



**NORTHERN
PENNSYLVANIA**
REGIONAL COLLEGE

Academic College Catalog

2024 - 2025



Table of Contents

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

Catalog Home.....	4
Welcome and Navigation.....	4
Authorization Statement.....	4
History of Northern Pennsylvania Regional College.....	4
Nondiscrimination Statement.....	4
Title IX Compliance Statement	5
Welcome from the President	6
Mission, Values, and Identity	7
General Education.....	8
General Education Requirements	9
Assessment of Student Learning for General Education.....	9
Student Participation in Assessment.....	10
Administrative Center and Instructional Locations	11
Academic Calendar	14
Fall 2024.....	15
Spring 2025	16
Summer 2025.....	17
Student Admission and Registration Resources	19
Applying for Admission	19
How to Register for Courses	22
How to Obtain a Student ID.....	22
Textbooks	23
Orientation for Newly Enrolled Students.....	23
Prior Learning Credit	23
Transfer Credit.....	25
Student Rights and Responsibilities	27
Student Handbook.....	27
Student Rights and Responsibilities	27
Academic Freedom	28
Student Complaint.....	28
Nondiscrimination	30
Educational Rights and Privacy.....	33
Academic Code of Conduct for Academic Students.....	34
Behavioral Code of Conduct for Students	36
Sexual Discrimination and Sexual Misconduct (Title IX)	40
Drug and Alcohol	47
Smoking and Tobacco Use.....	47
Firearms and Offensive Weapons for Students.....	48
Suspension and Expulsion	49
Model Release	50
Understanding Academic Requirements and Opportunities.....	51
Program of Study.....	51
Degrees Awarded	51
Work-Ready Skillsests.....	51
Program of Study Components	52
Courses and Schedules	52

Table of Contents

Prerequisites and Corequisites.....	52
Classes — Instructional Models.....	52
Course Delivery Codes	53
Maximum Credit Hours of Enrollment Permitted Per Term.....	53
Class Cancellation.....	53
Mathematics and English Course Placement, Entrance Assessments, and Corequisite Support Instruction	54
NPRC Placement Standards for Mathematics	54
NPRC Placement Standards for English.....	55
Schedule Adjustment.....	55
Withdrawal.....	56
Grade Point Average	57
Standards of Academic Progress for Students.....	58
Academic Progress Designations.....	59
Academic Status Designations.....	59
Assignment and Use of Grades.....	61
D/F Repeat Rule.....	63
Dean's List.....	63
Graduation Requirements	63
Graduating with Honors.....	64
Academic Forgiveness	64
Paying for College	65
Tuition Charges	65
Textbook Charges	66
Payments	67
Payment Methods	67
Tuition Adjustments	68
1098-T	70
Veterans	70
Financial Aid	70
Scholarships.....	71
Institutional Aid	71
Institutional Aid Consideration for Summer Term	71
Maintaining Institutional Aid Eligibility	71
Satisfactory Academic Progress for Institutional Aid (SAP).....	71
Program-Specific Financial Support.....	72
Learning Support and Resources.....	73
Desire2Learn.....	73
Universal Design for Learning	73
Office of Disability Support Services	73
Tutoring and Online Academic Support Services	74
Library Resources	74
Non-Academic Support Services.....	74
Technology Resources	74
English Language Learners.....	75
Career Services.....	75
Academic Programs	77
Associate Degrees	77
Program Sequencing.....	77
Transfer Considerations	77
Associate of Arts Liberal Studies	78
Associate of Arts Social Sciences	81
Associate of Science Business Administration.....	84

Associate of Science Criminal Justice.....	88
Associate of Applied Science Early Childhood Education.....	92
Work-Ready Skillsets	96
Course Descriptions	98
Workforce Development.....	121
NPRC Personnel	125
Board of Trustees	134
Glossary	136
College Acronyms.....	151

Catalog Home

Welcome and Navigation

Welcome to the Northern Pennsylvania Regional College (NPRC) Academic College Catalog. This catalog may be navigated through NPRC's website by clicking on the PDF file for the College Catalog and scrolling through the pages as one would a printed book. Readers may also request a copy from a Student Engagement Specialist (SES).

Authorization Statement

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

As of March 2023, Northern Pennsylvania Regional College is a Candidate for Accreditation and a member institution of the Middle States Commission on Higher Education (MSCHE). MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). For the most up-to-date accreditation status, view NPRC's Institutional Profile on MSCHE's website.

History of Northern Pennsylvania Regional College

The Education Consortium of the Upper Allegheny (ECUA) was formed in 2009 with the vision of delivering open admission and low cost, high-quality community and technical education and training opportunities to the underserved residents of north-central and northwestern Pennsylvania. In 2012, ECUA partnered with Gannon University of Erie, Pennsylvania, 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 received formal authorization as a degree-granting institution in 2019. NPRC is a publicly funded higher education institution and incorporated as a 501(c)(3) public, non-profit created under legislative authority with substantial funding from the Commonwealth of Pennsylvania.

Nondiscrimination Statement

In compliance with 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.

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 the Sexual Discrimination and Sexual Misconduct (NPRC-1205: Sexual Discrimination and Sexual Misconduct) heading.

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 you will find from our committed and passionate faculty and staff.

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

NPRC offers both academic and workforce programs throughout our region, ensuring you the opportunity to choose the best option to align with your career goals. Our graduates have found successful careers in business and

industry or have continued their pursuit of a four-year degree. Whatever path you choose, you will be more than prepared for your next step in pursuit of high-demand careers in our region.

On behalf of our dedicated faculty and staff of Northern Pennsylvania Regional College, thank you for joining us as we prepare for your future together! We wish you the best in everything you do.

Sincerely,

A handwritten signature in black ink that reads "Susan R. Snelick". The signature is written in a cursive, flowing style.

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 meets 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 our mission.
- **Innovation** through 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 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

Northern Pennsylvania Regional College (NPRC) is committed to providing general education which is foundational to developing the qualities, skills, and abilities associated with college-educated adults. All academic degree programs include general education foundational courses whose content, expectations, objectives, and learning outcomes embody general education goals. Major courses within each academic degree program apply the knowledge, skills, attitudes, and abilities established by the general education foundational courses to the disciplines within the major.

The philosophy of general education at NPRC 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:

- 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, including courses essential to the development of foundational knowledge, skills, attitudes, and abilities in communication, reasoning, respect for diversity, and professionalism. The Associate of Arts (AA) and Associate of Science (AS) degrees require a minimum of 27 credit hours of coursework in general education, which is composed of general education foundational courses commonly transferable to multiple public baccalaureate institutions. Required general education coursework must include at least two courses which focus in communication, include at least three courses which focus in reasoning, include at least two courses which focus in respect for diversity, and emphasize professionalism throughout the curriculum. The Associate of Applied Science (AAS) degrees requires a minimum of 15 credit hours of coursework in general education unless otherwise required by the program's accrediting agency for the program. Required general education coursework must include at least one course which focuses in communication, include at least one course which focuses in reasoning, include at least one course which focuses in respect for diversity, and emphasize professionalism throughout the curriculum. Other general education coursework required by the degree may be related to the specific occupational career area.

Certificates require a minimum of nine (9) credit hours of coursework in general education. Required coursework must include at least one course which focuses in communication, at least one course which focuses in reasoning, and at least one course which focuses in 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 Affairs and Accreditation Liaison Officer, 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 required. 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. Additionally, work samples shall not include any disclosure of any grades earned.

Administrative Center and Instructional Locations

NPRC serves a region in northern Pennsylvania that includes Cameron, Crawford, Elk, Erie, Forest, McKean, Potter, Tioga, Venango, and Warren Counties. Classrooms are connected using distance learning technology, such as Microsoft Teams, so students can interact live with others. Community locations assist NPRC to combine in-person instruction with interactive technology which enables face-to-face learning.

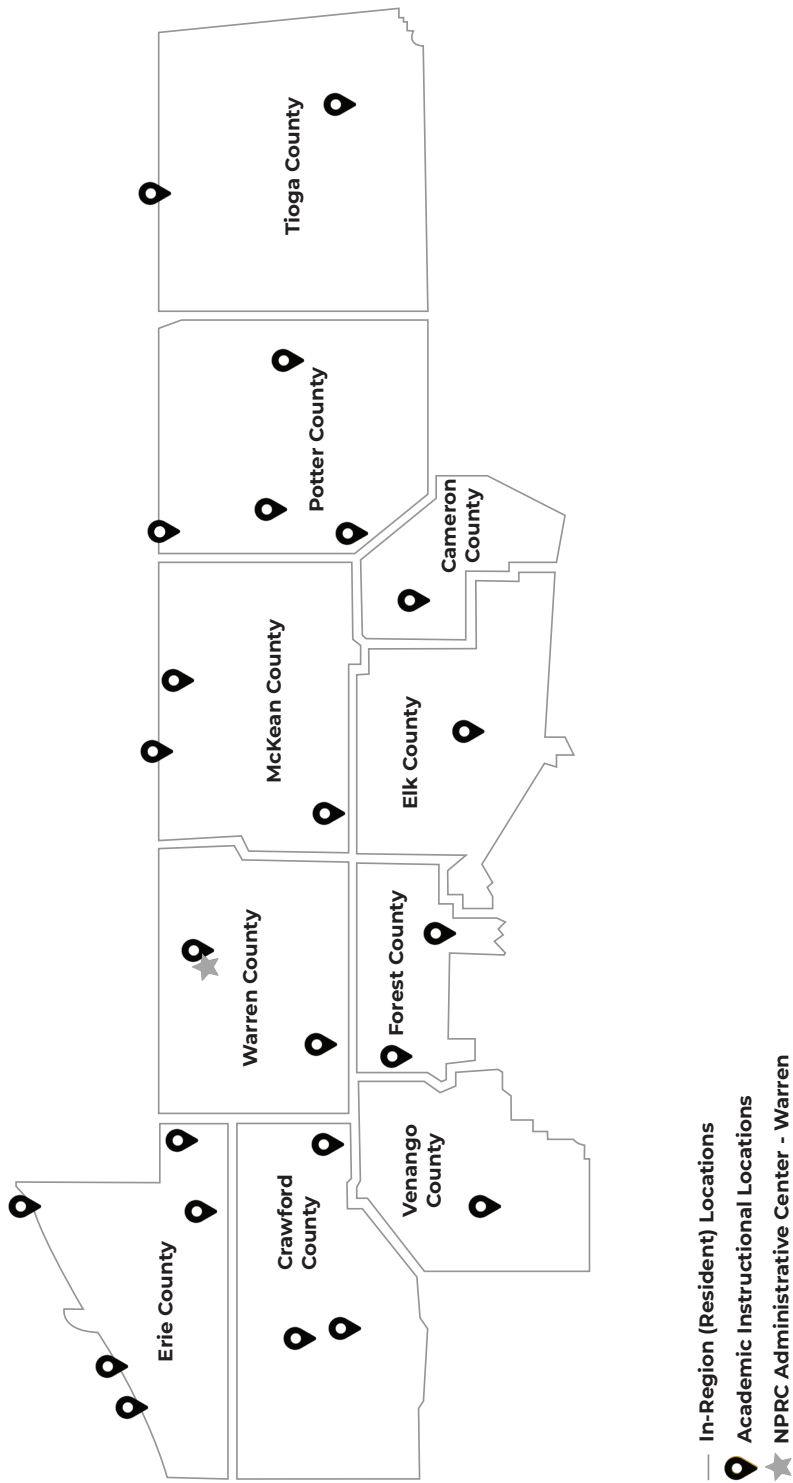
The NPRC Administrative Center, which serves as the main campus, is located at 300 2nd Avenue, Suite 500, in Warren, PA. This center houses NPRC administrative offices, including the Office of the President. Students may access all services at this center, including admissions and records, financial aid, business office, and student services.

Some instructional locations within the region also serve as an office to a variety of college employees, which may include faculty, student engagement specialists, and other staff.

NPRC'S INSTRUCTIONAL LOCATIONS AND REGISTRATION LOCATION IDENTIFIERS BY COUNTY

Cameron County	
Cameron County High School (EMP)	601 Woodland Avenue, Emporium, PA 15834
Crawford County	
Parkside Commons (MDVL)	847 N Main Street, Suite 201 Meadville, PA 16335
Saegertown High School (SGT)	18709 Mook Road, Saegertown, PA 16433
University of Pittsburgh at Titusville (TTP)	504 East Main Street, Titusville, PA 16345
Elk County	
Community Education Center of Elk and Cameron Counties (SMC)	4 Erie Avenue, #200, St. Marys, PA 15857
Erie County	
4 N.I.N.E. Center (NOR)	103 Clay Street, North East, PA 16428
Corry Higher Education Council (COR)	221 N Center Street, Corry, PA 16407
Girard High School (GIR)	1100 Rice Avenue, Girard, PA 16417
NPRC Education and Training Center – Erie (ERE)	5739 West Ridge Road, Suite 2, Erie, PA
Union City Area High School (UCH)	105 Concord Street, Union City, PA 16438
Forest County	
East Forest School (MAR)	120 W Birch Street, Marienville, PA 16239
West Forest School (TIO)	22318 Route 62, Tionesta, PA 16353
McKean County	
Kane Area High School (KAN)	6965 PA-32, Kane, PA 16735
Marilyn Horne Hall (BRD)	2 Marilyn Horne Way, Bradford, PA 16701
Otto-Eldred Junior/Senior High School (OTE)	143 R. L. Sweitzer Drive, Duke Center, PA
Potter County	
Austin Area School District (AUS)	6965 PA-32, Kane, PA 16735
Potter County Education Council-Coudersport (COU)	5 Water Street, Coudersport, PA 16915
Galeton Area School (GAL)	27 Bridge Street, Galeton, PA 16922
Oswayo Valley Middle/High School (OSW)	318 Oswayo Street, Shinglehouse, PA 16748
Tioga County	
Southern Tioga School District (BLS)	310 Morris Street, Blossburg, PA 16912
Northern Tioga School District (ELK)	110 Ellison Road, Elkland, PA 16920
Venango County	
Galena Building (FRA)	1140 Liberty Street, Franklin, PA 16323
Warren County	
Tidioute Community Charter School (TID)	241 Main Street, Tidioute, PA 16351
Warren Forest Higher Education Council (WAR)	589 Hospital Drive, Warren, PA 16365

Figure 1. NPRC Administrative Center and Instructional Locations



Academic Calendar

The dates encompassing the academic terms for credit-bearing courses offered for student enrollment during Academic Year 2024-2025 are as follows:

Academic Term		Classes Begin	Classes End
Fall 2024		August 14, 2024	December 10, 2024
Spring 2025		January 13, 2025	May 13, 2025
Summer 2025	Summer A	June 2, 2025	July 31, 2025
	Summer B	June 2, 2025	June 26, 2025
	Summer C	July 7, 2025	July 31, 2025

Academic Term		Priority Registration Opens	Registration Closes
Fall 2024		March 18, 2024	August 9, 2024
Spring 2025		October 14, 2024	January 17, 2025
Summer 2025	Summer A	March 17, 2025	May 28, 2025
	Summer B	March 17, 2025	May 28, 2025
	Summer C	March 17, 2025	June 25, 2025

Any changes to the academic calendar occurring during the academic year will be posted on the NPRC website.



