office of the Registrar within 15 calendar days of the change.

The table below defines the tuition required for each tuition identification type.

Tuition Identification Type	Charge
Full-time: 12-18 credit hours	
Resident	\$2,220 flat rate
Non-Resident	\$2,400 flat rate
Out-of-State	\$4,440 flat rate
Full-time: More than 18 credit hours	
Resident	\$2,220 + \$185 per credit hour for each credit hour over 18 credit hours
Non-Resident	\$2,400 + \$200 per credit hour for each credit hour over 18 credit hours
Out-of-State	\$4,440 + \$370 per credit hour for each credit hour over 18 credit hours
Part-time: 1-11 credits hour(s)	
Resident	\$185 per credit hour
Non-Resident	\$200 per credit hour
Out-of-State	\$370 per credit hour
Early Entry (Dual Enrollment): Maximum 12 credit hours	
Resident	\$60 per credit hour
Non-Resident	\$100 per credit hour
Out-of-State	\$100 per credit hour
Audit	\$50 per credit hour

Textbook Charges

Required textbooks will be available for purchase from NPRC's online bookstore. Students with an institutional aid award for textbooks are provided with information regarding their award amount and instructions on acquiring books from the online bookstore. More information about textbooks can be found in the Student Admission and Registration Resources section of the catalog.

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 refunded via check through USPS. 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 for each term in which a student is enrolled. 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.

Payment plan payment balances are subject to change pending any actions students may take during the adjustment period at the beginning of each term.

Payment plans

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 due at midterm.\
- Third installment for the remaining balance due by the end of the 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 after the census date of each term:

- Any overpayment of tuition resulting from course cancellation(s) will be refunded.
- One hundred percent of tuition and eligible fees paid by the student will be refunded for courses dropped before the start of the term.
- One hundred percent of any tuition paid by the student will be refunded to any student who is administratively dropped for non-attendance 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 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 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 (see academic calendar), 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 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.

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.
- 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.

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. Upon eligibility for distribution of Title IV funds, 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 current tax year. Further information will be distributed to students as updates are available.

Veterans

At this time, NPRC is unable to accept GI Bill funding.

Financial Aid

NPRC is in the process of completing the eligibility requirements for awarding and distributing federal and state financial aid. Once NPRC is approved by the United States and Pennsylvania Departments of Education to award financial aid, more information will be provided regarding the application process. Prior to NPRC's completion of the eligibility requirements, students are encouraged to seek assistance through outside scholarships and NPRC's institutional aid. Students with questions regarding financial aid assistance are encouraged to contact financialaid@rrcnpa.org.

Scholarships

Scholarships can help support the investment in a college education. Unlike loans, scholarships are not typically required to be paid back; however, some may have requirements of service or commitment. 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 Scholarship section of the NPRC website. 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, all students are encouraged to apply for NPRC institutional aid using the online application found in the My NPRC Student Portal. Institutional aid is awarded to degree-seeking students based on financial need. Awards are granted for tuition at four levels based upon identified need: 100% funding, 75% funding, 50% funding, and 25% funding. A textbook and course materials voucher may be awarded at a level in alignment with institutional aid received.

Students seeking institutional aid must apply for consideration each academic year. Students returning for subsequent terms within an academic year may not re-submit an application for aid.

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 availability. Institutional aid applications will not be accepted following the conclusion of the schedule adjustment period.

Maintaining Institutional Aid Eligibility

Students must meet basic eligibility criteria to be awarded aid. To continue receiving institutional aid, students must make satisfactory academic progress for institutional aid (SAP) toward their degree.

Satisfactory Academic Progress for Institutional Aid (SAP)

Satisfactory academic progress for institutional aid (SAP) is a measurement that evaluates a student's academic progress toward degree completion and subsequently their eligibility for institutional aid. The standards for satisfactory academic progress for financial aid apply only to institutional aid eligibility and may differ from academic progress and academic status standards set forth in NPRC-3220: Standards for Academic Progress for Students.

Student requirements to meet institutional aid SAP include the following:

- Maintain a cumulative GPA of 2.0 of all attempted credits,
- Have no more than 1/3 (33.3%) of grades of F or W, and
- Must complete intended degree within 150% of required credit hours. For example, if an associate degree requires 60 credit hours, institutional aid is approved for no more than 90 credit hours regardless of whether a change of major occurs.

Students are responsible for monitoring and communicating with appropriate college personnel regarding their academic progress, academic status, and institutional aid eligibility. Students who fail to make SAP toward their degree or certificate may lose eligibility to receive institutional aid. A student who loses institutional aid for failure to maintain satisfactory academic progress for financial aid eligibility may be able to regain eligibility by returning to "good academic standing" per financial aid guidelines. Students who lose eligibility may appeal this decision provided they can document extenuating circumstances. Students will be placed on a financial aid improvement plan or status of probation if granted an appeal.

Questions or concerns about SAP or aid eligibility should contact the Financial Aid Office at (814) 230-9010 or by emailing financialaid@rrcnpa.org.

Program-Specific Financial Support

In addition to scholarships and institutional aid, NPRC is eligible for alternative funding supports for select degree programs. These funding opportunities may be program-specific and require certain eligibility criteria to be met.

Workforce Innovation and Opportunity Act/Trade Adjustment Assistance

NPRC has four associate degrees eligible through one of two programs authorized by the Workforce Innovation and Opportunity Act (WIOA). WIOA offers funding to those who are facing barriers to employment, including, but not limited to, low income, disability, single parents, veterans, homelessness, and youth who are aging out of foster care. The second funding option that is part of WIOA is the Trade Adjustment Assistance (TAA) Program for dislocated workers who have been adversely affected by foreign trade.

The degrees eligible for WIOA/TAA funding include the Associate of Arts in Social Sciences, Associate of Science in Business Administration, Associate of Science in Criminal Justice, and Associate of Applied Science in Early Childhood Education. Students who may be eligible for this

financial support should reach out to their local CareerLink® for more information.

For additional information or questions about funding opportunities, contact your Student Engagement Specialist.

Learning Support and Resources

Desire2Learn

Desire2Learn (D2L), is the college's web-based learning management system for all courses. D2L is designed to create a rich online learning environment for students. The D2L system provides a platform for instructors to post course documents and other content, assignments, and exams, as well as collaborative learning experiences such as discussion forums.

Class Recordings

All class meetings are recorded and available to students after each class session in its respective Desire2Learn course shell.

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. Students may access this form on the NPRC website, or the Get Help links in D2L. 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 in which the accommodations are granted. Student disability-related information will be disclosed to any outside organizations only with the student's written permission. All disability documentation will be retained for a minimum of six years after students leave the College.

Disability support services staff are available to speak with any student wishing to explore collegiately appropriate accommodations. For more information on how to request accommodations, please visit the Disability Support Services page on the college website or email supportservices@rcnpa.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. Faculty are available for one-on-one virtual or in-person appointments and 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 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 Engagement 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 specific research or reading assignments are course instructors. 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 outside of the classroom. 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 Engagement Specialist, 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 Engagement Specialist or emailing helpdesk@rrcnpa.org. Students who are loaned equipment are expected to return it 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 to students.

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 Engagement Specialist, another advisor, or the Director of Student Services at supportservices@rrcnpa.org. Notice of approved support services must be provided to the course instructor by the student through presentation of appropriate documentation provided by the Director of Student Services, or designee.

Career Services

NPRC's Career Services provides resources and services to students as they explore degree programs or prepare for employment.

NPRC's Career Services webpages provide students with resources to identify their own career strengths and interests, explore various career fields and career outlooks for the next several years, lay the groundwork for a job search through resume and interview preparation, and connects students and alumni with job opportunities.

NPRC utilizes College Central Network (CCN), a job recruitment platform for students and alumni to connect with employers. All students are added to CCN upon enrolling in courses and may create an account if they wish to do so. Students should speak with their Student Engagement Specialist for more information and assistance with activating their account.

Academic program-specific outcomes are also identified within Career Services aligned courses. These outcomes may include:

1. Identify occupations and careers in a given field requiring an associate degree;
2. Explore and evaluate the regional occupational outlook to include available jobs, salary ranges, and basic educational requirements within a degree program's field;
3. Develop resources to support a job search and application including cover letter, resume, or a professional portfolio;
4. Demonstrate professional communication skills within the context of a field of study which may include interview techniques, salary negotiation, networking strategies, and email and voicemail etiquette;
5. Analyze the impact of online presence and activity on professionalism, career goals, and personal privacy; or
6. Complete a field experience with a regional employer.

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 Early Childhood Education

Certificates

Students may choose to pursue the following academic certificate:

- Certificate in General Studies

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 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 Engagement Specialist 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 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 [^]	3	
		ENG 115	3	ENG 110
		SPC 205 <u>or</u> SPC 210	3	ENG 110
	Reasoning	BIO 105 <u>or</u> BIO 110	3	
		FIN 205 <u>or</u> FIN 110	3	ENG 110 for FIN 205
		PHL 110	3	
		Choose one of the following courses:		
		MTH 120 [^]	3	
		MTH 225 [^]	3	
		MTH 130 [^]	3	
	Respect for Diversity	Choose four of the following courses:		
		ENG 220	3	ENG 110
		HST 110	3	
		POL 210	3	
		PSY 110	3	
		SOC 110	3	

Liberal Studies Major Courses

Choose 27 credit hours of additional coursework based upon your planned baccalaureate major in consultation with your Student Engagement 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	
SWK 105	Introduction to Social Work	3	
	**Free Elective	3	

^Corequisite support courses are required for all students taking ENG 110 and MTH 120, MTH 130, or MTH 225 unless exemption is requested by the student and requirements are met.

^^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. Students seeking transfer into four-year programs should select courses which fulfill requirements within their planned field of study in consultation with advising staff at their intended transfer institution.

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, graduates 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 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^	Foundations of Math	3	
		MTH 225^	Applied Statistics	3	
		MTH 130^	College Algebra	3	
	Respect for Diversity	PSY 110	Introduction to Psychology	3	
		SOC 110	Introduction to Sociology	3	
		Choose two 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	

Social Sciences Major Courses (27 credit hours)

Course #	Course Name	Credit Hours	Prerequisite
CIS 150	Business Technology	3	
ENG 210	Business and Professional Communication	3	ENG 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	
Choose three of the following courses:			
SWK 210	Human Behavior and the Social Environment II	3	SWK 205
SWK 215	Human Behavior and the Social Environment III	3	SWK 210
SWK 225^^	Social Problems, Services, and Issues	3	SWK 105
SWK 230	Human Diversity	3	

^Corequisite support courses are required for all students taking ENG 110 and MTH 120, MTH 130, or MTH 225 unless exemption is requested by the student and requirements are met.

^^Field experience embedded throughout the term. Attainment of mandatory clearances is required.

+ Math course requirements for students planning to transfer vary by institution. Please consult with your NPRC Student Engagement Specialist or other advisor and your planned transfer institution.

**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 seeking transfer into four-year programs should select courses which fulfill requirements within their planned field of study in consultation with advising staff at their intended transfer institution.

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 <u>or</u> SPC 210	Interpersonal Communication <u>or</u> Public Speaking	3	ENG 110 ENG 110
	Reasoning	BIO 105 <u>or</u> BIO 110	Environmental Biology <u>or</u> Human Biology	3	
		FIN 205 <u>or</u> FIN 110	Humanities Through the Arts <u>or</u> Music Appreciation	3	
		PHL 110	Introduction to Philosophy	3	
		Choose one of the following courses:			
		MTH 120^ MTH 225^ MTH 130^	Foundations of Math Applied Statistics College Algebra	3	
		Choose three of the following courses:			
	Respect for Diversity	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)

Business Foundation (21 credit hours)			Credit Hours	Prerequisite
Course Number	Course Name			
ACC 120	Accounting I		3	
BUS 105	Business Foundations		3	
BUS 220	Principles of Marketing		3	
BUS 230	Principles of Management		3	
CIS 150	Business Technology		3	
ECN 220	Microeconomics		3	
ECN 225	Macroeconomics		3	
Complete all courses listed in one of the two Specializations given below.				
General Business Specialization				
ACC 125	Accounting II		3	ACC 120
BUS 240	Business Law		3	
ENG 115	Writing II		3	ENG 110
Business Information Systems Specialization				
BIS 155	Introduction to Information Systems		3	CIS 150*
BIS 225	Data Management and Analytics		3	CIS 150*
BIS 235	Internet Technology		3	

^Corequisite support courses are required for all students taking ENG 110 and MTH 120, MTH 130, or MTH 225 unless exemption is requested by the student and requirements are met.*May be taken as a co-requisite.

**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 in consultation with advising staff at their intended transfer institution.

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 ^A	3	
		ENG 115	3	ENG 110
		SPC 205 <u>or</u> SPC 210	3	ENG 110
	Reasoning	BIO 105 <u>or</u> BIO 110	3	
		FIN 110 <u>or</u> FIN 205	3	ENG 110 for FIN 205
		PHL 110	3	
		Choose one of the following courses:		
		MTH 120 ^A MTH 130 ^A MTH 225 ^A	3	
	Respect for Diversity	Choose three of the following courses:		
		HST 110	3	
		POL 210	3	
		PSY 110	3	
		SOC 110	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 Engagement 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 Procedure	3	CRJ 110*
CRJ 240	Criminal Justice Ethics	3	
CRJ 250	Investigation	3	
CRJ 260	Criminal Law	3	CRJ 110
Choose two of the following courses:			
CIS 150	Business Technology	3	
CRJ 245	Cyber Crime	3	
CRJ 285 ^{^^}	Criminal Justice Practicum	3	9 credit hours of CRJ coursework
ENG 210	Business and Professional Communication	3	ENG 110

^ACorequisite support courses are required for all students taking ENG 110 and MTH 120, MTH 130, or MTH 225 unless exemption is requested by the student and requirements are met.