Fall 2024

Fall 2024 (August 14, 2024 – December 10, 2024)

Monday, March 18	Summer and Fall 2024 priority registration opens for Veterans and students currently served by Disability Support Services.
Thursday, March 19	Summer 2024 and Fall 2024 priority registration opens for all students who reside within the NPRC service region.
Wednesday, March 20	Open registration begins for Summer 2024 and Fall 2024.
Friday, August 9	Fall registration closes with payment or payment plan arrangements due.
Saturday, August 10	Schedule adjustment opens for currently registered students only.
Wednesday, August 14	Classes begin.
Wednesday, August 21	Schedule adjustment closes.
Monday, September 2 – Tuesday, September 3	Fall Break – No classes in observance of Labor Day holiday; All College offices closed Monday, September 2.
Friday, September 13	Four-week progress grades due.
Tuesday, September 17	Constitution Day will be recognized.
Friday, October 11	Mid-term progress grades due.
Friday, October 11	Graduation applications due through the My NPRC student portal for Fall 2024 graduation candidates.
Monday, October 14	Spring 2025 priority registration opens for Veterans and students currently served by Disability Support Services.
Tuesday, October 15	Spring 2025 priority registration opens for all students who reside within the NPRC service region.
Wednesday, October 16	Open registration for Spring 2025.
Friday, November 8	Twelve-week progress grades due.
Tuesday, November 12	Last day to withdraw with a grade of W.
Wednesday, November 27 – Sunday, December 1	College closed – No classes in observance of the Thanksgiving holiday.
Wednesday, December 4 – Tuesday, December 10	Last week of classes / final exams.
Thursday, December 12	Final grades due by noon.

NPRC will be closed for holiday break beginning at the end of business on Friday, December 20, 2024. NPRC will reopen at the start of business on Thursday, January 2, 2025.



Spring 2025

Spring 2025 (January 13, 2025 – May 13, 2025)

Monday, October 14	Spring 2025 priority registration opens for Veterans and students currently served by Disability Support Services.
Tuesday, October 15	Spring 2025 priority registration opens for all students who reside within the NPRC service region.
Wednesday, October 16	Open registration begins for Spring 2025.
Wednesday, January 8	Spring registration closes with payment or payment plan arrangements due.
Thursday, January 9	Schedule adjustment continues for currently registered students only.
Monday, January 13	Classes begin.
Friday, January 17	Schedule adjustment closes.
Monday, January 20 — Tuesday, January 21	College closed in observance of Martin Luther King, Jr. Holiday; All College offices closed Monday, January 20.
Friday, February 14	Four-week progress grades due.
Friday, March 14	Mid-term progress grades due.
Friday, March 14	Graduation applications due through the My NPRC student portal for Spring 2024 and Summer 2024 graduation candidates.
Monday, March 17 — Sunday, March 23	No classes — Spring Break.
Monday, March 17	Summer 2025 and Fall 2025 priority registration opens for Veterans and students currently served by Disability Support Services.
Tuesday, March 18	Summer 2025 and Fall 2025 priority registration opens for all students who reside within the NPRC service region.
Wednesday, March 19	Open registration begins for Summer 2025 and Fall 2025.
Friday, April 18	Twelve-week progress grades due.
Tuesday, April 22	Last day to withdraw with a grade of W.
Wednesday, May 7 — Tuesday, May 13	Last week of classes / final exams.
Thursday, May 15	Final grades due by noon.
Saturday, May 17	Commencement (Fall 2024 Graduates, Spring 2025 Candidates, and Summer 2025 Candidates).



Summer 2025

Summer A (June 2, 2025 – July 31, 2025)

Monday, March 17	Summer 2025 and Fall 2025 priority registration opens for Veterans and students currently served by Disability Support Services.
Tuesday, March 18	Summer 2025 and Fall 2025 priority registration opens for all students who reside within the NPRC service region.
Wednesday, March 19	Open registration begins for Summer 2025 and Fall 2025.
Monday, May 26	College closed in observance of the Memorial Day holiday.
Wednesday, May 28	Registration closes with payment or payment plan arrangements due.
Thursday, May 29	Schedule adjustment opens for currently registered students only.
Monday, June 2	Classes begin.
Wednesday, June 4	Schedule adjustment closes.
Friday, June 27	Mid-term progress grades due.
Monday, June 30 – Sunday, July 6	No Classes — Summer Break.
Friday, July 4	College closed in observance of the Independence Day holiday.
Friday, July 18	Last date to withdraw with a grade of W.
Wednesday, July 30	Final exam day for classes that meet on Monday and/or Wednesday.
Thursday, July 31	Final exam day for classes that meet on Tuesday and/or Thursday
Friday, August 1	Final grades due by 4:00 p.m.

Summer 2025

Summer B (June 2, 2025 – June 26, 2025)

Monday, March 17	Summer 2025 and Fall 2025 priority registration opens for Veterans and students currently served by Disability Support Services.
Tuesday, March 18	Summer 2025 and Fall 2025 priority registration opens for all students who reside within the NPRC service region.
Wednesday, March 19	Open registration begins for Summer 2025 and Fall 2025.
Monday, May 28	Registration closes with payment or payment plan arrangements due.
Thursday, May 29	Schedule adjustment opens for currently registered students only.
Monday, June 2	Classes begin.
Tuesday, June 3	Schedule adjustment closes.
Friday, June 13	Mid-term progress grades due.
Friday, June 20	Last date to withdraw with a grade of W.
Thursday, June 26	Final exam day / final class day.
Friday, June 27	Final grades due by 4:00 p.m.



Summer 2025

Summer C (July 7, 2025 – July 31, 2025)

Monday, March 17	Summer 2025 and Fall 2025 priority registration opens for Veterans and students currently served by Disability Support Services.
Tuesday, March 18	Summer 2025 and Fall 2025 priority registration opens for all students who reside within the NPRC service region.
Wednesday, March 19	Open registration begins for Summer 2025 and Fall 2025.
Wednesday, June 25	Registration closes with payment or payment plan arrangements due.
Thursday, June 26	Schedule adjustment opens for currently registered students only.
Friday, July 4	College closed in observance of the Independence Day holiday.
Monday, July 7	Classes begin.
Tuesday, July 8	Schedule adjustment closes.
Friday, July 18	Mid-term progress grades due.
Friday, July 25	Last date to withdraw with a grade of W.
Thursday, July 31	Final exam day / final class meeting.
Friday, August 1	Final grades due by 4:00 p.m.

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.

Admission to NPRC does not imply or guarantee admission to any specific program of study for which more restrictive admission requirements may be established in compliance with institutional expectations, accrediting-body standards, Commonwealth of Pennsylvania rules and regulations, or federal guidelines and statutes.

Students may apply online. There is no fee to apply. For assistance or guidance with the application process, applicants may email info@rrcnpa.org to speak with a member of the Recruitment Team.

Submission of standardized test scores are 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. Student type and entry type determine specific requirements and restrictions related to admission and enrollment.

Non-Degree-Seeking Student is a student type assigned to an individual admitted to the College who wishes to enroll in credit-bearing courses and is not pursuing a specified degree. Non-degree-seeking students are not required to submit evidence that they have been awarded 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.

Early Entry Student is an entry type assigned to a non-degree-seeking student who is 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 has 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 individuals who are taught at home under the supervision of their parent(s) or guardian(s) and use the secondary school curriculum or a self-designed curriculum evaluated by their district.
- Online High School Students are individuals 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 following for each term of enrollment with NPRC:
 - Early Entry Authorization Form,
 - All official high school transcripts,
 - Any other documentation as requested.
- Have a minimum cumulative grade point average (GPA) of 2.5 at their secondary education entity,
- Have successfully completed their sophomore year of secondary education, or its equivalent, and be granted junior standing.

Early entry students are permitted to enroll in no more than six (6) credit hours during their first term of enrollment and no more than twelve (12) credit hours during each subsequent term of enrollment. Early entry students may 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. Eligibility for enrollment as an early entry student concludes with the spring term of a student's graduating year. Exceptions to the admission and enrollment requirements for early entry students may be granted by the Director of Early Entry and Instructional Logistics, or designee.

Depending on the policies of their secondary education entity, early entry students may or may not be awarded credit at their secondary education entity for successful completion of college credit courses. The secondary education entity maintains responsibility for compliance with all rules and regulations of the Pennsylvania Department of Education and statutes of the Commonwealth of Pennsylvania regarding acceptance and transcription of college-credit courses in meeting high school graduation requirements.

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
- Evidence of meeting prerequisite(s) established for any course for which a guest student seeks to enroll through submission of unofficial transcript(s) or grade reports from other colleges or universities.

Personal Enrichment Student is an entry type assigned to a non-degree-seeking student who wishes to enroll in credit-bearing courses for personal reasons. Personal enrichment students are subject to the same guidelines for enrollment in any course or program as all other non-degree-seeking students.

Admission documents required for personal enrichment students are as follows:

- NPRC Admissions Application

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 enrolls in credit-bearing courses. NPRC is not certified to admit or enroll international students.

Degree-Seeking Student is a student type assigned to an individual admitted to the College who is required to submit evidence they have been awarded a high school diploma from a credentialed organization, a CSSD, or its equivalent recognized by the Commonwealth of Pennsylvania or by a state or territory of the United States and who wishes to enroll in credit-bearing courses with the intent to meet the requirements for a degree or certificate.

All degree-seeking students must submit evidence they have been awarded a high school diploma from a credentialed organization, its equivalent, or the CSSD as recognized by the Commonwealth of Pennsylvania or by a state or territory of the United States. This may be done through submission of a validated copy of their high school diploma, applicable official high school transcripts submitted by the educational entity directly to the Office of the Registrar, or other academic records and documentation as requested. All materials will be evaluated for authenticity and validity.

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(s).

Transfer Student is an entry type assigned to a student who has attended 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.

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

- NPRC Admissions Application,
- Official high school transcript(s),
- Evidence of meeting prerequisite(s) established for any course for which a transfer student seeks to enroll through submission of unofficial transcript(s) or grade reports from other colleges or universities, and
- Transfer students who request evaluation of transcripts from other institutions of higher education for potential transfer credit acceptance are required to submit official transcript(s) from the colleges or universities for which the evaluation is being requested.

Official transcripts submitted by transfer students shall be evaluated in accordance with NPRC-9425: Transfer Credits.

Re-Entry Student is an entry type assigned to a degree-seeking student who interrupts their enrollment by not having a grade assigned to at least one academic course per academic year.

Re-entry students are subject to the same guidelines for enrollment in any course or program as all other degree-seeking students with the following additional requirements:

- Re-entry students are subject to the guidelines outlined in NPRC-9320: Standards of Academic Progress for Students as applicable to admission and enrollment.
- Re-entry students must reapply for admission.
- Re-entry students are subject to the program completion requirements of the catalog in effect during the term in which they re-enroll.
- Re-entry students are subject to the guidelines outlined in NPRC-8415: Assessment, Payment, and Refund of Academic Tuition and Fees.

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

- NPRC Admissions Application and
- Any additional documentation as requested.

A non-degree-seeking student who wishes to become a degree-seeking student must apply and meet all eligibility requirements for admission as a degree-seeking student.

How to Register for Courses

Once accepted, students will meet with their assigned Student Engagement Specialist (SES) to discuss course plans and complete the registration process.

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

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. More information is available in the Paying for College section.

How to Obtain a Student ID

All academic students are issued an NPRC Identification (ID) Card as outlined in PROC-1045-01: Personal Identification. This ID contains the library ID number for use in the Warren Public Library system.

The Office of the Registrar will send an email to new students through the Student Information System (SIS) at the time of registration explaining how to upload a photo. This photo may be taken and uploaded by the student, the student's assigned SES, or the SES's designee on their college-issued cell phone. All photo submissions must meet the following criteria:

Photo Basics

- Color photo
- Clear image of your face
- Plain white or off-white background

Resolution, Print Size, and Quality

- High-resolution photo that is not blurry, grainy, or pixelated

Pose and Expression

- Neutral facial expression or a natural smile, with both eyes open
- Face the camera directly with full face in view

Attire

- Clothing appropriate for the classroom or workplace
- No hats, costumes, or shirts with writing or graphics

Students will have seven (7) calendar days after a term starts to submit their photo. After the seventh day, the Office of the Registrar will create IDs without a photo and mail them to the student within three (3) calendar days. This ID will serve as a library card.

The Office of the Registrar will send the Warren Public Library a list of students who have new ID cards on a regular basis during active enrollment periods.

NPRC Student IDs may be used as photo IDs for verification of identity for tests, admittance into an instructional location, and in some instances, used for student discounts.

Some NPRC partner locations may require an additional ID from their institution to access buildings.

IDs will have a 5-year expiration date.

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 online 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.

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

NPRC's online orientation is developed with ease of student access in mind. A brief "Orientation" module is located within Desire2Learn (D2L). This allows students the ability to complete the necessary orientation at their own pace and on their own schedule. Within this module, students will learn how the college works including information on student rights and responsibilities, student services, technology, tutoring, and other resources.

In addition to the orientation module, a comprehensive list of resources and information is also found in D2L to assist students in achieving their academic goals. These resources include information, videos, and PDF's that will help students in a holistic manner for academic, learning, and personal support. The information that is accessible includes basic technology support (how to check student email, how to attach documents, how to access classes); academic support (access to tutoring); and support to help eliminate non-academic barriers (access to the student EAP that includes access to counseling, time management resources, finance resources, etc.).

Prior Learning Credit

Degree-seeking students are eligible to apply for prior learning credit (PLC). A minimum of 70% alignment between academic course content and the identified prior learning is required for awarding PLC. The maximum number of academic credit hours considered for PLC corresponds to the number of credit hours assigned to the course(s) for which application was made. The number of academic credit hours awarded for PLC is limited by graduation residency requirements as outlined in NPRC-3250: 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.

Academic credit for prior learning may be awarded for:

- **Nationally Recognized Exams:** Completion of a nationally recognized exam with attainment of the cutoff score or higher established by the Pennsylvania Department of Education as listed on the Pennsylvania Transfer and Articulation Center (PA TRAC) and whose content aligns with an equivalent course offered by the College in accordance with the following criteria:
 - 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.
 - Exam eligible for PLC awards are determined based upon the student's academic college catalog of record.

Students should consult with their assigned SES to view an updated list of accepted exams.

- **Program-Specific Industry-Recognized Credentials:** Completion of an earned and maintained industry credential or licensure which corresponds to the knowledge, skills, and abilities achieved through successful completion of course(s) within a program of study. The credential must be active at the time the PLC is requested. Industry-recognized credentials eligible for PLC awards are determined based upon the student's academic college catalog of record. Students should consult with their assigned Student Engagement Specialist to view an updated list of accepted credentials.
- **Career and Technical Education Program Completion:** High school students who have successfully completed select career and technical education programs within three (3) years of enrollment at NPRC as a degree-seeking student, scored advanced on the appropriate National Occupational Competency Testing Institute (NOCTI) exam, and earned applicable industry-recognized credentials during their enrollment in the career and technical education program may be eligible to request up to 9 credit hours of prior learning credit. Industry-recognized credentials eligible for PLC awards are determined based upon fully executed agreements valid during the academic year of the student's academic college catalog of record. Students should consult with their SES for eligibility requirements.
- **Challenge Exam:** Students who believe they possess the knowledge and skills addressed by an academic course may request a challenge exam that comprehensively evaluates their mastery of course content in order to receive PLC in lieu of completing the course.
 - Students may not take a challenge exam for any course in which they are currently enrolled.
 - Challenge exams are unavailable for some courses, including, but not limited to, courses which require laboratory work, field experience, or clinical experience.
 - Challenge exams may be unavailable during the summer academic term.
 - A minimum score of 70% is required for successful completion of a challenge exam and the awarding of prior learning credit.
 - Challenge exam requests require a non-refundable processing fee.

Challenge exam requests must be submitted in writing using FORM-9515-01: Challenge Examination Request. Challenge exams are administered following PROC-9515-01: Challenge Exam.