^{^^}Field experience embedded throughout the term. Attainment of mandatory clearances is required.

* May be taken as a co-requisite.

**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	Pre-requisite
Professionalism	Communication	ENG 110 [^]	3	
		ENG 115 [^]	3	ENG 110
		SPC 205 <u>or</u> SPC 210	3	
	Reasoning	BIO 105 <u>or</u> BIO 110	3	
		ECE 150	3	
		Choose two of the following courses+:		
		MTH 120 ^{^+} MTH 225 ^{^+} MTH 130 ^{^+} PHL 110	6	
		Choose three of the following courses:		
	Respect for Diversity	ENG 220+ Introduction to Literature	3	ENG 115
		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 Engagement Specialist and the catalog/transfer agreement for your intended transfer institution.		Credit Hours	Pre-requisite
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: Language and Literacy Development	3	ECE 120
ECE 228 ^{^^}	Integrated Curriculum for Early Childhood Education	3	ECE 120
ECE 232 ^{**}	Child Development	3	
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
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 120
ECE 216 ^{**}	Social and Emotional Development of Infants and Toddlers	3	

[^]Corequisite support courses are required for all students taking ENG 110 and MTH 120, MTH 130, or MTH 225 unless exemption is requested by the student and requirements are met.

^{^^}Field experience embedded throughout the term. Attainment of mandatory clearances is required.

*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. Eligible for Rising STARS Tuition Assistance

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

+Students planning to pursue a bachelor's degree in early childhood education at a 4-year institution should complete two math courses and ENG 220.

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 <u>or</u> ENG 210	Writing II <u>or</u> Business and Professional Communication	3	ENG 110
		SPC 205 <u>or</u> SPC 210	Interpersonal Communication <u>or</u> Public Speaking	3	ENG 110
	Reasoning	BIO 105 <u>or</u> BIO 110 ^{^^}	Environmental Biology <u>or</u> Human Biology	3	
		MTH 120 [^] <u>or</u> MTH 225 [^] <u>or</u> MTH 130 [^]	Foundations of Math <u>or</u> Applied Statistics <u>or</u> College Algebra	3	
		PHL 110	Introduction to Philosophy	3	
		Choose two of the following courses:*			
	Respect for Diversity	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 Engagement 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	

[^]Corequisite support courses are required for all students taking ENG 110 and MTH 120, MTH 130, or MTH 225 unless exemption is requested by the student and requirements are met.

^{^^}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 engagement specialist, choose any three credit-hour course in alignment with your educational goals.

Course Descriptions

ACCOUNTING

ACC 120 Accounting I

3 credit hoursFall

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 hoursSpring

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 hoursSpring, 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 hoursFall, 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 hourFall, 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 hoursTo 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 hourTo 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 hoursTo 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 hoursTo 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 INFORMATION SYSTEMS

BIS 155 Introduction to Business Information Systems

3 credit hoursSpring
Corequisite or Prerequisite: CIS 150

Building on the concepts in CIS 150, students explore technical aspects of information systems to improve business efficiency and effectiveness. Students are introduced to infrastructure, database concepts, data-driven decision-making, and business process issues related to operational and strategic information systems are covered.

BIS 225 Data Management and Analytics

3 credit hoursSpring (Odd Years)
Corequisite or Prerequisite: CIS 150

This course focuses on database design, including database development, access, and administration. Students explore foundational concepts of data analytics and mining. Coursework utilizes information from libraries and datasets for data manipulation, preparation, and analysis of real-world scenarios and circumstances.

BIS 235 Internet Technology for Business

3 credit hours Fall (Even Years)

Students explore key Internet-related topics and their application to the business environment. Topics include supporting business requirements with digital technologies, network infrastructure, digital network application technologies, and search engine optimization.

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. This course is aligned with NPRC Career Services Outcomes.

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 analyzes principles of management and their applications. 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 within 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 To Be Determined

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 hourTo 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

3 credit hoursFall, Spring

This course provides a hands-on introduction to the application of personal computers in professional contexts. Students develop functional skills within desktop and cloud- based software application suites. Students analyze specific technological needs and choose the most appropriate software for the context or project.

CRIMINAL JUSTICE

For enrollment in course(s) which include a prerequisite of Field Experience Clearances, a student must submit the following documents:

- PA Criminal History Background Clearance
- Child Abuse History Clearance
- FBI Fingerprinting Clearance

** Dependent upon the needs and regulations of a specific practicum assignment, the cooperating agency may request further clearances be attained prior to the start of the term.

Students may not report to nor participate in their required practicum assignment until all mandated clearances have been completed, submitted, and meet approval guidelines through NPRC’s Screening Center. Students enrolled in courses with practicum assignments who fail to complete all field experience clearances prior to the start of the term shall be administratively dropped from the course. A student has until the end of the schedule adjustment period for the term to complete and submit their clearances in order to register for the course again.

Clearances are good on file for five years from date of issue. Per federal/state guidelines, 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.

CRJ 110 Introduction to Criminal Justice

3 credit hoursFall

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. This course is aligned with NPRC Career Services Outcomes.

CRJ 200 Corrections

3 credit hoursFall (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 Procedure

3 credit hours Fall (Even Years)

Corequisite or Prerequisite: CRJ 110

This course examines the application of law as it pertains to criminal procedures including judicial review, constitutional protections, search and seizure, and the historical development of how laws are changed through case law. Additionally, the course explores laws that govern procedures of interrogation, confessions, identifications, court procedures, and the rights of the defendant and victim. The course will also cover a review of remedies afforded by law to an individual when the government violates the rights guaranteed by the constitution and statutes.

CRJ 240 Criminal Justice Ethics

3 credit hours Spring (Odd Years)

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 tactics and fundamentals that law enforcement utilize in criminal investigations to include types of evidence and interrogations. The course looks at different crimes that require specific evidence to meet the elements of the crime. Additionally, the course evaluates the history and evolution of investigations as well as the rules of criminal procedure that govern how evidence is found, collected, maintained, and eventually leads to an arrest. Finally, the course analyzes how evidence is processed to include an overview of forensics.

CRJ 260 Criminal Law

3 credit hours Spring (Odd Years)
Prerequisite: CRJ 110

This course emphasizes the practical application of the law. It examines the dynamic balance of power between the government to enforce the criminal law against the rights of the individual to come and go as they please without government interference. Specific emphasis will be placed on the difference between laws that deal with persons and that of property as well as criminal liability and defenses to criminal liability. In addition, the course will look at what elements are needed to classify crimes as well as the differences in grading.