- **Challenge Portfolio:** Students who have applicable work history aligned to course-specific learning outcomes and program goals in their academic program of study may be considered for the award of PLC upon request with documented and verified academic learning as determined by the appropriate Academic Director or designee with the following criteria:
 - Portfolio artifacts must include evidentiary artifacts presented to the appropriate Academic Director or designee for evaluation of proficiency at 70% or higher when assessed using an established rubric and:
 - Documented experience of three or more consecutive years, that includes a date occurring within three (3) or fewer years of the date of submission of FORM-9515-02: Prior Learning Credit by Portfolio Request Form in a workplace where the job activity corresponds to the knowledge, skills, and abilities achieved through successful completion of course(s) within a program of study as determined by the appropriate Academic Director or designee;
 - Earned applicable industry-recognized credentials relevant to the program of study;
 - Written documentation of the knowledge, skills, and abilities that aligns with the course(s) within the program of study that have been obtained through appropriate and verifiable personal and professional development.
 - Challenge portfolio assessment may be unavailable during the summer academic term.
 - PLC by challenge portfolio requests require a non-refundable processing fee.

Requests for PLC by challenge portfolio must be submitted in writing using FORM-9515-02: Prior Learning Credit by Portfolio Request Form. Requests for PLC by challenge portfolio are administered following PROC-9515-02: Prior Learning Credit by Challenge Portfolio.

Transfer Credit

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

- An official transcript is provided by the college or university of record directly to the Office of the Registrar at NPRC,
- The course completion date of the course under consideration for transfer consideration is within ten (10) years prior to the date fall academic classes begin as published on the academic calendar for the student's catalog of record,
- If the course completion date of the course(s) under consideration for transfer is more than ten (10) years prior to the date fall academic classes begin as published on the academic calendar for the student's catalog of record, students may be eligible to pursue prior learning credit as outlined in NPRC-9515: Prior Learning Credit.
- 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. Grade Point Average (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.

The appropriate Academic Director shall determine equivalencies for the referred course(s) by comparing the course descriptions, course objectives, learning outcomes, and/or assessment instruments to the course(s) offered by NPRC.

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 Policies webpage.

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 the Orientation Module in their Desire2Learn portal once enrolled in courses and may contact their advisor 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-9315: Admission and Enrollment Standards and Guidelines;
- To use technology as outlined in the Student Handbook;
- To use freedom of speech under the First Amendment of the United States;
- To dress and groom in a manner that best represents themselves; and
- 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 on the College 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; and

- 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 matters, 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 Complaint

(NPRC-9260: Student Complaint)

Any student who believes they have been treated unfairly may file a complaint as outlined in PROC-9260: 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 a discrimination complaint.

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 below:

For an Academic Complaint:

- The student must submit the online Concern/Complaint form, selecting "Academic Complaint by a Student," within five (5) business days after final grades are due for the academic term, as published on the Academic Calendar, applicable to the complaint.
- Upon receipt of the online form submission, 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 the online Concern/Complaint form, selecting "Non-academic Complaint," 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 the online form submission, 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 the online Concern/Complaint form, selecting "Behavioral Code of Conduct Complaint" for academic students 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 the online Concern/Complaint form, selecting “Discrimination Complaint by Student,” 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 the online Concern/Complaint form, selecting “Sexual Discrimination and Sexual Misconduct 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.

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.

The decision of the VPASA regarding the appeal is final.

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, will be subject to this policy and will be evaluated and adjudicated according to 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.

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.

Employees, students, third-party vendors, and guests are responsible for reporting conduct that is believed to be in violation of this policy or applicable 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 the online Concern/Complaint form, selecting "Discrimination Complaint by a Student" or "Discrimination Complaint by a Non-Student," as applicable.

Submissions of discrimination complaints regarding violations allegedly perpetrated by NPRC students are investigated and adjudicated by the Director of Student Services, while discrimination complaints regarding NPRC faculty, administrators, staff, employees, vendors, contractors, visitors, volunteers, or others who interact with students on behalf of the college are investigated and adjudicated by the Vice President of Finance and Administration.

After reviewing the complaint, 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 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 or the Vice President of Finance and Administration, as applicable, 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 this procedure.

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, Vice President of Finance and Administration, 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 it or not. Students who disagree with the decision concerning a submitted request for correction to a record may submit a written appeal by following the formal appeals process provided by NPRC-3260: Student Grievance and Complaint. After going through that process, if the College still decides not to amend the record, the student has the right to place a statement with the record setting forth their view about the contested information. The Registrar or designee is responsible for processing requests for correction of records within 20 working days of the request’s receipt. Processing includes collection of pertinent associated information, electronic notice of the College’s decision regarding the request, and completion of any resulting revision of the eligible student’s records.

Students have the right to require the school to obtain written consent prior to disclosure of personally identifiable information. Students must complete and sign FORM-9040-02: FERPA Release before the College will release information from the educational record to an outside party. Exceptions for disclosure of those records without consent are permitted by FERPA to the following parties or under the following conditions:

- College officials who have a legitimate educational interest. Legitimate educational interest means a college official has a “need-to-know” regarding specific information in a student’s record to fulfill their professional responsibility. Under certain emergency situations, it may be necessary to release information to protect the health or safety of the student or other students;
- Other post-secondary institutions where a student is transferring;
- Specified officials for audit or evaluation purposes;
- Organizations conducting certain studies for or on behalf of the College;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities within a juvenile justice system, pursuant to specific law of the Commonwealth of Pennsylvania.

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

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

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

Directory Information

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

Students may request the College not disclose their directory information during the application process or by request at any time thereafter. Such requests must be made in writing to the Registrar. Upon receipt of such a request, the College shall cease disclosure of directory information. Any directory information disclosed prior to the receipt of the request shall be part of the public record.

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

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

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. Academic 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;
- Accurately reporting all time and activities completed through clinical, job shadowing, internship, or other similar learning experiences;
- Submitting original work in response to assignments;
- Giving credit to other 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; and
- Avoiding actions that obstruct or limit educational opportunities of other students by impeding their work or access to educational resources;
- Avoiding actions that obstruct or limit educational opportunities of other academic students by impeding their work or access to educational resources;
- Avoiding fraudulent actions including, but not limited to, forging or altering the record of any grade in any educational record; knowingly presenting false information or misrepresenting one's own record; or knowingly providing false statements in any College proceedings; and
- Completing all proctored and un-proctored evaluations and assessments of 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 this policy 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. Instructors who wish to report violations of this policy must follow the process outlines in PROC-3225: Academic Code of Conduct for Academic Students.

To report an alleged violation, instructors will within five business days of an allegation or observation of an alleged violation, the instructor shall complete the online Concern/Complaint form for an Academic Code of Conduct 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 the online submission of the Academic Code of Conduct 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.

As part of the incident review process, the appropriate academic director will examine FORM-3225-02: Academic Code of Conduct for Students Incident Tracking to determine if this violation is the student's first on record. If it is determined that the incident is not the student's first, the academic director will initiate the steps necessary regarding multiple violations. 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.

For multiple violations of this policy by a student, 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.

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; or
- The imposed sanctions fall outside the range of sanctions designated for the offense.

The VPASA will conduct an investigation that includes, but is not limited to, reviewing relevant documents or recordings, or communication with involved parties as necessary. The investigation will conclude, and a decision regarding the appeal will be communicated to the academic director, instructor, and student through college-assigned email accounts within ten (10) business days. This decision is final.

Upon completion of the process outlined above, the appropriate academic director will record the outcome by completing FORM-3225-02: 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.
- To impose the emergency removal of the Respondent from the College's education program, employment, or activities during the review of the report 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 correlated procedure associated with the report; PROC-3235: Resolution Procedure for alleged violation of this policy.
- 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,

- Use of technology resources to send harassing or abusive messages;
 - Use of technology resources to interfere with the work of other members of the college community;
 - Unauthorized access to a file or personal or group account;
 - Interference with the normal operation of the College's technology resources;
 - Use of technology resources to promote points of view contrary to the mission and values of the College (i.e., promoting information that would be considered promotion of violence or hateful by a reasonable person, or inconsistent with the purposes of education);
 - Unauthorized transfer of data; and
 - 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; and
 - 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,
 - Failure to attend meetings scheduled for conduct code administration purposes;
 - Falsification, distortion, or misrepresentation of information;
 - Failure to provide information or destruction or concealment of information during an investigation of an alleged policy violation;
 - Attempting to discourage an individual's proper participation in, or use of, the conduct system; and
 - Harassment or intimidation of a member of a conduct body prior to, during, or after a conduct proceeding, failure to comply with the sanctions imposed by the conduct system or influencing or attempting to influence another person to commit an abuse of the Behavioral Code of Conduct for Students.

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-1040: Drug and Alcohol, except as expressly permitted by law or NPRC-1040: Drug and Alcohol;
- 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. Students 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 the online Concern/Complaint form and select "Behavioral Code of Conduct Complaint" for academic student infractions, providing written documentation of the incident and copies of any relevant documents, recordings, or other records related to the allegation.

After reviewing the online Behavioral Code of Conduct Complaint form, 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-3225-02: Academic Code of Conduct for Academic 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). Appeals may be made by providing the applicable Vice President with 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.

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:
 - The option to contact, or to decline to contact, law enforcement authorities.
 - Written notification of counseling, health, mental health, victim advocacy, legal assistance, and other services available to victims both on-campus and in the community.
 - 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.
 - 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.
 - 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 this policy are submitted to the Title IX Coordinator, verbally, in writing, or online as specified by the online complaint form for Sexual Discrimination and Sexual Misconduct.

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 Title IX 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 in 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 as 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 correlated procedure associated with the report; 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 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. The Title IX coordinator must inform the complainant of the following information:

- “You have the right to make a report to college officials, local law enforcement, and/or state police, or choose not to report; to report the incident to your institution; to be protected by the institution from retaliation for reporting an incident; and to receive assistance and resources from your institution. You have the right to withdraw your report at any time during the process.”
- “The College encourages you to speak to me, NPRC’s Title IX Coordinator, and/or speak to one of the professionals available through non-academic support services, as they can help you understand your rights, available resources, and reporting options. Regional providers can also support you in provision of medical assistance.”
- “NPRC will not go to the police without your consent unless it is determined there is a duty to warn the general public of a potential risk. This would be an extreme case.”

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. Extensions to this timeline may be granted under extenuating circumstances, upon review by the Title IX Coordinator. 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.

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 submit the online Concern/Complaint form and select “Sexual Discrimination and Sexual Misconduct Complaint.” If the complainant chooses to move forward with an informal report or to withdraw the report, information submitted through the online Concern/Complaint form 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;
- Notice that it is prohibited to knowingly make false statements or knowingly submitting false information during the process.

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. General guidelines for preserving forensic evidence include:

- The complainant should be advised to avoid drinking, bathing, showering, brushing their teeth, using mouthwash, or combing their hair.
- The complainant should be advised to not change clothes. If they have already done so, they should be advised to place clothing and other items (sheets, blankets) in a brown paper bag because a plastic bag may destroy evidence.
- The complainant should be advised to visiting a hospital emergency department which has the capability to provide a Sexual Assaults Forensic Exam (SAFE or “rape kit”) and medical care for victims of sexual assault and intimate partner violence is a possibility. The complainant should be advised that a Sexual Assault Nurse Examiner (SANE), a healthcare provider trained to provide comprehensive care for a victim, may be available to collect forensic evidence.

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 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 an 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 that 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 impedes 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.

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. 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. 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.

Dismissal of a formal complaint may occur at any time during the resolution process, however, such a dismissal does not preclude action required if the behavior is determined to be a violation of a separate college policy. Dismissal of a formal complaint may occur 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.

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: Sexual Discrimination and Sexual Misconduct Incident Tracking.

Drug and Alcohol

(NPRC-1040: Drug and Alcohol)

The College prohibits the manufacture, use, possession, or distribution of illegal drugs, controlled substances and/or alcoholic beverages except as expressly permitted by law or outlined by this policy. An exception to this is the legal use of alcohol on College premises or during official College activities when it is limited to special occasions specifically and expressly approved by the President of the College.

Employees and students with questions or concerns about substance abuse or alcohol abuse are encouraged to contact the resource designated by the College. It is the responsibility of each employee and student to seek assistance from internal or external resources before drug and alcohol problems lead to disciplinary action. Once a violation occurs, subsequent use of resources should not be assumed to lessen disciplinary action. Employees and students of the College must comply with the laws of the Commonwealth of Pennsylvania and the federal government regarding the possession and consumption of controlled substances. Any violation of these laws or regulations on or off College facilities may be grounds for College disciplinary sanctions.

As applicable to NPRC educational programs, a student convicted of a drug-related offense must notify the College within 72 hours of arrest or conviction. Such students will report a conviction to the Director of Student Services or Director of Workforce Development, as applicable to specific NPRC educational programs and based upon whether the student involved is an academic or workforce development student. Students are expected to review all requirements for self-reporting within course syllabi, college catalog, or applicable program handbooks. Prior to submitting a written notice, current and prospective students should review "The Controlled Substance, Drug, Device and Cosmetic Act" for a complete listing of applicable offenses.

Any student(s) who violates this policy may be subject to disciplinary action as outlined in NPRC-3235: Behavioral Code of Conduct for Students and PROC-3235: Behavioral Code of Conduct for Students.

Information, as specified by H.R.3614 (The Drug-Free Schools and Communities Act of 1989) and H.R. 4719 (The Drug-Free Workplace Act of 1988), will be provided to students and employees via annual distribution as outlined in PROC-1040-01: Drug and Alcohol.

Smoking and Tobacco Use

(NPRC-1035: Smoking and Tobacco Use)

The College prohibits smoking and tobacco use in all enclosed spaces in alignment with the Clean Indoor Air Act of 2008. At facilities or facility properties not owned or controlled by NPRC, the expectation is to follow all guidelines in effect at the facility or facility property. Reported allegations of student violations of this policy are investigated and adjudicated in accordance with NPRC-3235: Behavioral Code of Conduct for Students.

Instructors, employees, and students are responsible for reporting conduct that is believed to be in violation of this policy.

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 a 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
- 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 completion of coursework, the College shall issue a grade of W indicating administrative withdrawal from the course(s) in which the student was enrolled. Suspended students may be 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 after one full term subsequent to their suspension has concluded. Requirements for re-application include:

- Submission of a written request consideration of reinstatement to the appropriate director for their declared area of study at least 20 working days prior to the last date for enrollment in the term for which the student wishes to enroll.
- Students must meet with the appropriate director for their declared area of study or designee to discuss plans for a successful return at least 14 calendar days prior to the start of the term for which the student wished to enroll. As a result of the meeting, the director 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 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 USPS mail prior to the registration deadline for the requested term and shall be considered final. Any hold placed on the student's account as a result of the 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.

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. Decisions regarding expulsion are final and are not subject to appeal.

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.

Model Release

(NPRC-7405: Model and Photo Release)

When utilizing photographs, videos, stories, or other related media of the Department of Marketing and Public Relations in any NPRC produced programs, advertising, promotions, social media, or publicity that represent faculty, staff, enrolled or previously enrolled students, model releases and photo releases must be acquired before publication or otherwise made publicly available. For any materials that contain current or former students, FORM-9040-02: FERPA Waiver must be completed by the student. If a student has opted out of sharing Directory Information through FORM-9040-03: Directory Information and Photo Release, they must be excluded from materials, unless a new Directory Form is completed allowing for the sharing of Directory Information. NPRC's photo release for students is included as Section B of FORM-9040-03: Directory Information and Photo Release.

In the case a student permits usage of photos as stated in Section B of FORM-9040-03: Directory Information and Photo Release, and it is conflicting with their release of directory information, images of their likeness will continue to be used. No directory information will be released for such a student.

Model releases are required for larger NPRC production events and released publications if the individual:

- Is the primary focus of the photograph or video;
- Is identifiable in a small group of students or employees performing student-related activities;
- Has been recruited to serve as a model; or
- Is a minor under 18 years of age.

For students that are determined to be under 18 years of age, parental release is also required with model release.