CRJ 285 Criminal Justice Practicum

3 credit hours Spring
Prerequisites: 9 Credits of CRJ coursework; Field Experience Clearances

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 report to nor participate in their required practicum assignment until all mandated clearances have been completed, submitted, and meet approval guidelines through NPRC's Screening Center. Students enrolled in courses with practicum assignments who fail to complete all field experience clearances prior to the start of the term shall be administratively dropped from the course. A student has until the end of the schedule adjustment period for the term to complete and submit their clearances in order to register for the course again.

Clearances are good on file for five years from date of issue. Per federal/state guidelines, 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 as a dynamic field encompassing childcare and elementary school in both public and private settings. Social and cultural foundations are examined within their influences on children, families, and early childhood professionals. This course is aligned with NPRC Career Services Outcomes as students explore job opportunities within Early Childhood fields. 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)

Prerequisite: Field Experience Clearances

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 hoursFall (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 hoursFall

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 hoursSpring (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 hoursSpring (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)

Corequisite or Prerequisite: 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

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

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
NPRC Placement Standards for English

Students who enroll in ENG 110 Writing I are required to enroll in the co-requisite support course, ENG 095 Integrated Reading, Writing, and Success Strategies, unless they request and are granted an exemption in alignment with the criteria outlined below.

Students who have a high school graduation date within the past three years of their first term of enrollment OR who are currently enrolled in high school as a junior or senior may request and be granted exemption from enrollment in ENG 095 Integrated Reading, Writing, and Success Strategies as a co-requisite to ENG 110 Writing I, if they provide evidence that they meet or exceed ONE of the following standards:

- High school GPA of 85/3.25 or higher;
- ACT English score of 18 or higher and ACT Reading score of 18 or higher; or
- SAT-1 verbal score of 500 or higher.

In addition, students who wish to enroll in ENG 110 Writing I may request exemption from corequisite enrollment in ENG 095 Integrated Reading, Writing, and Success Strategies by completing the Next-Generation Accuplacer exam and receiving a writing scaled score of 254 or higher AND a reading scaled score of 248 if they have:

- a high school graduation date more than three years prior to their first term of enrollment at NPRC;
- earned their GED; or
- a high school GPA between 75/2.5 and 85/3.25 and are either currently enrolled in high school as a junior or senior or have a high school graduation date within the past three years prior to their first term of enrollment.

ENG 095 Integrated Reading, Writing, and Success Strategies

3 credit hoursFall, Spring
Corequisite: ENG 110

This course is a companion to ENG 110 and fosters the transfer of reading and writing skills across disciplines. Students develop effective strategies for reading college-level texts and meeting college-level writing expectations for a variety of assignments. In addition, students develop non-academic skills and habits necessary to effectively overcome barriers to success. This course provides pre-college level instruction and support and does not fulfill graduation requirements.

ENG 110 Writing I

3 credit hoursFall, 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 hoursFall, 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 210 Business and Professional Communication

3 credit hoursFall
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. This course is aligned with NPRC Career Services Outcomes.

ENG 220 Introduction to Literature

3 credit hoursSpring (Odd Years)
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 hoursSpring

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 hoursFall
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.

HISTORY

HST 110 History Without Borders

3 credit hoursSpring, 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.

MATHEMATICS

NPRC Placement Standards for Mathematics

For enrollment in MTH 120 Foundations of Math or MTH 225 Applied Statistics, 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, 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 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.

MTH 090 Math and College Reasoning Strategies

2 credit hoursSpring, Summer
Corequisite: MTH 120 orMTH 225. 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. This course provides pre-college level instruction and support and does not fulfill graduation requirements.

MTH 095 Algebra and College Reasoning Strategies

2 credit hoursFall

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 hoursSpring, 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 130 College Algebra

3 credit hoursFall

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 225 Applied Statistics

3 credit hoursSpring (Odd Years)

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 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.

PHILOSOPHY**PHL 110 Introduction to Philosophy**

3 credit hoursFall, 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 hoursTo Be Determined

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 hourTo Be Determined

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 210 Human Development

3 credit hoursSpring

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 hoursSpring (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 hoursFall, 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.

SPEECH**SPC 205 Interpersonal Communication**

3 credit hoursSpring, 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 hoursFall
 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
- National Association of Social Workers Basic HIPAA Privacy Course

Students may not report to nor participate in their required practicum assignment until all mandated clearances have been completed, submitted, and meet approval guidelines through NPRC's Screening Center. Students enrolled in courses with practicum assignments who fail to complete all field experience clearances prior to the start of the term shall be administratively dropped from the course. A student has until the end of the schedule adjustment period for the term to complete and submit their clearances in order to register for the course again.

Clearances are good on file for five years from date of issue. Per federal/state guidelines, 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 hoursFall

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. This course is aligned with NPRC Career Services Outcomes.

SWK 205 Human Behavior and the Social Environment I

3 credit hoursSpring

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 hoursFall

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 Spring (Even Years)

Prerequisites: SWK 105, 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 hoursFall (Odd Years)

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 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. Some trainings prepare students for tests required to earn nationally recognized certificates. While enrollment in various programs is generally open, some programs (e.g., commercial driver's license and emergency medical services) have specific enrollment requirements.

The Workforce Development Division provides training through multiple delivery methods. Training may be delivered via the College's real-time model where students meet at a classroom location in their communities and receive instruction through video technology. Training may also require students to connect remotely. Some courses that have specific hands-on training, including precision machining and industrial maintenance, require students to attend at NPRC's Education and Training Center in Erie. For customized training interest, we are also capable of providing on-site training at a single 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 EMT & EMR 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 non-residential 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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Glossary

A

Academic Advising is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals.

The **Academic Calendar** defines the landmark dates that drive the day-to-day business of the College and establishes significant enrollment and academic progress reporting dates.

The **Academic College Catalog** is a resource that covers a complete academic year and is the compilation of all course listings, curriculum information, graduation requirements, application information, financial aid details, resources, and policies for NPRC programs.

An **Academic Complaint** is a report made by a student relating to the final grade in a specific course or a pattern of unfair academic practices carried out by the instructor.

An **Academic Faculty** is any instructor (part-time or full-time) who teaches one or more courses for academic credit at the College.

Academic Forgiveness is a provision by which some or all grades of D and/or F may be disregarded in determining the student's eligibility for graduation.

Academic Freedom is an individual's right to engage in intellectual inquiry, debate, speech, and in writing, on and off campus, without fear of censorship, retaliation, or sanction. It allows the exploration of significant and controversial questions as an essential component of education and advancing knowledge. The intellectual search for transmission of knowledge provides the college community opportunities for critical thinking and understanding of conflicting viewpoints. Academic freedom allows individuals to investigate, to form conclusions, and to express judgments and opinions without interference from special interests or conflicting public opinion. Academic freedom includes the right to constructively criticize college policies in appropriate forums as part of the governance process without fear of retribution.

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 a 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 assigned statuses of satisfactory academic progress, academic warning, academic probation, and academic suspension.

An **Academic Student** is any individual enrolled in any credit-bearing course(s) of instruction offered by the College.

An **Academic Term or Semester** 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.

An **Academic Year** is defined by the period beginning with the fall term of one calendar year and ending at the conclusion of the summer term of the following calendar year. Specific dates for each term are established by the academic calendar.

Accreditation is an academic distinction given to colleges and universities that shows they meet standards for excellence in post-secondary education. Accreditation is a requirement for eligibility to award federal, state, and other types of student financial aid.

Administrative Drop is the process by which the College removes a student from enrollment in an academic term for non-attendance and whereby no grade is assigned.

Administrative Removal is the process by which a student is removed from a non-credit-bearing course or program for non-attendance.

Advanced Placement 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.

Amnesty is the act of releasing or protecting an individual from discipline associated with policy violations, determined not to be egregious by the College, which occur around the time of or related to a complaint or report of an alleged violation of policy.

An **Associate Degree** is an academic program of study with an established curriculum which may be completed by a full-time student in two academic years.

Attendance (of a course) is a student's required presence during class time in an enrolled course as determined by the syllabus.

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.

Audit applies to students who, at the time of enrollment, indicate to the Office of the Registrar 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.

B

A **Business Day** is a day of normal college operation.

Baccalaureate is the degree of bachelor conferred by universities and colleges.

C

Catalog of Record is the academic catalog in effect during a student's first term of enrollment. Students must enroll in at least one academic course each academic year after their initial academic term of enrollment to maintain their assigned catalog of record. Students may request reassignment of their catalog of record to any more recent catalog at any time.

A **Certificate** is an academic program of study with an established curriculum which may be completed by a full-time student in one academic year.

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

A **Class or Class Meeting** is a scheduled block of time allocated for instructional activities and the teaching/learning process as part of the delivery of a course of instruction.

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 courses of permitted enrollment and results in additional monitoring of academic progress.

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.

A **Credit Hour** as an amount of work represented in intended learning outcomes and verified by evidence of student achievement through an equivalency that reasonably approximates not less than one hour of classroom

or direct faculty instruction and a minimum of two hours of out-of-class student work or their combined equivalent for approximately fifteen weeks, or the equivalent amount of work over a different amount of time, equals for one credit hour; or at least an equivalent amount of work for other academic activities as established by the institution, including laboratory work, internships, practica, and other academic work leading to the award of credit hours

Credit Hours (attempted) for purposes of assigning academic progress and academic status includes all credit hours for which a grade of A, B, C, D, or F is assigned, including grades for courses for which the C/D/F repeat rule applies.

Credit Hours (earned) for purposes of assigning academic progress and academic status includes all credit hours with an assigned grade of A, B, C, D, P, or TR, excluding grades for courses for which the D/F repeat rule applies.

The **College Level Examination Program (CLEP)** 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.

A **Complainant** is an individual who is alleged to be the victim of conduct that could constitute harassment or discrimination on the basis of sex or otherwise or is alleged to be a victim of retaliation for engaging in a protected activity. A complainant is also any individual who submits an allegation of a violation of NPRC policy.

Co-Requisite is a course that must be taken at the same time as another course.

Co-Requisite Support Courses are pre-college level courses designed to accompany a student's first college-level math and/or writing courses.

Course Name is the title of the course

Course Number is the number assigned to a course. Pre-college level coursework, including co-requisite support for first-year mathematics and writing courses are assigned course numbers less than 100. Courses typically taken during the first year of full-time study are assigned course numbers of 100-199. Courses assigned numbers of 200-299 are typically taken by students who have completed 30 or more credit hours.

D

Dantes Subject Standardized Tests (DSST) are credit-by-examination tests originated by the United States Department of Defense's Defense Activity for Non-Traditional Education Support program. The 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.

Dating Violence is an act of violence committed by a person who is or has been in a romantic or intimate relationship with the Complainant. The existence of such a romantic or intimate relationship is determined by the length of the relationship, the type of relationship, and the frequency of interactions between the individuals involved in the relationship. Acts of violence may include but are not limited to recklessly causing bodily injury; attempts to cause bodily injury; and causing fear of immediate, physical harm through threat of force.

Dean's List is an academic honor given to students who are in good standing and have successfully completed six or more credit hours of academic course work with an earned Grade Point Average of 3.0 or higher during an academic term.

Degree Planning Worksheets are forms students may use to keep track of their progress toward academic program completion.

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.

Desire2Learn (D2L) or Brightspace is a web-based Learning Management System. The D2L system provides a platform for instructors to post course documents and other content, assignments and exams, as well as collaborative learning experiences such as discussion forums and more.

Directory Information includes student name, address, telephone number, date and place of birth, honors and awards, and term of attendance.

A **Discrimination Complaint** is a report made by a student or participant that meets the parameters outlined in NPRC-1205: Sexual Discrimination and Sexual Misconduct or NPRC-1210: Nondiscrimination to qualify as a violation of those respective policies.

Domestic Violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under Pennsylvania's domestic or family violence laws or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction

Drop (administrative) is the process by which the College removes a student from enrollment in an academic term for non-attendance and whereby no grade is assigned.

E

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.

Educational Activities are College-sanctioned or College-associated events, meetings, or gatherings of students which include, but are not limited to, class meetings; field experiences; trainings; club or committee meetings; entertainment, sporting, or other recreational events; seminars; presentations; or other educational events, whether scheduled or impromptu.

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.

An **Elective** is a course not specifically required by an academic program of study.

To **Enroll** is to officially register and attend course(s) during an academic term.

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.

Expulsion is the permanent separation of a student from the College.

F

Facility/ies and Facility Property/ies refer to any NPRC Administrative Center(s), NPRC Education and Training Center(s), Instructional Locations, Instructional Sites, or other physical space utilized by NPRC which may not be directly owned or controlled by the College at which any College activity, educational or otherwise, occurs.

FAFSA, the Free Application for Federal Student Aid (FAFSA), is a no-cost, online application most college students complete to assess eligibility for financial assistance which may include, but not be limited to federal grants, state grants, other need-based scholarships, or loans to attend an institution of higher education.

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.

Fees are charges assessed in addition to tuition. No fees are currently assessed for academic programs of study at NPRC.

Financial Aid is any grant, scholarship, loan, or paid employment offered to help a student meet college expenses. Such aid may be provided by a variety of sources, including, but not limited to, federal and state agencies, foundations, and corporations.