Model or photo releases are not required if:

- Photographs are in a large group shot, in a public space, or at public events with little expectation of privacy;
- It is a wide shot of a classroom or scenic shots with no single subjects;
- The subject is not recognizable, such as silhouette, posterior views, or out of focus shots;
- Photos or videos are not being taken or distributed by NPRC, such as media coverage.

In cases where multiple students are in a photo or video, respective releases must be obtained from each subject in the photo or video.

Model releases are effective for ten years and will remain on file indefinitely. Photo releases are effective in accordance with NPRC-3240: Educational Rights and Privacy. Photos maintained beyond ten years through continued usage by the institution will require new model releases if applicable.

Students can withdraw their model release at any time in writing by emailing marketing@rrcnpa.org. Students who wish to withdraw photo release must contact the Office of the Registrar in accordance with NPRC-3240: Educational Rights and Privacy.

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 as well as develop specific knowledge, skills, and abilities needed by a variety of disciplines and fields of study.

Program of Study

An academic program of study is offered for credit and provides a focused approach to earning a degree or skill set. NPRC offers programs of study in the following areas: Business Administration, Criminal Justice, Early Childhood Education, Liberal Studies, and Social Sciences.

Degrees Awarded

Northern Pennsylvania Regional College offers Associate of Arts, Associate of Science, Associate of Applied Science, and work ready skillsets.

All associate degrees require a minimum of 60 credit hours and 18-30 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.

Work-Ready Skillsets

Work-ready skillsets are non-degree, short-term options for students consisting of a grouping of academic courses specifically designed to increase competency in the workplace. Skillsets can be achieved in two to three academic terms.

Students who complete any group of three academic courses in a skillset will receive documentation of completion in the corresponding area on their academic transcript. However, it is important to note that multiple credentials do not add up to a degree. Skillsets are designed to provide a micro-credential along the way to a degree and as something for students to aspire to and work toward if they are not interested in a 60-credit degree.

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. 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 on the Term Schedule page of the website at least four weeks prior to the opening date for that term's registration as much as practicable. The master schedule may be accessed by individuals who have been assigned an NPRC email account by logging in to the My NPRC Student Portal. Each course is assigned a section number identifying its meeting dates, times, and available locations.

Prerequisites and Corequisites

Prerequisites are courses that must be taken prior to other courses. Prerequisites provide the skills and knowledge needed to begin a course and are listed, when required, with each course description.

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

Classes — Instructional Models

- **Lecture and Discussion-based Courses:** The dominant instructional model for courses is real-time, live instruction of students by an instructor located in one of several classrooms connected by video-conferencing technology. Students interact with faculty and other students in the same way that students and faculty interact in a single traditional college classroom. Instructional time approximates not less than one hour of direct faculty instruction and a minimum of two hours of out-of-class student work, or their combined equivalent for approximately 15 weeks, or the equivalent amount of work over a different amount of time, per credit hour.
- **Laboratory Courses:** Courses that require both lecture-discussion and hands-on labs are generally taught using a combination of real-time, live instruction through video-conferencing technology and in-person laboratory instruction. Minimum instructional time for lab courses is 30 hours for one credit hour.
- **Field Experiences and Practicums:** Some programs of study require students to observe or experience workplace activities. Students must complete these learning experiences at college-approved locations. Lengths of field experiences and practicums vary by course and degree program.

- **Independent Study:** These courses are governed by an instructor-developed instructional plan and are 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.

Course Delivery Codes

NPRC offers multiple course delivery formats. Depending on factors such as degree program, registration restrictions, scheduling, and enrollment, courses may be offered in any of the following formats:

Course Delivery Code	Definition
HFLEX	Hy-Flex: Synchronous combination of IFTF, TFTF, and RTT open to student's choice throughout term.
HYB	Hybrid: Asynchronous and synchronous combination of IFTF or TFTF with WEB.
IFTF	In-Person Face-to-Face: All students and instructors in the same room.
MHYB	Modified Hybrid: Synchronous combination IFTF or TFTF with RTT.
RTT	Real-time Technology: Synchronous delivery with students attending virtually or remotely.
TFTF	Technology-Connected Face-to-Face: Students and/or instructors potentially in different rooms.
WEB	Web-based: Self-directed and asynchronous

Maximum Credit Hours of Enrollment Permitted Per Term

Unless restricted due to their student type or entry type per NPRC-9315: 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.

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

Class Cancellation

Class(es) may be cancelled college-wide 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 such cancellation(s) shall be provided to all students, instructors, location coordinators, and proctors affected by the cancellation. Notice of cancellation shall be provided by the Marketing and Public Relations Coordinator or designee through public and social media as soon as reasonably possible.

Classes at one or a limited number of locations may be cancelled due to adverse weather conditions, power outages, or other unavoidable circumstances. All other locations shall continue as scheduled. Notice of such cancellation(s) shall be provided to all students, instructors, location coordinators, and proctors affected by the cancellation.

A recording of the class is made available to the students enrolled at the affected location(s) through NPRC's Desire2Learn (D2L) course shell. 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 by a proctor or other NPRC staff thirty minutes after the start time for students if the instructor has not provided notice of their absence. For cancellation(s) due to planned instructor absence(s), the instructor shall be provide advance notice to enrolled students.

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 or three-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. The Office of the Registrar will notify the student of the request's outcome.

NPRC Placement Standards for Mathematics

Students who enroll in MTH 120 Foundations of Math or MTH 225 Applied Statistics are required to enroll in the co-requisite support course, MTH 090 Math and College Reasoning 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 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 MTH 090 Math and College Reasoning Strategies as a corequisite to enrollment in MTH 120 Foundations of Math or MTH 225 Applied Statistics if they provide evidence that they meet or exceed ONE of the following standards:

- a. High school GPA of 85/3.25 or higher;
- b. ACT Math score of 19; or
- c. SAT-1 Quantitative score of 510

In addition, students who wish to enroll in MTH 120 Foundations of Math or MTH 225 Applied Statistics may request exemption from MTH 090 Math and College Reasoning Strategies by completing the Next-Generation Accuplacer exam and receiving a score of 250 or higher on the arithmetic test AND scaled score of 255 or higher on the quantitative reasoning, algebra, and statistics test, if they have:

- a. a high school graduation date older than three years;
- b. earned their GED; or
- c. 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 of first term of enrollment.

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

- a. ACT Math Score of 19;
- b. SAT-1 Quantitative Score of 510; or
- c. 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:

- a. High school GPA of 85/3.25 or higher;
- b. ACT English score of 18 or higher and ACT Reading score of 18 or higher; or
- c. 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. a high school graduation date older than three years;
- b. earned their GED; or
- c. 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 of more than 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 5:00 p.m. 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 Office of Business Operations 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, a student's schedule is final. Any future changes to the student's schedule must be completed through the withdrawal process or the administrative drop process. Refer to NPRC 9415: Withdrawal for information about withdrawals and administrative drops. Refer to NPRC-8415: Adjustment of Academic Tuition and Fees concerning eligibility for refunds.

Withdrawal

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

- Roster verification is the process by which student engagement in course(s) of enrollment during an academic term or part-of-term is established through the reporting of attendance by the instructor(s) of those course(s). The verification reporting period concludes prior to the completion of 15% of the scheduled course meeting time.
- 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 or part-of-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 and whereby no grade is assigned.

Administrative drop for non-attendance will occur at the conclusion of roster verification and the required administrative process 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 Affairs and Accreditation Liaison Officer (VPAA/ALO) and the Vice President of Enrollment and Student Service (VPES). In such cases, documentation of the reason will be provided to the Office of the Registrar for inclusion in the student's educational record. Administratively dropped courses result in no grade being issued, nor any transcript record generated, nor any financial obligation for the student to the College.

Administrative Withdrawal

Administrative withdrawal is the process by which the College removes a student from enrollment in one or more credit-bearing courses or a program of study during a given academic term or part-of-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: Academic Code of Conduct for Academic 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 VPAA/ALO and VPES.

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-9345: Assignment and Use of Grades.

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

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 or part-of-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 in the Academic Calendar.

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 or part-of-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 have the potential to result in financial consequences. Students, regardless of mode of withdrawal, are responsible for the following:

- 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;
- Contacting the Office of Business Operations to discuss any financial consequences or obligations which may result from withdrawal; and
- Discussing the impact of receipt of grade(s) of W in a timely manner with their Student Engagement Specialist or other advisor.

Grade Point Average

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. Below is terminology related to the calculation of GPA and definitions.

- 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 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, CX, CP, PL, W, I, P, S, U, 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 D/F Repeat Rule and Academic Forgiveness.

Standards of Academic Progress for Students

Academic progress is a measure of a student's overall achievement and advancement toward successful degree 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 completion. This includes an assigned status of satisfactory academic progress, academic warning, academic probation, and academic suspension. At the conclusion of each academic term, a student's academic progress and status are evaluated as set forth in NPRC-9320: Standards for Academic Progress for Students.

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

Academic Progress Designations

Good Standing

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

- Have a minimum cumulative GPA of 2.0 in all credit hours attempted, and
- Have grades of F or W in no more than 1/3 (33.3%) of the sum of credit hours with assigned grades of W and cumulative credit hours earned.

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

Not in Good Standing

At the conclusion of each academic term, students are assigned an academic progress designation of Not in Good Standing if the criteria for being in good standing is not 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. Students assigned this status are required to meet with their Student Engagement Specialist or other assigned advisor to create a plan for success which will be submitted to the Office of the Registrar prior to the start of the next term of enrollment.

Academic Probation

Students with academic warning status will be assigned a status of academic probation at the conclusion of any subsequent term of enrollment if their term GPA is less than 2.0 and they are not in good standing.

Students must have been assigned academic warning status for the previously enrolled term to be assigned academic probation status and they are not permitted to enroll in more than 12 credit hours without special permission prior to the start of the next term of enrollment. Students with academic probation status must meet with either the Director of Student Services, appropriate Academic Director, or their designee to create a plan for success which will be submitted to the Office of the Registrar for inclusion in individual student educational records. 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.

Restricted Probation

Restricted Probation may be approved by the Director of Student Services, appropriate Academic Director, or their designee provided a mutually agreed-upon plan for continuing improvement is submitted to the Office of the Registrar prior to the start of the term for which the extension is awarded.

Academic Suspension

Students with academic probation status who do not meet the criteria required for an extension of academic probation status or the criteria for (a) good standing and (b) 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 appropriate Academic Director 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 of enrollment, students with assigned status of academic suspension must meet with the appropriate Academic Director 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 appropriate Academic Director or designee will recommend approval or denial of the student's reinstatement to the Vice President of Academic Affairs and Accreditation Liaison Officer (VPAA/ALO). The VPAA/ALO will approve or deny reinstatement of eligibility for enrollment upon receipt of the appropriate Academic Director or designee's recommendation. This decision shall be communicated to the Office of the Registrar and to the student via their college-assigned email account or U.S. mail prior to the registration deadline for the requested term of return and shall be considered final. Any hold placed for a status of academic suspension shall be rescinded by the Registrar or designee upon reinstatement. Students who are permitted to re-enroll after a suspension 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	GPA Calculation	Completion Ratio Calculation
A	Excellent	4.00	Included	Included
B	Good	3.00	Included	Included
C	Average	2.00	Included	Included
D	Below Average	1.00	Included	Included
F	Fail	0.00; zero credit hours earned	Included	Included
P	Pass	No points assigned; credit hours earned	Not Included	Included
S	Satisfactory	No points assigned; credit hours earned	Not Included	Included
U	Unsatisfactory	No points assigned; no credit hours earned	Not Included	Included
AU	Audit	No points assigned; no credit hours assigned	Not Included	Not Included
I	Incomplete	No points assigned; no credit hours earned	Not Included	Included
TR	Transfer Credit Awarded	No points assigned; credit hours earned	Not Included	Included
CX	Credit by Challenge Exam Awarded	No points assigned; credit hours earned	Not Included	Included
CP	Credit by Challenge Portfolio Awarded	No points assigned; credit hours earned	Not Included	Included
PL	Prior Learning Credit Awarded	No points assigned; credit hours earned	Not Included	Included
W	Withdrawal, Administrative Withdrawal, and Institutional Withdrawal	No points assigned; no credit hours earned	Not Included	Included

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

Course Level	Final Percentage Grade Earned	Letter Grade Assigned
100 and 200	90.0-100.0%	A
100 and 200	80.0-89.9%	B
100 and 200	70.0-79.9%	C
100 and 200	60.0-69.9%	D
100 and 200	0-59.9%	F
100 and 200	60.0-100.0%	P
Pre-100	60.0-100.0%	S
Pre-100	0-59.9%	U
100 and 200	70.0-100.0%	CX
100 and 200	70.0-100.0%	CP

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 VPAA/ALO 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 Grade(s) 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 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.

The appropriate Academic Director, 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 completing the course requirements must be submitted to the appropriate Academic Director by the 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 appropriate 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.

D/F Repeat Rule

Students who earn a grade of D or F for any course may repeat the course at NPRC prior to the receipt of a degree or certificate under the following conditions:

- The repeated course must be the same course and be retaken for the same number of credits as the course originally attempted;
- All attempted course(s) and corresponding grade(s) will remain on the student's transcript with a designation of "R" appended to all grades other than the highest grade assigned to the course;
- Course grades with an appended R will not be used in calculating a student's overall institutional GPA or the GPA of a current term of enrollment when applicable;
- Course grades with an appended R will be used in calculating a student's completion rate; and
- The appending of an R to any course grade does not result in recalculation of term GPAs or reassignment of academic status or progress for previous academic terms of enrollment assigned per application of NPRC-9320: Standards of Academic Progress for Students.

Dean's List

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

Graduation Requirements

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

- Successfully complete all coursework and program requirements for the associate degree, certificate, or other academic credential as outlined in the applicable academic catalog;
- Earn an overall institutional GPA of 2.00 or higher; and
- Earn at least 25% of the credit hours required for completion of a degree, certificate, or other credential through enrollment in NPRC coursework.

Students completing associate degrees, certificates, or other academic credentials 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 VPAA/ALO 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 VPAA/ALO 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. The College offers students multiple payment options, institutional aid, assistance with the financial aid process, and links to resources and scholarships available in the communities served.

Before registering for classes, students are required to acknowledge their financial responsibility as part of their Enrollment Agreement in the My NPRC Student Portal.

Estimated tuition charges are available for viewing within the My NPRC Student Portal after registration is completed. Tuition notifications are emailed on the 10th of each month to the student's college email. Balances are to be paid in full prior to the start of the enrolled academic term. Students are responsible for setting up payment plans for outstanding balances prior to the start of each semester through the My NPRC Student Portal. Students can assign third-party payors prior to the start of each semester in the My NPRC Student Portal. Any unpaid balances will be subject to a financial hold until the account is paid in full. Students whose accounts have a financial hold are not eligible for re-enrollment.

For more information, visit the Cost and Aid page of our website. Students are encouraged to email questions regarding charges or payment options on their account to studentbilling@rrcnpa.org. Questions regarding financial aid should be emailed to financialaid@rrcnpa.org. Students may reach either office by calling (814) 230-9010.

Tuition Charges

Tuition is assessed based on residency status, student type, and enrolled credit hours.

- Course fees may be assessed and will be published for services including, but not limited to, materials, clinical services, clearances, and testing.
- Additional fees may be assessed and will be published for projects or services, including but not limited to, a convenience fee for the use of credit cards, return check fee, or issuance of official transcripts.