Firearms and Offensive Weapons are defined as any tool, instrument, material, or implement capable of inflicting serious bodily injury, which include but are not limited to knives, cutting instruments, cutting tools, nunchuck sticks, handguns, shotguns, rifles, explosive devices, or crossbows/bow and arrows.

Fondling is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

A **Formal Complaint** is a filed document that is physically or digitally signed by an individual, the Title IX Coordinator, Director of Student Services, or other NPRC employee alleging discrimination, harassment, or retaliation as categorized in the definitions of this policy whether on the basis of sex or otherwise and requesting the College investigate the allegation.

G

General Education Foundational Courses are courses that provide students with basic knowledge of a variety of topics that are essential to all programs and are required for graduation. Examples of general education foundational course are Writing I, Introduction to Sociology, Foundations of Mathematics, and Introduction to Psychology.

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

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.

Graduation with Honors refers to recognition for overall academic achievement in the completion of the requirements for an associate degree.

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.

H

Hazing is the imposition of any task or behavior on an individual that causes physical or emotional distress to that individual to gain acceptance into a group or activity sanctioned by the College. Hazing includes, but is not limited to, physical abuse; exposure to extreme temperatures; forcible consumption of liquids or solids; excessive mental stress; sleep deprivation; verbal abuse; or subservience.

Honorlock is an online proctoring service utilized to monitor academic integrity for some evaluator instruments, such as quizzes or exams, in academic courses.

Hostile Environment Sexual Harassment is conduct on the basis of sex that is unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to NPRC's educational program, employment or activity.

I

Incest is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Independent Study is study under the supervision, guidance, instruction, and evaluation of student performance by a faculty member.

An **Informal Complaint** is verbal or written notice from an individual alleging discrimination, harassment, or retaliation whether on the basis of sex or otherwise and requesting the College investigate the allegation.

Institutional Aid is need-based financial aid provided by the College and may include, but is not limited to, tuition waivers for all or a portion of assessed tuition, textbook voucher awards, and need- or merit-based institutional scholarship awards.

An **Instructional Delivery System** is a video-conference system allowing multiple classrooms in multiple locations the ability to share course environments. NPRC utilizes StarLeaf.

International Student is 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 seeks to enroll in credit-bearing courses.

L

Learning Management System is a software application for the administration, documentation, tracking, reporting, and delivery of educational courses. NPRC utilizes Desire2Learn (D2L).

A **Loan** is a form of financial aid that must be paid back. Loans usually require interest payments. and may be from federal (US government) or private (banks, credit unions, or other) sources.

M

A **Major** is a student's primary area of study.

A **Mandated Reporter** is an individual who has a duty to report all incidents of sexual harassment, sexual violence, sexual assault, relationship violence, stalking, or other sexual misconduct.

The **Microsoft Office 365 suite** is a hosted, online version of the traditional installed version of Microsoft Office software. This online service is subscription-based and includes Office, Exchange Online, SharePoint Online, Lync Online, and Microsoft Office Web Apps, including PowerPoint, Word, and Excel. Every NPRC student is assigned an Office 365 account at no charge for use during their enrollment with the College.

Microsoft Outlook is a personal information manager software system from Microsoft available as part of the Microsoft Office suite. Though primarily an email client, Outlook also includes such functions as calendaring, task managing, contact managing, note-taking, journal-logging, and web browsing. Enrolled students are provided with an assigned student email account through Outlook to be utilized for all official correspondence with college personnel.

The **My NPRC Portal** is the electronic interface for NPRC's student information system through which students may register for courses, view interim and final grades, request transcripts, pay tuition or other charges, review and request changes to personal information, review institutional aid awards as applicable, and review other educational and student account information.

N

A **Non-Academic Complaint** (General Complaint) is a report made by a student relating to classroom experiences or other experiences that a student believes to be unjustified and that does not fall under the definition of academic complaint, discrimination complaint, or other defined complaint.

Non-academic Support Services, available to students through NPRC's Employee Assistance Program (EAP), is a free, online confidential service for NPRC students which provides access to counseling and problem-solving resources.

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.

Non-consensual Sexual Contact is any intentional sexual touching, however slight, with any object, by a man or woman upon a man or a woman, without consent.

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.

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.

O

Open Educational Resources (OER) refer to free, editable, and accessible materials produced under the auspices of expert individuals, reputable companies or organizations, or officially recognized institutions of higher learning.

P

Penetrative Sexual Assault is penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the Complainant, including instances where the Complainant is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity

Pennsylvania Higher Education Assistance Agency (PHEAA) is an agency of the Commonwealth of Pennsylvania that administers state-funded student aid programs and provides educational outreach related to state and federal financial aid among other services, to citizens of the Commonwealth of Pennsylvania.

Personal Enrichment Student is an entry type assigned to a Non-Degree Seeking Student who has a high school diploma, CSSD, or its equivalent.

A **Placement Exam** is a tool utilized to determine a student's eligibility to be exempt from the co-requisite support courses for math and writing. NPRC uses Accuplacer to assess math, writing, and reading competencies.

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

A **Prerequisite** is a course or other requirement that a student must have taken prior to enrolling in a specific course or program.

Prior Learning Credit is college credit awarded for college-level knowledge and skills an individual has gained outside of the classroom.

A **Proctor** is a person who monitors students and class delivery at instructional locations.

A **Protected Activity** is speech, action, or conduct that is not considered a violation of NPRC policy when taken under the auspices of academic freedom or freedom of expression under the first amendment.

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.

Q

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.

Quid Pro Quo is a person's submission to unwelcome sexual conduct that's implicitly or explicitly made to basis for employment decisions, academic evaluations, grades, advancements, or other decisions affecting participation in a college program or activity.

R

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.

The **Registrar** is the college official responsible for maintaining a student's official educational records of students.

Registration is the process of enrolling in academic courses for an academic term.

A **Report** is verbal or written notification submitted to an NPRC employee from any source alleging discrimination, harassment, or retaliation whether on the basis of sex or otherwise.

A **Respondent** is an individual who has been reported to be the perpetrator of conduct that could constitute harassment or discrimination on the basis of sex or otherwise or retaliation against an individual for engaging in a protected activity.

Retaliation occurs when a harmful action is taken against an individual for engaging in legally protected activity and includes, but is not limited to acts of intimidation, verbal or physical threats, coercion, or discrimination.

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.

S

Safety-intensive Educational Devices and Materials are defined as any tools, instruments, or materials provided by the College to students enrolled in classes with specific hands-on experiences (laboratory or industrial workshop classes) which could, if used in an unintended fashion with disregard for safety protocols dictated by instructors, pose a risk of inflicting serious bodily injury.

Sanctions are the penalties resulting from a determination that a violation of policy occurred.

Satisfactory Academic Progress is an academic status assigned to students who are in Good Standing at the conclusion of an academic term provided they have academic term GPAs of 2.0 or higher.

A **Scholarship** is an award of financial aid provided to a student in support of attainment of an educational goal. Scholarships are awarded based upon criteria which usually reflect the values and purpose of the donor or founder of the award and may be need- or merit-based. Scholarship money is not required to be repaid.

Sex/Gender Discrimination occurs when a behavior or Policy has the purpose or effect of restricting or denying an individual's or group's access to opportunities, programs, or resources in relation to sex, gender, gender identity, gender expression, or sexual orientation in a manner that interferes with an individual's working, academic, residential, or social environment or athletic participation or performance.

Sexual Exploitation occurs when an individual 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.

SmarThinking is a 24/7 online tutoring service provided to all NPRC students at no cost through D2L. Tutoring is available in more than 150 subject areas and includes access to a writing center that helps edit/review student writing assignments.

Stalking is engaging in a course of conduct directed at a specific person that would cause a reasonable person with similar characteristics under similar circumstances to fear for their safety or the safety of others; or to suffer substantial emotional distress. A course of conduct includes two or more acts, including but not limited to, those in which the alleged perpetrator directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about the Complainant, or interferes with the Complainant's property. Stalking governed by Title IX refers to stalking that is sex or gender based.

StarLeaf is the video conferencing software that NPRC uses to link enrolled students at instructional locations to a live, in-person academic courses.

Statutory Rape is sexual intercourse with a person who is under the statutory age of consent.

Student Engagement Specialists (SES) are advisors assigned to each student at the time of application based on the student's geographic location. The assigned SES serves as the student's academic advisor and go-to contact point for the College throughout the duration of the student's time with NPRC.

Student ID is the unique number assigned to all full-time and part-time students at NPRC. All students receive an identification card displaying their name, ID number and a photo of themselves. Student ID cards may be used to access library services and to verify a student's identity to college personnel and college service providers, including, but not limited to, proctors and online proctoring services.

Suspension is the temporary separation of a student from the College for violation of college policy.

A **Syllabus** provides written communication between instructors and students. This document sets the expectations and responsibilities for teaching and learning and identify the knowledge and skills to be attained upon successful completion of the course.

T

Textbooks and Course Materials refer to any published items used as an aid for or supplements to the standard curriculum for a given course. These include items such as textbooks, books, access codes, bundles (one or more textbooks or other supplemental materials packaged together and sold for one price), custom textbooks (compilations created by publishers), subscriptions, software and other technology, consumable materials, supplemental materials, internet website access, electronically distributed materials, and open educational resources (OER).

Third Party Payment refers to payment of tuition/fees by an entity other than a student or family member of a student. Common third-party payers include employers, community organizations, and state-related agencies.

A **Title IX Coordinator** is the employee designated to coordinate the College's efforts to comply with Title IX and its regulations found in Part 106 of Title 34 of the Code of Federal Regulations.

Trade Adjustment Assistance (TAA) is a federally funded program that provides training and education for workers whose jobs have been impacted by imports.

A **Transcript (official)** is a complete representation of a student's academic record. It includes all courses attempted at NPRC, including courses from which a student withdraws or is administratively withdrawn, for which a student is awarded a grade of A, B, C, D, F, P, TR, or AU, and which are repeated. This transcript includes a seal and the signature of the Registrar. Transcripts must be sent from the Office of the Registrar directly to a receiving institution or through a clearinghouse to be received as an official transcript

A **Transcript (unofficial)** is a complete representation of a student's academic record which is printed on plain paper and does not have a seal or the Registrar's signature. Unofficial transcripts are for student use only and may not be used to transfer credits to another college or university.

Transfer Credit is credit awarded for course(s) completed from any college or university for which an equivalent or related course exists at NPRC which may be eligible to fulfill academic program requirements provided eligibility criteria are met. Receipt of an official transcript is required for transfer credit evaluation.

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 equivalency recognized by the Commonwealth of Pennsylvania or by a state or territory of the United States.

Tuition is a sum of money charged for teaching or instruction by a college, school, or university.

W

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 by the established date listed in the academic calendar and whereby a grade of W is assigned as the course grade(s).

Withdrawal (administrative) 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).

Withdrawal (complete) 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 by the established date listed in the academic calendar and whereby a grade of W is assigned for all course grades.

Withdrawal (institutional) 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 separation from the College.

Workforce Development Instructor is any individual who teaches a non-credit class or provides a non-credit training experience sanctioned by the College.

A **Workforce Development Student** is any individual enrolled in any non-credit class or non-credit training experience sanctioned by the College.

Workforce Innovation and Opportunity Act (WIOA) provides federal job training funds for adults and dislocated workers.

College Acronyms

A

AA – Associate of Arts
AS – Associate of Science
AAS – Associate of Applied Science
ACT – American College Test
ADA – Americans with Disabilities Act
ADCE – Assistant Director of Community Engagement
ADSE – Assistant Director of Student Engagement
AP – Advanced Placement
AU – Audit

B

BADM – Business Administration
BOT – Board of Trustees

C

CCAF – Community College of the Air Force
CCN – College Central Network
CCSD – Commonwealth Secondary School Diploma
CDA – Child Development Associate
CDL – Commercial Driver's License
CES – Community Engagement Specialist
CLEP – College-level Examination Program
COA – Cost of Attendance
CPR – Cardiopulmonary Resuscitation
CRJ – Criminal Justice
CWDS – Commonwealth Workforce Development System

D

D2L – Desire to Learn
DEP – Department of Environmental Protection
DPW – Degree Planning Worksheet
DSS – Disability Support Services
DSST – DANTES Subject Standardized Test

E

ECE – Early Childhood Education
ECUA – Educational Consortium of the Upper Allegheny
ELL – English Language Learners
EMR – Emergency Medical Responder
EMS – Emergency Medical Services
EMT – Emergency Medical Technician
ETPL – Eligible Training Provider List

F

FA – Financial Aid

FAFSA – Free Application for Federal Student Aid

FERPA – Family Educational Rights and Privacy Act

G

GED – General Education Development test

GPA – Grade Point Average

H

HIPAA – Health Insurance Portability and Accountability Act

I

I/T – Infant/Toddler

I – Incomplete

IA – Institutional Aid

IB – International Baccalaureate Program

IFSP – Individualized Family Service Plan

IT – Information Technology

IU – Intermediate Unit

N

NASW – National Association of Social Workers

NPRC – Northern Pennsylvania Regional College

O

OER – Open Educational Resources

P

PAPD Registry – Pennsylvania Professional Development Registry

PLC – Prior Learning Credit

Pre-K – Pre-Kindergarten

R

R – Thursday

RTI – Related Technical Instruction

S

SAP – Satisfactory Academic Progress

SAPC – School-Age Professional Credential

SAT – Scholastic Aptitude Test

College Acronyms

SaVE Act – Campus Sexual Violence Elimination Act
SES – Student Engagement Specialist