Tuition Identification Type	Charge
Full-time: 12–18 credit hours Resident (In-Region) Non-Resident (Out-of-Region) Out-of-State	\$2,220 flat rate \$2,400 flat rate \$4,440 flat rate
Full-time: 19 credit hours or more Resident (In-Region) Non-Resident (Out-of-Region) Out-of-State	\$2,220 + \$185 per credit hour for each credit hour over 18 credit hours \$2,400 + \$200 per credit hour for each credit hour over 18 credit hours \$4,440 + \$370 per credit hour for each credit hour
Part-time: 1–11 credit hour(s) Resident (In-Region) Non-Resident (Out-of-Region) Out-of-State	\$185 per credit hour \$200 per credit hour \$370 per credit hour

Early Entry (Dual Enrollment): Maximum 12 credit hours Resident (In-Region) Non-Resident (Out-of-Region) Out-of-State	 \$60 per credit \$65 per credit hour \$100 per credit hour
-----------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------

Tuition Identification Type	Charge
Audit	\$50 per credit hour
<p>Resident (In-Region) tuition identification type applies to a student with a permanent physical living address within one of the ten counties in the College's service region (Cameron, Crawford, Elk, Erie, Forest, McKean, Potter, Tioga, Venango, and Warren) for the 12 months preceding an academic term of enrollment.</p> <p>Non-Resident (Out-of-Region) tuition identification type applies to a student with a permanent physical living address outside one of the ten counties in the College's service region (Cameron, Crawford, Elk, Erie, Forest, McKean, Potter, Tioga, Venango, and Warren) but still lives within Pennsylvania for the 12 months preceding an academic term of enrollment.</p> <p>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.</p> <p>Early Entry (Dual Enrollment) 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 Commonwealth Secondary School Diploma (CSSD). Early Entry Students include the following:</p> <ol style="list-style-type: none">1. 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.2. Home Education Program Students (Homeschool Students) are taught the secondary school curriculum at home under the supervision of their parent(s) or guardian(s).3. 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. <p>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.</p> <p>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.</p>	

Textbook Charges

NPRC does not charge students for textbooks. Required textbook purchases are the responsibility of the individual student. Students that have been awarded institutional aid in the form of a book scholarship are provided with information regarding their award amount and the college bookstore.

Please note, institutional aid book scholarships are awarded in amounts that allow for the purchase of necessary books and materials on a term-by-term basis with no overage allowances. More information about textbooks can be found in the Student Admission and Registration Resources section.

Payments

Payments may include a combination of sources such as self-pay, third-party pay, grant funding, scholarship, and institutional aid.

Payment Methods

Students may choose to remit payment of charges by

- Cash,
- Check/Money Order,
- Credit Card,
- Debit 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. Payments will be received on the 4th floor with the Business Office. Cash payments should not be sent by mail.

Check or Money Order Payments

Checks and money orders must be made payable to Northern Pennsylvania Regional College with the student's ID number on the memo line. Checks and money orders are posted when received by the Business Office. Post dated checks will not be accepted, and a \$35 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 the same card used for payment. A credit card processing fee is incurred at the time of the transaction. The processing fees are non-refundable.

Payment Plan

Students unable to pay their full bill prior to the start of the term must enroll in a payment plan through the My NPRC Student Portal. Payment plans are available to help spread the student's educational costs over time. Students desiring a payment plan are encouraged to setup after completing the registration process 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 a refund calculation.

Payment plans are subject to change pending any changes in enrollment during the adjustment period. Charges will be recalculated to reflect these changes. To enroll in a payment plan for a given billing month, you must sign up by the 9th of that month. Payment plan installments are due on the 10th of each billing month. Payments made after this date of each billing month will be considered late.

Term	Billing Month	Number of Payments	Payment Due
Fall	July	1	Remaining balances due in full December 5th
	August	2	
	September	3	
	October	4	
	November	5	
Spring	December	1	Remaining balances due in full May 5th
	January	2	
	February	3	
	March	4	
	April	5	
Summer A	May	1	Remaining balances due in full August 5th
	June	2	
	July	3	
Summer B	May	1	
	June	2	
Summer C	June	1	
	July	2	

Tuition Adjustments

Adjustment of tuition and fee charges for academic courses will be granted as follows:

- Students who drop all courses before the start of the term will not be charged tuition or fees.
- Students who drop all courses before the end of the schedule adjustment period will not be charged tuition or fees.
- Students who add or drop courses prior to the end of the schedule adjustment period will have their tuition and fees adjusted for the term to reflect these changes. Any credit balance created on the student bill will result in a timely refund. Refunds are processed in accordance with all federal, state, and aid payment guidelines.
- After the schedule adjustment period, a student who withdraws from one or more courses, but not all enrolled courses, will have no adjustment to tuition or fees.
- After the schedule adjustment period, a student who requests an institutional withdrawal will have their tuition and fees adjusted for the term.
 - The effective date of the withdrawal determines the adjustment to tuition and fees charged.
 - The effective date of institutional withdrawal is considered the last date of confirmed academic engagement.
- Any overpayment of tuition and fees paid resulting from course cancellation(s) will be refunded according to payments received.

- Refunds for financial aid recipients must be calculated according to federal and state refund regulations, as applicable. Tuition Assistance and Book Grants are not refundable.
- Should the adjustment of tuition and fees result in an overpayment on a student's bill, the credit will be refunded through the original payment method.

Refunds and adjustments refunds are determined by dates published in the academic calendar as follows:

- Students who drop or withdraw courses during the schedule adjustment period resulting in an overpayment of tuition and fees will be refunded 100% of the amount of
- Students who drop all enrolled courses prior to the end of business on the last day of schedule adjustment period (noted in academic calendar) will be refunded 100% of tuition and fee charges.
- Students who withdraw from all enrolled courses after the end of business on the last day of schedule adjustment and before the twelfth (12) business day of the fall or spring term will be refunded 90% of tuition and fee charges.
- Students who completely withdraw from the thirteenth (13) through the twenty-fourth (24) business day of the fall or spring term will be refunded 80% of tuition and fees charged.
- Students who completely withdraw from the twenty-fifth (25) through the thirty-sixth (36) business day of the fall or spring term will be refunded 70% of tuition and fees charged.
- Students who completely withdraw from the thirty-seventh (37) through the forty-eighth (48) business day of the fall or spring term will be refunded 60% of tuition and fees charged.
- Students who completely withdraw from the forty-ninth (49) through the fifty-first (51) business day of the fall or spring term will be refunded 50% of tuition and fees charged.
- 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.

Adjustments to tuition and fees are processed according to days completed in the term by the following chart:

Days of Term Completed	Percentage of Tuition and Fees Refunded
0 to 7 days	100%
8 to 12 days	90%
13 to 24 days	80%
25 to 36 days	70%
37 to 48 days	60%
49 to 51 days	50%
Day 52 and beyond	No adjustment/refund to tuition and fees

Students who request an institutional withdrawal during summer will have their tuition and fees adjusted for the term based on the effective date of withdrawal. Adjustments to tuition and fees are processed according to days completed by the following summer session chart:

4 Week Summer Session

Days of Term Completed	Percentage of Tuition and Fees Refunded
0 to 2 days	100%
3 to 4 days	50%
5 to 6 days	25%
Day 7 and beyond	No adjustment/refund to tuition and fees

8 Week Summer Session

Days of Term Completed	Percentage of Tuition and Fees Refunded
0 to 4 days	100%
5 to 9 days	50%
10 to 15 days	25%
Day 16 and beyond	No adjustment/refund to tuition and fees

Students who are administratively withdrawn due to disciplinary action or academic misconduct are not eligible for any adjustments to tuition charges.

1098-T

NPRC students will receive a notice prior to January 31 from student billing when 1098-T forms are available in the My NPRC Student Portal for the tax year. Form 1098-T is filed for any student enrolled for any academic term and for whom the institution received 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.

Veterans

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

Students enrolled in a branch of the Armed Forces of the United States or National Guard who are able to provide written proof of activation that results in the need to withdraw from all classes in a term will be institutionally withdrawn and their accounts will be adjusted to reflect no tuition charges and fees assessed. Should the adjustment of tuition and fees result in an overpayment on the student bill, the monies will be refunded to payments received.

Financial Aid

NPRC is in the process of completing the eligibility requirements for awarding and distributing federal and state financial aid.

Prior to NPRC's completion of the eligibility requirements, students are encouraged to seek assistance through NPRC's institutional aid and outside scholarships. 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

Students seeking Institutional Aid will need to complete a Free Application for Federal Student Aid (FAFSA) and retain their FAFSA Submission Summary (FSS). Students will need to submit a copy of their Federal Student Summary that includes their Student Aid Index (SAI) number to the Office of Financial Aid to be considered for tuition assistance and a book scholarship. Institutional tuition assistance is determined by a student's SAI and cannot be completed without submission. For more information, please contact the Office of Financial Aid at financialaid@rrcnpa.org.

Institutional Aid Consideration for Summer Term

You may be eligible for institutional aid for the summer term; however, it may be limited. To be considered, the student must complete the "summer aid form" found on our website. This form can be completed AFTER the student has already registered for the summer term. For information on our summer course offerings, visit the Term Schedule page on our website. If the student has questions about this process, they should reach out to the financial aid office by emailing financialaid@rrcnpa.org.

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.

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. This process is completed at the end of each term.

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:

- Maintain a cumulative GPA of 2.0 of all attempted credits,
- Will meet the 67% threshold (“passed credits” divided by “attempted credits”), 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 Office of Financial Aid 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 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.

Learning Support Resources

Desire2Learn (D2L)

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 provide students with collaborative learning experiences such as discussion forums. It also allows students to access additional resources beyond the classroom such as NPRC's Career Services Discovery Hub and Student Orientation.

Universal Design for Learning

NPRC applies the following accommodations universally for all students:

- All assignments, exams, and grading criteria are listed in course syllabi and administered within D2L;
- Grades and feedback are published in D2L;
- Progress grades are submitted to the Office of the Registrar, and available for student review on their My NPRC Portal, at weeks 4, 8, and 12;
- Recordings of all class sessions are available to all students;
- Live captioning is available at each instructional location for class sessions; and
- Time and ½ is calculated and allotted for all assessments administered during a class session or final exam session.

Office of Disability Support Services

The College strives to create an accessible learning experience for all students. Disability support services are available to any student enrolled at Northern Pennsylvania Regional College who is seeking accommodations for equitable educational access. The Office of Disability Support Services (ODSS) 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 (ADA) of 1990, and the ADA Amendments Act of 2008. Students must be able to self-identify as a person with a disability and self-advocate throughout the process.

Students seeking accommodations may do so by filling out and submitting an ODSS Inquiry Form on the College's webpage. Once this form is received, a meeting will be scheduled with the student by an ODSS 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 are seeking. Should the staff member discover that ADA documentation is needed to evaluate a request, the student must provide the College with the appropriate documentation.

Once all materials needed for a decision are received, students will be sent a letter through their NPRC email outlining the decision regarding the request for accommodations. If support services are awarded, students will be provided with 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.

Student disability-related information is kept confidential, and all records are retained for seven (7) years after the student leaves the College.

Students can access the NPRC Disability Services Handbook on the Office of Disability Support Services webpage for detailed information.

The Office of Disability Support Services staff are available to speak with any student or prospective student wishing to explore collegiately appropriate accommodations. For more information please visit the webpage or email supportservices@rrcnpa.org.

Tutoring and Online Academic Support Services

Students sometimes need assistance beyond that of an instructor in the classroom to understand and develop the knowledge and skills necessary to succeed. Faculty are available for one-on-one virtual or in-person appointments and by electronic communication. Students needing additional help are encouraged to utilize online tutoring.

The College offers live, in-person online tutoring services through Tutor.com at no additional cost to our students. Tutoring is available for all academic courses, general study skills, college success skills, resume building, and career services. Students can access Tutor.com by logging into Desire2Learn (D2L) and clicking on the Tutor.com link in the navigation bar of a specific course. Tutor.com resources are also accessible by clicking the Student Success and Tutoring link on the D2L landing page.

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:** 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. Students are encouraged to use this resource in addition to their course instructor and Tutor.com. Librarians are also available to students by phone or in person. To access these library resources, regardless of a student's location within NPRC's service region, visit the NPRC website.

Non-Academic Support Services

NPRC is partnered with an outside organization to provide students with free counseling, life skills, and wellness resources that provide support for challenges that students may face outside of the classroom. For more information on how to use these resources, contact your Student Engagement Specialist (SES) or log into the D2L portal to access Student Resources.

Technology Resources

Students have the following 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 SES 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 responsible for the replacement cost of that equipment. The cost associated with the replacement will be billed to the student's account and a financial hold will be placed on the account until payment is received. NPRC will pursue all legal means to collect the corresponding charge. Students whose accounts have a financial hold are not eligible for reenrollment.
- **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-5010 Information Security 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.

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 the use of an approved translation dictionary. Students needing English language support are encouraged to discuss their needs for assistance with their SES or the Director of Student Services at supportservices@rrcnpa.org. Notice of support approved by the Director of Student Services in collaboration with the appropriate Academic Director 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 empowers students on their journey to success by guiding them to explore career possibilities, equipping them with the essential knowledge, skills, and resources for the job search process, and inspiring them to actively engage in their communities.

Resources are available to help students identify their 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 search job opportunities within the region.

Services are available to support students through all aspects of their career-readiness development including career coaching, mock interview opportunities, and resume and cover letter review.

Career Services learning outcomes align with academic program outcomes in select NPRC courses. The outcomes are intentionally addressed within the scope of the 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 effective resources to support a job search and application including a 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, email and voicemail etiquette;
5. Analyze the impact of online presence and activity on professionalism, career goals, and personal privacy; and
6. Prepare for and complete a field experience with a regional employer.

For more information, please contact careerservices@rrcnpa.org.

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

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 or other assigned advisor about the best structure and degree-planning path.

Transfer Considerations

Acceptance of transfer credit, including the determination of whether and how courses transferred may meet graduation requirements at the receiving institution, is at the discretion of the institution to which the student plans to transfer. To maximize progress toward four-year degree completion, it is recommended that students consult the catalog and transfer policies of their intended transfer institution to seek additional guidance from that institution's advisors and registrar.

**Associate of Arts
Liberal Studies
60 Credit Hours**

Program Purpose

The Associate of Arts in Liberal Studies provides a foundation of first- and second-year coursework upon which a student may build a four-year degree. Students are introduced to a broad range of foundational courses while providing flexibility to sample courses related to multiple fields of study and to tailor the program to correspond to many intended four-year majors. Coursework establishes a baseline postsecondary education for those who may plan to pursue a general entry-level job while continuing their education by focusing on coursework that includes highly sought-after skills in communication, reasoning, respect for diversity, and professionalism. As much as possible, students should select courses that meet requirements within their planned four-year field of study.

Program Goals

General Education Goals

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

1. Communicate accurately and appropriately using verbal and written language to explain, discuss, and facilitate the exchange of relevant knowledge using information technology, critical thinking, and information literacy.
2. Demonstrate reasoning through a range of approaches for analysis, evaluation, and problem-solving that includes fluent and accurate use of computational methods and mathematical approaches to solve problems and analyze data, application of scientific approaches to explain physical phenomena, and expression of informed opinions about artistic or philosophical works.
3. Explore and analyze respect for diversity through exposure to differing ideas, opinions, experiences, and worldviews.
4. Exhibit professionalism through adherence to principles of ethical behavior and organizational codes of conduct while assuming responsibility and accountability for one's actions.

Program-Specific Goals

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

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

**Associate of Arts
Liberal Studies
60 Credit Hours**

General Education Foundational Courses (minimum of 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	Choose one of the following courses:			
		BIO 105	Environmental Biology	3	
		BIO 110	Human Biology	3	
		BIO 115	The Science of Food	3	
		Choose one of the following courses:			
		FIN 110	Music Appreciation	3	
		FIN 115	Art Appreciation	3	
		FIN 205	Humanities Through the Arts	3	ENG 110
		Choose one of the following courses:			
		MTH 120^	Foundations of Math	3	
		MTH 130^	College Algebra	3	
		MTH 225^	Applied Statistics	3	
		Choose one of the following courses:			
		PHL 110	Introduction to Philosophy	3	
		PHL 210	Ethics	3	ENG 110
	Respect for Diversity	Choose four of the following courses:			
		ANT 110	Anthropology	3	
		ENG 220	Introduction to Literature	3	ENG 110
		GEO 210	Geography	3	
		HST 110	Western Civilization (1600-Present)	3	
		POL 210	US Government and Politics	3	
		PSY 110	Introduction to Psychology	3	
		SOC 110	Introduction to Sociology	3	

Liberal Studies Major Courses

Choose 27 credit hours of additional coursework based upon your planned baccalaureate major in consultation with your Student 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
EDU 225	Educational Psychology	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.