T

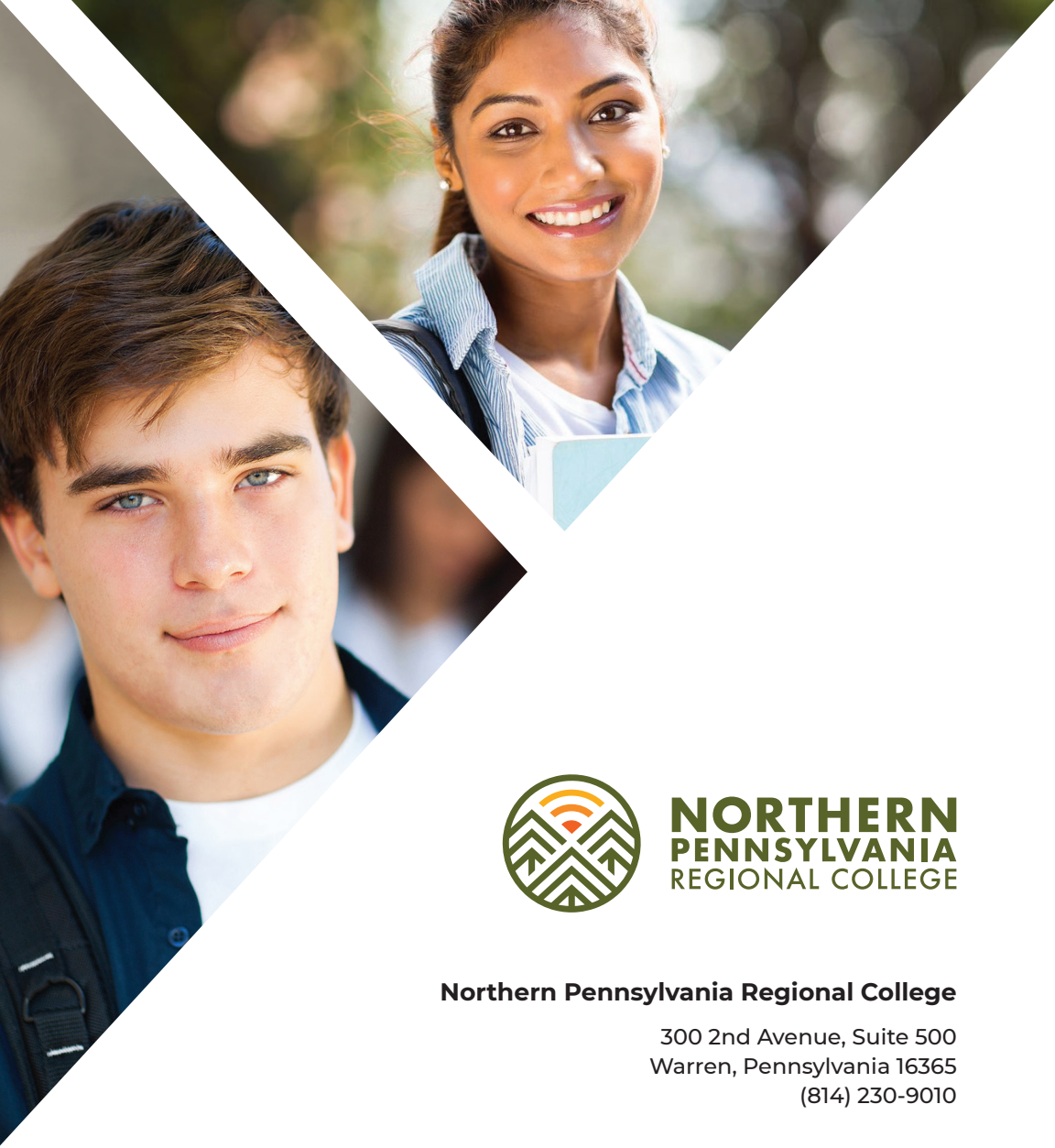
T – Tuesday
TAA – Trade Adjustment Act
TR – Transfer

V

VPASA – Vice President of Academic and Student Affairs
VPFA – Vice President of Finance and Administration
VPSIO – Vice President of Strategic Initiatives and Outreach

W

W – Withdrawal
WFD – Workforce Development
WIOA – Workforce Innovation and Opportunity Act



**NORTHERN
PENNSYLVANIA
REGIONAL COLLEGE**

Northern Pennsylvania Regional College

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It is the policy of Northern Pennsylvania Regional College to not discriminate against any faculty (full-time and part-time), staff, administrators, and students 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.

Addendum

Updated 08/10/2022 - Page 10 - Instructional Location Name and Address Table - Franklin/Oil City Area address is updated to the Galena Building, 1140 Liberty Street, Franklin, PA 16323. The Meadville Area address is updated to Parkside Commons, 847 N Main Street, Suite 201, Meadville, PA 16335. The Girard Instructional Location Name is updated to Girard High School, not Rice Avenue Union School. The address as listed for this location is correct.

Updated 08/12/2022 - Page 100 - The contact phone number for Nate Steis is (814) 598-6986.

Updated 10/03/2022 - Page 12 - Academic Calendar - The following list of dates are corrections to the published academic calendar. A complete corrected academic calendar may be found on the Academic Calendar page of the NPRC website.

Fall 2022

- 12-week grades - 11/4 changed to 11/11
- Last day to W - 1/8 changed to 11/15
- Priority Registration #1 - 11/9 changed to 11/15
- Priority Registration #2 - 11/10 changed to 11/17
- Open Registration - 11/14 changed to 11/21

Spring 2023

- SP Priority Registration #1 - 11/9 changed to 11/15
- SP Priority Registration #2 - 11/10 changed to 11/17
- SP Open Registration - 11/14 changed to 11/21
- 12-week grades - 4/14 changed to 4/21
- Last day to W - 4/18 changed to 4/25
- SU & FA Priority Registration #1 - 4/19 changed to 4/26
- SU & FA Priority Registration #2 - 4/20 changed to 4/27
- SU & FA Open Registration - 4/24 changed to 5/1

Each Summer:

- SU & FA Priority Registration #1 - 4/19 changed to 4/26
- SU & FA Priority Registration #2 - 4/20 changed to 4/27
- SU & FA Open Registration - 4/24 changed to 5/1

Updated 1/6/2023 - Page 10 - Instructional Location Name and Address Table - University of Pittsburgh at Titusville's Education and Training Hub zip code is updated to 16354. Added locations - Northern Tioga School District, 110 Ellison Road, Elkland, PA 16920 and Southern Tioga School District, 310 Morris Street, Blossburg, PA 16912.