++Prior Learning Credit may be available for academic credits where applicable. Please speak to a Student Engagement Specialist for eligibility criteria.

**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.

Work-Ready Skillsets

Students may choose to pursue work-ready skillsets in human behavior and the social environment and human services as part of their degree program. Students should speak with their Student Engagement Specialist for more information on how to pursue work-ready skillsets within the associate degree program.

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:

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

Associate of Arts
Social Sciences
60 Credit Hours

General Education Foundational Courses (minimum of 30 credit hours)

Goal		Course Number	Course Name	Credit Hours	Prerequisite
Professionalism	Communication	ENG 110^	Writing I	3	
		ENG 115	Writing II	3	ENG 110
		SPC 205 or SPC 210	Interpersonal Communication or Public Speaking	3	ENG 110
	Reasoning	Choose one of the following courses:			
		BIO 105	Environmental Biology	3	
		BIO 110	Human Biology	3	
		BIO 115	The Science of Food	3	
		BIO 210	Biology I	4	
		Choose one of the following courses:			
		FIN 110	Music Appreciation	3	
		FIN 115	Art Appreciation	3	
		FIN 205	Humanities Through the Arts	3	ENG 110
		Choose one of the following courses+:			
		MTH 120^	Foundations of Math	3	
		MTH 225^	Applied Statistics	3	
		MTH 130^+	College Algebra	3	
		Choose one of the following courses:			
		PHL 110	Introduction to Philosophy	3	
		PHL 210	Ethics	3	ENG 110
	Respect for Diversity	PSY 110	Introduction to Psychology	3	
		SOC 110	Introduction to Sociology	3	
		Choose one of the following courses:			
		ANT 110	Anthropology	3	
		ENG 220	Introduction to Literature	3	ENG 110
		GEO 210	Geography	3	
		HST 110	Western Civilization (1600-Present)	3	
		POL 210	US Government and Politics	3	

Social Sciences Major Courses (30 credit hours)

Course Number	Course Name	Credit Hours	Prerequisite
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 five of the following courses:			
HUM 110	Introduction to Human Services	3	
HUM 210 ^{^^}	Human Services Competencies	3	HUM 110*
SWK 210	Human Behavior and the Social Environment II	3	
SWK 215	Human Behavior and the Social Environment III	3	
SWK 225 ^{^^}	Social Problems, Services, and Issues	3	
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.

⁺⁺Prior Learning Credit available with active Industry-Recognized Credential. Please speak to a Student Engagement Specialist for eligibility criteria.

*May be taken as a corequisite.

**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.

Specializations

Students seeking transfer into four-year programs should select courses and a specialization which fulfill requirements within their planned field of study in consultation with advising staff at their intended transfer institution. Students can choose from two specializations within the Associate of Science in Business Administration:

- **General Business:** Courses in this specialization are designed to provide skills and knowledge beyond the foundational level within the field of study.
- **Business Information Systems:** Courses in this specialization are designed to equip students with knowledge and skills specific to the application of technology, data, and information systems in the workplace.

Work-Ready Skillsets

Students may choose to pursue work-ready skillsets in accounting, small business entrepreneurship, marketing, and human resources as part of their degree program. Students should speak with their Student Engagement Specialist for more information on how to pursue work-ready skillsets within the associate degree program.

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:

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

Associate of Science
Business Administration
60 Credit Hours

General Education Foundational Courses (minimum of 30 credit hours)

Goal		Course Number	Course Name	Credit Hours	Prerequisite
Professionalism	Communication	ENG 110^	Writing I	3	
		ENG 210	Business and Professional Communication	3	ENG 110
		SPC 205 or SPC 210	Interpersonal Communication or Public Speaking	3	ENG 110
	Reasoning	Choose one of the following courses:			
		BIO 105	Environmental Biology	3	
		BIO 110	Human Biology	3	
		BIO 115	The Science of Food	3	
		BIO 210	Biology I	4	
		Choose one of the following courses:			
		FIN 110	Music Appreciation	3	
		FIN 115	Art Appreciation	3	
		FIN 205	Humanities Through the Arts	3	ENG 110
		Choose one of the following courses:			
		MTH 120^	Foundations of Math	3	
		MTH 225^	Applied Statistics	3	
		MTH 130^	College Algebra	3	
		Choose one of the following courses:			
		PHL 110	Introduction to Philosophy	3	
		PHL 210	Ethics	3	ENG 110
	Respect for Diversity	Choose three of the following courses:			
		ANT 110	Anthropology	3	
		GEO 210	Geography	3	
		HST 110	Western Civilization (1600-Present)	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)

<i>Business Foundation (21 credit hours)</i>		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	
<i>Complete all courses listed in one of the two Specializations given below</i>			
<i>General Business Specialization</i>			
ACC 125	Accounting II	3	ACC 120
BUS 240	Business Law	3	
ENG 115	Writing II	3	ENG 110
<i>Applied Business Specialization (choose any 3 of the following courses)</i>			
ACC 125	Accounting II	3	ACC 120
BIS 155	Introduction to Information Systems	3	CIS 150
BIS 225	Data Management and Analytics	3	CIS 150
BIS 235	Web Analytics	3	
BUS 125	Introduction to Entrepreneurship	3	
BUS 260	Digital Marketing	3	
BUS 265	Human Resources Management	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.

⁺⁺Prior Learning Credit may be available for academic credits where applicable. Please speak to a Student Engagement Specialist for eligibility criteria.

**Associate of Science
Criminal Justice
60 Credit Hours**

Program Purpose

The Associate of Science in Criminal Justice provides 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.

Specializations

Students seeking transfer into four-year programs should select courses and a specialization which fulfill requirements within their planned field of study in consultation with advising staff at their intended transfer institution. Students can choose from two specializations within the Associate of Science in Criminal Justice:

- **General Criminal Justice:** Courses in this specialization are designed to provide skills and knowledge beyond the foundational level within the field of study.
- **Specialized Protective Services:** Courses in this specialization are designed to equip students with knowledge and skills in Emergency Medical Services, Fire Fighting, and Private Security or Municipal Policing.

Work-Ready Skillsets

Students may choose to pursue work-ready skillsets in homeland security, foundations of law, and offender rehabilitation as part of their degree program. Students should speak with their Student Engagement Specialist for more information on how to pursue work-ready skillsets within the associate degree program.

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:

1. Develop foundational knowledge of a variety of business models and apply business models appropriately in decision-making situations;
2. Identify internal and external challenges associated with the criminal justice system, the corrections system, modern policing organizations, and/or the private sector security industry; explore and prioritize potential solutions and evaluate their veracity; and revise priorities as a means for purposeful action;
3. Evaluate issues of justice, professionalism, and ethics within law enforcement, the courts, the corrections industry, modern policing organizations, and/or the private sector security industry; and
4. Discuss and compare a range of academically accepted theories about the causes of criminal behavior, types of criminal behavior, and methods for predicting future crime.

Associate of Science
Criminal Justice
60 Credit Hours

General Education Foundational Courses (30 credit hours)

Goal		Course Number	Course Name	Credit Hours	Prerequisite
Professionalism	Communication	ENG 110^	Writing I	3	
		ENG 115	Writing II	3	ENG 110
		SPC 205 or SPC 210	Interpersonal Communication or Public Speaking	3	ENG 110
	Reasoning	Choose one of the following courses:			
		BIO 105	Environmental Biology	3	
		BIO 110	Human Biology	3	
		BIO 115	The Science of Food	3	
		BIO 210	Biology I	4	
		Choose one of the following courses:			
		FIN 110	Music Appreciation	3	
		FIN 115	Art Appreciation	3	
		FIN 205	Humanities Through the Arts	3	ENG 110
		Choose one of the following courses:			
		MTH 120^	Foundations of Math	3	
		MTH 130^	College Algebra	3	
		MTH 225^	Applied Statistics	3	
		Choose one of the following courses:			
		PHL 110	Introduction to Philosophy	3	
		PHL 210	Ethics	3	ENG 110
	Respect for Diversity	Choose three of the following courses:			
		ANT 110	Anthropology	3	
		ENG 220	Introduction to Literature	3	ENG 110
		GEO 210	Geography	3	
		HST 110	Western Civilization (1600-Present)	3	
		POL 210	US Government and Politics	3	
		PSY 110	Introduction to Psychology	3	
		SOC 110	Introduction to Sociology	3	

Criminal Justice Major Courses (30 credit hours)

<i>Criminal Justice Foundation (21 credit hours)</i>		Credit Hours	Prerequisite
Course Number	Course Name		
CRJ 110	Introduction to Criminal Justice	3	
CRJ 200	Corrections	3	
CRJ 230	Police Function	3	
CRJ 235	Criminal Procedure	3	
CRJ 240	Criminal Justice Ethics	3	
CRJ 250	Investigation	3	
CRJ 260	Criminal Law	3	
<i>Complete 9 credits within one of the two Specializations given below.</i> (General Criminal Justice Specialization or Protective Services Specialization)			
<i>General Criminal Justice Specialization</i>			
CRJ 225	Criminology	3	
CRJ 245	Cyber Crime	3	
CRJ 265	Parole and Probation	3	CRJ 200*
CRJ 270	Juvenile Justice	3	
CRJ 285^^ or SPS 235^^	Criminal Justice Practicum or Municipal Policing	3	9 credit hours of CRJ coursework
<i>Protective Services Specialization</i>			
SPS 115++	Introduction to Emergency Medical Services	3	
SPS 125++ or SPS 235^^++	Fundamentals of Private Security Services or Municipal Policing	3	
SPS 245++	Fire Science and Prevention	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 prior to enrollment.

*May be taken as a co-requisite.

++Prior Learning Credit available with active Industry-Recognized Credential. Please speak to a Student Engagement Specialist for eligibility criteria.

**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.

Specializations

Students seeking transfer into four-year programs should select courses and a specialization which fulfill requirements within their planned field of study in consultation with advising staff at their intended transfer institution. Students can choose from two specializations within the Associate of Applied Science in Early Childhood Education:

- **Early Childhood Concepts and Methods:** Courses in this specialization focus on the knowledge and application of skills in instructional design to create a developmentally appropriate learning environment in Early Childhood classrooms. All courses in this specialization include a 30-hour field experience.
- **Special Education and Paraprofessional Practice:** Courses in this specialization focus on foundational theory and practices related to Special Education. Students develop skills in behavioral and instructional support for learners with exceptionalities.

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:

1. Analyze physical, cognitive, language, and social-emotional development of typical and atypical children;
2. Identify and apply major theories and concepts associated with developmentally appropriate practices in teaching, learning, and quality care at the early childhood level;
3. Develop performance skills in concepts and methods associated with curriculum planning, instructional design, lesson delivery, assessment, and classroom environment; and
4. Promote positive relationships and effective communication strategies between children, families, and early learning professionals while acknowledging sensitivity to the cultural contexts in which children are developing.

Associate of Applied Science
Early Childhood Education
60 Credit Hours

General Education Foundational Courses (minimum of 30 credit hours)

Goal		Course Number	Course Name	Credit Hours	Prerequisite
Professionalism	Communication	ENG 110^	Writing I	3	
		ENG 115	Writing II	3	ENG 110
		SPC 205 or SPC 210	Interpersonal Communication or Public Speaking	3	ENG 110
	Reasoning	ECE 150	Creative and Expressive Arts	3	
		Choose one of the following courses:			
		BIO 105	Environmental Biology	3	
		BIO 110	Human Biology	3	
		BIO 115	The Science of Food	3	
		BIO 210	Biology I	4	
		Choose two of the following courses:			
		MTH 120^+	Foundations of Math	3	
		MTH 130^+	College Algebra	3	
		MTH 225^+	Applied Statistics	3	
		PHL 110 or PHL 210	Introduction to Philosophy or Ethics	3	ENG 110
	Respect for Diversity	Choose three of the following courses:			
		ANT 110	Anthropology	3	
		ENG 220+	Introduction to Literature	3	ENG 110
		GEO 210	Geography	3	
		HST 110	Western Civilization (1600-Present)	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	Prerequisite
Course Number	Course Name		
ECE 118*++	Family Involvement and Collaboration	3	
ECS 245	Meeting Learning Needs for Children with Exceptionalities	3	
EDU 225*	Observation and Assessment	3	
EDU 255	Educational Psychology	3	
Complete three of the following five courses:			
ECE 110*^^	Introduction to Early Childhood Education	3	
ECE 120*^^*	Instructional and Classroom Design for Early Childhood Curricula	3	
ECE 220	Children's Literature	3	ENG 110
ECE 240	Co-Teaching in the Early Childhood Classroom	3	ECE 120**
ECE 285	English Language Learners (ELL) Foundations	3	
Complete all courses listed in one of the Specializations given below. (Early Childhood Concepts and Methods Specialization or Special Education Paraprofessional Practice Specialization)			
Early Childhood Concepts and Methods Specialization			
ECE 222^^	Concepts and Methods: Language and Literacy Development	3	ECE 120
ECE 224^^	Concepts and Methods: Mathematical and Scientific Thinking	3	ECE 120
ECE 228^^	Integrated Curriculum for Early Childhood Education	3	ECE 120
Special Education and Paraprofessional Practice Specialization			
ECS 230	Assessment in Special Education	3	
ECS 285	Learning Disabilities and Emotional / Behavioral Disorders	3	
EDU 235	Cognitive Development and Learning	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.

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

+Students planning to pursue a bachelor's degree in early childhood education or special education at a 4-year institution should complete two math courses and ENG 220 as well as selecting major courses in consultation with their academic advisor.

++Prior Learning Credit available with active Industry-Recognized Credential. Please speak to a Student Engagement Specialist for eligibility criteria.

Work-Ready Skillsets

Work-ready skillsets are non-degree, short-term options for students consisting of a grouping of academic courses specifically designed to increase competency in the workplace. Skillsets can be achieved in two to three academic terms.

Students who complete any group of three academic courses in a skillset will receive documentation of completion in the corresponding area on their academic transcript. However, it is important to note that multiple credentials do not add up to a degree. Skillsets are designed to provide a micro-credential along the way to a degree and as something for students to aspire to and work toward if they are not interested in a 60-credit degree.

Social Sciences Work-Ready Skillsets		Credit Hours	Prerequisite/ Corequisite
Course Number	Course Name		
Human Behavior and the Social Environment			
SWK 205	Human Behavior and the Social Environment I	3	
SWK 210	Human Behavior and the Social Environment II	3	
SWK 215	Human Behavior and the Social Environment III	3	
Human Services			
HUM 110	Introduction to Human Services	3	
HUM 210	Human Services Competencies	3	HUM 110*
SWK 225^^	Social Problems, Services, and Issues	3	

*May be taken as a co-requisite.
^^ Field experience embedded throughout the term. Attainment of mandatory clearances is required.

<i>Business Work-Ready Skill Sets</i>		Credit Hours	Prerequisite/ Corequisite
Course Number	Course Name		
Accounting			
ACC 120	Accounting I	3	
ACC 125	Accounting II	3	ACC 120
CIS 150	Business Technology	3	
Small Business Entrepreneurship			
ACC 120	Accounting I	3	
BIS 235	Web Analytics	3	
BUS 125	Introduction to Entrepreneurship	3	
Marketing			
BUS 220	Principles of Marketing	3	
BUS 235	Web Analytics	3	
BUS 260	Digital Marketing	3	
Human Resources			
BUS 230	Principles of Management	3	
BUS 240	Business Law	3	
BUS 265	Human Resources Management	3	

<i>Criminal Justice Work-Ready Skill Sets</i>		Credit Hours	Prerequisite/ Corequisite
Course Number	Course Name		
Homeland Security			
CRJ 230	Police Function	3	
CRJ 245	Cyber Crime	3	
CRJ 250	Investigations	3	
Foundations of Law			
CRJ 225	Criminology	3	
CRJ 235	Criminal Procedure	3	
CRJ 260	Criminal Law	3	
Offender Rehabilitation			
CRJ 200	Corrections	3	
CRJ 265	Parole and Probation	3	CRJ 200*
CRJ 270	Juvenile Justice	3	

*May be taken as a co-requisite.

Course Descriptions

ACCOUNTING

ACC 120 Accounting I

3 credit hours..... Fall

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

ACC 125 Accounting II

3 credit hours.....Spring

Prerequisite: ACC 120

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

ANTHROPOLOGY

ANT 110 Anthropology

3 credit hours..... To Be Determined

This course introduces students to the major sub-fields of anthropology, including physical anthropology, archeology, linguistics, and cultural anthropology. Students will examine biological and cultural processes that made human beings unique among living organisms.

BIOLOGY

BIO 105 Environmental Biology

3 credit hours.....Spring, Summer

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

BIO 106 Environmental Biology Lab

1 credit hour..... To Be Determined

Corequisite or Prerequisite: BIO 105

This course is a laboratory investigation of the concepts covered in BIO 105, including the nature of energy flow through ecosystems, population and community dynamics, field surveys of animal and plant diversity, and investigation of local and national environmental and conservation issues. Students will be expected to participate in field investigations outdoors.

BIO 110 Human Biology

3 credit hours.....Fall, Spring

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

BIO 111 Human Biology Lab

1 credit hour.....Fall, Spring

Corequisite or Prerequisite: BIO 110

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

BIO 115 The Science of Food

3 credit hours..... To Be Determined

Taking inspiration from the interdisciplinary collaborations between the scientific and culinary worlds, this course explores the science of food. The kitchen table is the setting for blending biology, chemistry, physics, and mathematics principles and their applications. The biochemistry of food molecules, their transformations, and the biological, chemical, and physical principles used to achieve these transformations is a key emphasis, along with the aspects of human physiology that allow for the sensation and enjoyment of food. At-home and class projects will serve as hands-on demonstrations of scientific principles at work in the kitchen.

BIO 120 Human Anatomy & Physiology I

3 credit hours..... To Be Determined

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

BIO 121 Human Anatomy & Physiology I Lab

1 credit hour..... To Be Determined

Corequisite or Prerequisite: BIO 120

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

BIO 210 Biology I

4 credit hours..... To Be Determined

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

BIO 220 Biology II

4 credit hours..... To Be Determined

Prerequisite: BIO 210

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

BUSINESS INFORMATION SYSTEMS

BIS 155 Introduction to Business Information Systems

3 credit hours.....Spring

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 Business and Data Analytics

3 credit hours..... Spring (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 Web Analytics

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 125 Introduction to Entrepreneurship

3 credit hours..... To Be Determined

This course introduces students to key aspects of entrepreneurship, integrating the roles of planning, operations, human resources, finance, marketing, and ethical responsibilities. Students will examine the entrepreneurial process and its application to various business contexts.

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.

BUS 260 Digital Marketing

3 credit hours..... To Be Determined

This course analyzes the similarities and differences between traditional and digital marketing. Students will leverage digital tools and marketing tactics to improve brand perception, efficiently generate leads, increase customer satisfaction, and apply them to various business contexts.

BUS 265 Human Resources Management

3 credit hours..... To Be Determined

This course explores aspects of the human resources field and how they contribute to the success and efficiency of an organization. Students will analyze recruitment and selection, training, performance appraisal, job analysis, equal opportunity employment legislation, and compensation and benefits administration.

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 hour..... To Be Determined

Corequisite or Prerequisite: CHM 110

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

CHM 210 Chemistry I

4 credit hours..... To Be Determined

This course introduces students to the basic theory and practice of chemical principles with emphasis on atomic structure, chemical bonding, chemical reactions, stoichiometry, thermochemistry, and physical states of matter. Lab activities will reinforce lecture topics and will also introduce students to safety procedures, experimental techniques, lab notebook protocols, and interpretation of data.

CHM 220 Chemistry II

4 credit hours..... To Be Determined

Corequisite or Prerequisite: CHM 110

This course builds upon concepts covered in CHM 210 and examines chemical principles including kinetics, oxidation-reduction and acid-base reactions, inorganic complexes, and nuclear chemistry. Lab activities will reinforce lecture topics and will introduce students to writing a formal laboratory report, use of the chemical literature, and interpretation of data with statistics.

COMPUTER INFORMATION SYSTEMS

CIS 150 Business Technology

3 credit hours.....Fall, 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 neither 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 considered acceptable 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 hours..... Fall

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

CRJ 200 Corrections

3 credit hours..... Fall

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.....Spring

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.....Spring

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

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

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.....Spring

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..... Fall

This course examines the tactics and fundamentals that law enforcement utilizes 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

Corequisite or 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 265 Parole and Probation

3 credit hours..... To Be Determined

This course guides students through comprehensive, historical, and current evidence-based practices for probation, release from prison, and community-based alternatives. Students will analyze different release theories, bail and petition hearings, revocation penalties, and legal constitutional issues that emerge through the probation and parole system.

CRJ 270 Juvenile Justice

3 credit hours..... To Be Determined

This course examines the juvenile justice system focusing on the origins of the juvenile system as well as current and projected trends in the United States. Students will analyze the procedural differences between the adult and juvenile systems, as well as the theory of rehabilitative punishment goals. Students will evaluate theories of delinquency, interdisciplinary communication, and diversion of selected juvenile offenders from the formal justice system.

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. This course is aligned with NPRC Career Services Outcomes.

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 neither 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 considered acceptable 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 child care 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

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. This course is aligned with NPRC Career Services Outcomes.

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 220 Children's Literature

3 credit hours..... Spring (Even Years)

Prerequisite: ENG 110

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

ECE 222 Concepts and Methods of Language and Literacy

3 credit hours..... Fall

Prerequisites: Field Experience Clearances, ECE 120

This course focuses on developing effective instructional strategies for teaching receptive language, expressive language, emergent literacy, and English Language Arts in Early Childhood classrooms. Research and standard-based understanding of instructional reading strategies, including traditional and holistic approaches, and the development of reading and writing assessments for a diverse population are emphasized as pre-service teachers learn how to facilitate children becoming independent readers and speakers. A 30-hour field experience is required. This course is aligned with NPRC Career Services Outcomes.

ECE 224 Concepts and Methods: Mathematical and Scientific Thinking

3 credit hours..... Spring (Odd Years)

Prerequisites: Field Experience Clearances, ECE 120

This course provides a conceptual framework, appropriate strategies, and methods in teaching mathematics and science in pre-kindergarten through fourth grade. Study includes appropriate standards and instructional goals to promote mathematical growth, the scientific method of inquiry, intellectual curiosity, and an investigative-learning mindset during the early childhood years in typical and atypical learners. The use of manipulatives and project-oriented inquiry will be explored and evaluated. A 30-hour field experience is required. This course is aligned with NPRC Career Services Outcomes.

ECE 228 Integrated Curriculum for Early Childhood Education

3 credit hours.....Spring

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. This course is aligned with NPRC Career Services Outcomes.

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 230 Assessment in Special Education

3 credit hours..... To Be Determined

This course examines assessment practices specific to Special Education and related services. Students will analyze the steps in the process for identification of atypical needs from observation, referral, evaluation, and diagnosis. During class sessions, students will practice assessment methods of diagnostic evaluation, benchmarking, pre-post assessment, and summative evaluation. Students will analyze data for documentation, goal setting, and reporting practices with a focus on communication techniques for sharing results.

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.

ECS 285 Learning Disabilities and Emotional / Behavioral Disorders

3 credit hours..... To Be Determined

This course focuses on the nature of specific learning disabilities and emotional and behavioral disorders and familiarizes the student with the classification systems and theoretical models. This course also emphasizes the history, etiology, characteristics, assessment, and treatment/instructional approaches as they pertain to children and adolescents in classroom settings.

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.

EDUCATION**EDU 225 Observation and Assessment**

3 credit hours..... To Be Determined

This course identifies appropriate assessment strategies used to evaluate cognitive, physical, and psychosocial development of children and considers implications for curriculum planning. It explores the use of systematic observations, documentation, and other effective assessment strategies including but not limited to formal, informal, authentic, and benchmark assessments. Students will interpret and translate assessment data to effectively inform instruction and decision making.

EDU 235 Cognitive Development and Learning

3 credit hours..... To Be Determined

This course examines child development and learning theory. Students discuss social-emotional, ecological-systems, and physical-motor dimensions of human growth and change as they impact cognition and learning.

EDU 255 Educational Psychology

3 credit hours..... To Be Determined

This course examines key psychological principles, theories, and methodologies with a focus on the application of course concepts to the needs of typical and atypical individuals in learning environments.

EDU 285 English Language Learners (ELL) Foundations

3 credit hours..... To Be Determined

This course examines research-based English Language Learner (ELL) teaching and learning methods in classrooms and in interactions with families. Theories of second language acquisition will be researched and applied with respect to implications for the second language classroom.

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:

- a. High school GPA of 85/3.25 or higher;
- b. ACT English score of 18 or higher and ACT Reading score of 18 or higher; or
- c. 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. a high school graduation date older than three years;
- b. earned their GED; or
- c. 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 of first term of enrollment.

ENG 095 Integrated Reading, Writing, and Success Strategies

3 credit hours.....Fall, 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 hours.....Fall, Spring
 Corequisite: See NPRC Placement Standards for English

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

ENG 115 Writing II

3 credit hours..... Fall, Spring, Summer
 Prerequisite: ENG 110

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

ENG 210 Business and Professional Communication

3 credit hours..... Fall
 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 hours..... Spring (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 hours.....Spring

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

FIN 115 Art Appreciation

3 credit hours..... To Be Determined

This course asks students to explore various art forms and analyze influential works of art. Students will examine the influence of contextual factors on artists and works of art. The use of art as a method of communication and expression and the ways that art can be a meaningful part of people's lives will also be examined.

FIN 205 Humanities Through the Arts

3 credit hours..... Fall
Prerequisite: ENG 110

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

GEOGRAPHY

GEO 210 Geography

3 credit hours..... To Be Determined

This course is a survey of physical geography, including the physical systems and processes that create many types of landforms and shape the earth's environment. Students will analyze human geography and its effect on aspects of political and cultural development, social and technological change, and human-environment interaction.

HISTORY

HST 110 Western Civilization (1600 – Present)

3 credit hours..... Spring, Summer

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

HUMAN SERVICES

HUM 110 Introduction to Human Services

3 credit hours..... To Be Determined

This course provides a survey of the human services field including the history and philosophy of human services, human services careers, and the function of human services agencies. Students explore the reciprocal interactions between human service providers and their consumers. This course is aligned with NPRC Career Services Outcomes.

HUM 210 Human Services Competencies

3 credit hours..... To Be Determined

Corequisite or Prerequisite: HUM 110

In this course, students will study and apply the practical application of competencies essential for respectful and validating work in human services agencies. Students will explore approaches for developing humanizing environments and interactions in various settings. Health Insurance Portability and Accountability Act (HIPAA) training is embedded within this course.

MATHEMATICS

NPRC Placement Standards for Mathematics

Students who enroll in MTH 120 Foundations of Math or MTH 225 Applied Statistics are required to enroll in the co-requisite support course, MTH 090 Math and College Reasoning 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 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 MTH 090 Math and College Reasoning Strategies as a corequisite to enrollment in MTH 120 Foundations of Math or MTH 225 Applied Statistics if they provide evidence that they meet or exceed ONE of the following standards:

- a. High school GPA of 85/3.25 or higher;
- b. ACT Math score of 19; or
- c. SAT-1 Quantitative score of 510

In addition, students who wish to enroll in MTH 120 Foundations of Math or MTH 225 Applied Statistics may request exemption from MTH 090 Math and College Reasoning Strategies by completing the Next-Generation Accuplacer exam and receiving a score of 250 or higher on the arithmetic test AND scaled score of 255 or higher on the quantitative reasoning, algebra, and statistics test, if they have:

- a. a high school graduation date older than three years;
- b. earned their GED; or
- c. 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 of first term of enrollment.

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

- a. ACT Math Score of 19;
- b. SAT-1 Quantitative Score of 510; or
- c. Concurrent enrollment in MTH 095 Algebra and College Reasoning Strategies.

MTH 090 Math and College Reasoning Strategies

2 credit hours.....Spring, Summer
Corequisite: MTH 120 and MTH 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 hours.....Fall
Corequisite: MTH 130. See NPRC Placement Standards for Mathematics

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

MTH 120 Foundations of Math

3 credit hours.....Spring, Summer
Corequisite: See NPRC Placement Standards for Mathematics

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

MTH 130 College Algebra

3 credit hours..... Fall
 Corequisite: See NPRC Placement Standards for Mathematics

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

MTH 180 Pre-Calculus

3 credit hours..... To Be Determined
 Prerequisite: Requires Academic Director Approval

This course introduces trigonometry and foundational analysis that equip students to be successful in Calculus courses with emphasis on functions and graphs. Areas covered include properties of absolute value, rational, polynomial, exponential, logarithmic and trigonometric functions, trigonometric inverses and identities, limits and the difference quotient concepts, and techniques for solving equations and inequalities.

MTH 210 Calculus I

4 credit hours..... To Be Determined
 Prerequisite: MTH 150

This course introduces students to plane analytic geometry, functions, limits, continuity, differentiation of algebraic and trigonometric functions, application of the derivative, and indefinite and definite integrals.

MTH 220 Calculus II

4 credit hours..... To Be Determined
 Prerequisite: MTH 210

Building on the concepts of MTH 210, this course covers the following topics: logarithms, exponentials, and inverse trigonometric functions; applications of the definite integral and techniques of integration; sequences and series; power series and Taylor polynomials; and parametric equations and polar functions.

MTH 225 Applied Statistics

3 credit hours..... Spring (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 hours..... Fall, Spring, Summer

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

PHL 210 Ethics

3 credit hours..... To Be Determined

This course examines major areas of ethical analysis and representative thinkers through a philosophical perspective. Students investigate the foundations and status of morality, what the correct moral standards might be, and what solutions there may be to contemporary moral problems.

PHYSICS

PHY 150 Applied Physics

3 credit hours..... To 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 hour..... To 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.

PHY 210 Physics I

4 credit hours..... To Be Determined

This course introduces the major concepts of physics and their mathematical foundations, with a primary emphasis on Newtonian mechanics, momentum, energy and rotational dynamics, static equilibrium and properties of materials, general properties of waves, temperature, heat, and kinetic theory, and thermodynamic laws. Lab activities will reinforce lecture topics and will also introduce students to safety procedures, experimental techniques, lab notebook protocols, and interpretation of data.

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 hours.....Spring
Prerequisite: PSY 110

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

RELIGION

REL 210 World Religions

3 credit hours..... Spring (Odd Years)
Prerequisite: ENG 110

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

SOCIOLOGY

SOC 110 Introduction to Sociology

3 credit hours..... Fall, Spring, Summer

This course emphasizes the systematic study of human social activity with focus on the characteristics of human group life as it relates to the structure of the social environments, institutions, and organizations and their influences on the individual, as well as the manner in which 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 hours..... Spring, Summer
Prerequisite: ENG 110

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

SPC 210 Public Speaking

3 credit hours..... Fall
Prerequisite: ENG 110

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

SPECIALIZED PROTECTIVE SERVICES

SPS 115 Introduction to Emergency Medical Services

3 credit hours..... Spring

This course provides training and skills necessary for activating the EMS system and providing immediate care for life threatening illness and injury, controlling the scene, and managing the patient until the arrival of additional medical personnel or transport services.

SPS 125 Fundamentals of Private Security Services

3 credit hours..... To Be Determined

This course differentiates the roles and responsibilities of private and public law enforcement. Student will examine contemporary topics in private security services including the training and legal responsibilities of personnel, risk management, defense operations, use of force, counterterrorism, and cybersecurity.

SPS 235 Municipal Policing

3 credit hours..... To Be Determined
 Prerequisite: Field Experience Clearances

This course is a broad overview of municipal policing including law enforcement, juvenile justice, special population relations, community policing, homeland security, vehicle code enforcement, crash investigation, drug law enforcement, use of force, and firearms. This course includes a 30-hour field experience. This course is aligned with NPRC Career Services Outcomes.

SPS 245 Fire Science and Prevention

3 credit hours..... To Be Determined

This course analyzes the history of fire prevention, fire safety education, and the organization and operation of a fire prevention bureau. Students will assess and apply codes, plans, and fire inspections at the residential, commercial, and industrial levels. Fire investigation practices will be examined and evaluated.

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 neither 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 considered acceptable 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 hours..... Fall

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

SWK 205 Human Behavior and the Social Environment I

3 credit hours.....Spring

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

SWK 210 Human Behavior and the Social Environment II

3 credit hours..... Fall

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)

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: 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 through site-based observation, virtual observation, or alternate video review. This course is aligned with NPRC Career Services Outcomes.

SWK 230 Human Diversity

3 credit hours.....Fall (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. The course includes exploration of methods of celebrating differences.

Workforce Development

The Workforce Development Division offers relevant training for high-priority occupations to drive the region's economy and help communities thrive in our ten-county service area and beyond. Training opportunities feature a variety of courses and programs in technical education and professional training. Many courses serve as pre-certification experiences that prepare students for national exams and credentialing. 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 is committed to providing regional businesses and industries 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 an organization, NPRC can customize courses to address specific needs. We assign instructors whose experience aligns with the organization's needs and schedule classes at the convenience of the organization and its employees. Most program offerings can be run using a customized training approach.

As appropriate, non-customized training may be offered by NPRC to the public. Much of the training through this offering includes hands-on activities and requires in-person attendance during scheduled class times. Courses may be offered at varying times during the week and weekends depending on the requirements of the class.

Unemployed and underemployed residents may be eligible for financial assistance through the Workforce Innovation and Opportunity Act (WIOA) and the Trade Adjustment Assistance (TAA) programs. If you are interested in this financial assistance, consult with your local CareerLink® to determine your eligibility.

For more information about the Workforce Development Division visit our website.

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. Please see the Prior Learning Credit Section for more details.

Commercial Truck Driving

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.

CPR/First Aid/AED Training

This program teaches you everything you need to know to deal with an emergency calmly and confidently until first responders arrive. Emergency Care and Safety Institute (ECSI) programs are offered in association with the American Academy of Orthopedic Surgeons and the American College of Emergency Physicians. NPRC's programs are consistent with the International Liaison Committee on Resuscitation (ILCOR) recommendations and meet or exceed the American Heart Association (AHA) guidelines.

Standard CPR and Basic Life Support (BLS) for the healthcare professional is available for customized 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.

Students who successfully achieve their EMR and EMT credential may receive prior learning credits in the Protective Services Specialization of the Associate of Arts in Criminal Justice. Please see the Prior Learning Credit Section for more details.

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.

Insurance Agent Technical Certification

The Insurance Agent Technical Certification program is a collaboration between NPRC and the National Association of Insurance Professionals, Inc. (NAIP). This program provides theoretical knowledge and practical skills for success in the insurance industry through a synchronous, online learning experience. Emphasis is placed on hands-on training covering diverse industry facets such as consultancy, customer service, underwriting, claims handling, and agency management systems. This program will help learners work towards state licenses in property, casualty, life, accident, and health insurances.

Manufacturing

Whether it be in powder metal, forging, plastics, or tool and die, manufacturing continues to be a major economic driver in northern Pennsylvania. To survive and thrive, it is important to accurately assess training and development needs and implement subsequent training. The training can be done in a multitude of ways including customized training, apprenticeships, or open enrollment public workshops. NPRC suggests organizations be strategic in determining training and development needs. Strategic planning for training allows evaluation at a business results level, resulting in calculating an ROI.

NPRC has a vast portfolio of training categories for manufacturers including Blueprint Reading, Geometric Dimensioning and Tolerancing, Operational Excellence, and a broad collection of courses in Mechatronics.

Medical and Dental

The classes in the medical and dental series can be used for entry-level employment or as a primer or refresher for medical or allied health careers, which may include work in doctor's offices, hospitals, nursing homes, home health, corporate health, laboratories, dental practices, or other health care facilities. NPRC courses are designed using evidence-based practice to optimize the skill development that promotes excellence in patient care and prepares individuals to successfully pass industry certification exams.

Micro-credentials

NPRC now offers micro-credentials in Quality Management and Industrial Maintenance. These programs are available to manufacturing businesses and organizations by working with our customized training team. To complete either of these programs, it is required for students to complete all six of the respective courses that last from a few hours to a few weeks. However, individual course certifications are an option as part of this program.

Courses available in Quality Management include Statistical Process Control, Basic Industrial Mathematics, Blueprint Reading, Geometric Dimensioning and Tolerance, Problem Solving and Root Cause Analysis, and Quality System Fundamentals for Non-Quality Professionals.

Courses are available in the areas of Safety, Communication, and Professional Development in Manufacturing (including OSHA 10), Applied Industrial Mathematics, Hydraulics/Pneumatics (including fundamentals and basic troubleshooting), AC/DC Electric, Three-Phase Motor Control, and PLC Robotics Maintenance.

For more information and for the most up-to-date list of available classes, visit the Employee Customized Training web page.

Online Course Offerings

Courses through this delivery method are provided online asynchronously through a third-party provider. These courses are meant to provide intensive, hands-on experience to prepare you for industry exams and credentials. Many of these opportunities also come with funding support and student advising and support services related to job searches and career readiness. Initial courses offered include:

- Cybersecurity Bootcamp
- Human Resources Professional
- Professional Bookkeeping with QuickBooks Online with Payroll Practice and Management

- Microsoft Excel Certification Training
- AutoCAD Certification Training

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 primary tools of operational excellence to meet the demands of their industry.

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.

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 for those currently working in wastewater treatment. All courses are designed to assist an individual in passing the Pennsylvania Department of Environmental Protection (DEP) Operator examination.

NPRC Personnel

OFFICE OF THE PRESIDENT

Susan Snelick

President

president@rrcnpa.org

(814) 230-9010

Andrea Shene

Executive Assistant to the President, Assistant to the Board of Trustees

ashene@rrcnpa.org

(814) 230-9010

PRESIDENT'S COUNCIL AND SUPPORT STAFF

Jennifer Cummings-Tutmaher

Vice President of Enrollment and Student Services

jcumplings@rrcnpa.org

(814) 230-9010

Jill Lasecki

Administrative Assistant to the Vice President of Enrollment and Student Services and Advancement Coordinator

jlasecki@rrcnpa.org

(814) 230-9010

Michael Giambrone

Vice President of Finance and Operations

mgiambione@rrcnpa.org

(814) 230-9010

Dana Fitch

Assistant to the Vice President of Finance and Operations

dfitch@rrcnpa.org

(814) 230-9010

Adam Johnson

Vice President of Workforce Development

ajohnson2@rrcnpa.org

(814) 331-8529

Jessica Ceriola

Assistant to the Vice President of Workforce Development

jceriola@rrcnpa.org

(814) 230-9010

Jennifer Nickerson

Administrative Assistant to the Vice President of Academic Affairs and Accreditation Liaison Officer

jnickerson@rrcnpa.org

(814) 230-9010

ACADEMIC ADMINISTRATION AND STAFF

Benjamin Blood

Director of Arts and Sciences, Instructor of English

bblood@rrcnpa.org

(814) 230-9010

Leigh Anne Kraemer-Naser

Director of Applied Studies, Instructor of Early Childhood Education

lkraemer@rrcnpa.org

(814) 230-9010

Ron Pollock

Director of Early Entry and Instructional Logistics, Instructor of Natural Science

rpollock@rrcnpa.org

(814) 502-9050

OFFICE OF THE REGISTRAR

Lori McNeal

Registrar

lmcneal@rrcnpa.org

(814) 230-9010

Kate Bosko

Assistant Registrar for Workforce Development

kbosko@rrcnpa.org

(814) 230-9010

Kelsey Kirkpatrick

Assistant Registrar and Institutional Research

kkirkpatrick@rrcnpa.org

(814) 230-9010

Amanda Beil

Admissions and Records Coordinator

abeil@rrcnpa.org

(814) 230-9010

OFFICE OF FINANCIAL AID

Susan Gleason

Director of Financial Aid

sgleason@rrcnpa.org

(814) 230-9010

Kimberly Boyer

Assistant Director of Financial Aid

kboyer@rrcnpa.org

(814) 230-9010

STUDENT SERVICES ADMINISTRATION AND STAFF

Dannielle Fickenworth

Director of Student Services

dfickenworth@rrcnpa.org

(814) 584-0001

Carla Cummings

Assistant Director of Advising

ccummings@rrcnpa.org

(814) 482-1634

Monica Schloder

Assistant Director of Disability and Career Services

mschloder@rrcnpa.org

(814) 331-6857

Bri Colvin

Advisor

bchilds@rrcnpa.org

(814) 230-9010

Laurel Lucas

Advisor

llucas@rrcnpa.org

(814) 368-0861

Sandie Rohlin

Advisor

srohlin@rrcnpa.org

(814) 596-3861

FINANCE AND OPERATIONS STAFF

Lisa Pecora

Director of Human Resources

lpecora@rrcnpa.org

(814) 598-8142

Title IX Coordinator

titleIX@rrcnpa.org

(814) 230-9010

Gary Sawtelle

Director of Information Technology, Safety, and Facilities

gsawtelle@rrcnpa.org

(814) 512-8048

Lori Swick

Director of Business Operations

lswick@rrcnpa.org

(814) 230-9010

Brian Russell

Assistant Director of Systems Management

brussell@rrcnpa.org

(814) 558-1386

Lori Sabatose

Assistant Director of Facilities Management

lsabatose@rrcnpa.org

(814) 989-0790

Megan Downs

Student Billing and Accounts Receivable Specialist

mdowns@rrcnpa.org

(814) 230-9010

Jennifer Rossey

Finance and Accounts Payable Specialist

jrossey@rrcnpa.org

(814) 230-9010

Regina Russell

Project Manager

russell@rrcnpa.org

(814) 230-9010

Gregory VanOrd

Information Technology Support Technician

gvanord@rrcnpa.org

(814) 230-9010

WORKFORCE DEVELOPMENT ADMINISTRATION AND STAFF

Andrea Kessler

Director of Workforce Development

akessler@rrcnpa.org

(814) 989-0625

Gregg Trisket

Assistant Director of Workforce Development – Public Safety

gtrisket@rrcnpa.org

(814) 584-0002

Nicole Zaun

Assistant Director of Workforce Development — Industry and Technology

nzaun@rrcnpa.org

(814) 989-0623

Stephanie VanDerlin

Business Outreach and Training Coordinator

svanderlin@rrcnpa.org

(814) 596-2874

Frank O'Connell

Instructor of Industrial Technology

foconnell@rrcnpa.org

(814) 331-1506

MARKETING AND RECRUITMENT ADMINISTRATION AND STAFF

Abigail Petrosky

Director of Marketing and Public Relations

apetrosky@rrcnpa.org

(814) 779-2435

Kelsey Angove

Assistant Director of Recruitment and Engagement

kangove@rrcnpa.org

(814) 989-0381

Leah McCluskey

Graphic Designer

lmcccluskey@rrcnpa.org

(814) 596-7876

Nate Steis

Content Specialist

nsteis@rrcnpa.org

(814) 598-6986

Ann Burt

Student Recruiter

aburt@rrcnpa.org

(814) 596-3055

Carla Gore

Student Recruiter

cgore@rrcnpa.org

(814) 594-0066

Jodi Guisto

Student Recruiter

jguisto@rrcnpa.org

(814) 598-4480

Adam Guthrie

Student Recruiter

aguthrie@rrcnpa.org

(814) 596-3604

Miranda Heller

Student Recruiter

mheller@rrcnpa.org

(814) 584-0003

Desiree Higley

Student Recruiter

dhigley@rrcnpa.org

(814) 598-7672

Dawn Hull

Student Recruiter

dhull@rrcnpa.org

(814) 989-0380

Anna Schmitt

Student Recruiter

aschmitt@rrcnpa.org

(814) 779-1659

FULL-TIME FACULTY

Benjamin Blood

Director of Arts and Sciences, Instructor of English

M.A., SUNY Fredonia

bblood@rrcnpa.org

(814) 584-0773

Leigh Anne Kraemer-Naser

Director of Applied Studies, Instructor of Early Childhood Education

M.Ed., Gannon University

lkraemer@rrcnpa.org

(814) 368-0860

Ron Pollock

Director of Early Entry and Instructional Logistics, Instructor of Natural Science

M.S., Clarion University of Pennsylvania

rpollack@rrcnpa.org

(814) 502-9050

Dave Wilson

Instructor of Criminal Justice

M.S., Southern New Hampshire University

dwilson@rrcnpa.org

(814) 598-7431

Nicholas Haught

Instructor of Mathematics

M.A., Kent State University

nhaught@rrcnpa.org

(814) 363-3255

GENERAL EMAILS

Admissions General Email

admissions@rrcnpa.org

Advancement General Email

support@rrcnpa.org

Career Services Email

careerservices@rrcnpa.org

Financial Aid General Email

financialaid@rrcnpa.org

General Administration Email

generaladministration@rrcnpa.org

Help Desk General Email

helpdesk@rrcnpa.org

Marketing and Public Relations General Email

marketing@rrcnpa.org

Registrar General Email

registrar@rrcnpa.org

Student Life General Email

studentlife@rrcnpa.org

Student Services Team General Email

info@rrcnpa.org

Workforce Development General Email

workforcedev@rrcnpa.org

PART-TIME FACULTY

John Abplanalp

Instructor of Business

M.B.A., St. Bonaventure University

Patrick Baldwin

Instructor of Mathematics

M.S., Drexel University

Ruth Barnes Shaw

Instructor of Fine Arts

*Ph.D., State University of New York,
University at Buffalo*

Amanda Bindics

Instructor of Sociology and Social Work

M.S.W., University of Pittsburgh at Bradford

Whitly Breakey

Instructor of Psychology

Ph.D., Duquesne University

Carolyn Brigham

Instructor of Early Childhood Education

M.S., Mercyhurst University

Charles (Adam) Brooks

Instructor of Fine Arts

M.A., Mansfield University of Pennsylvania

Michelle (Micki) Brown

Instructor of Business

*M.I.B., Katz Graduate School of Business,
University of Pittsburgh*

Melinda (Mindy) Byham

Instructor of Psychology

Ph.D., Capella University

Natalie Lander

Instructor of Information Technology

M.B.A., Clarion University

Lynn Classon

Instructor of English

*M.S., State University of New York College
at Fredonia*

Scott Daley

Instructor of History and Political Science

Ph.D., West Virginia University

Brandie Davis

Instructor of English

M.A., Eastern Kentucky University

Kathleen Haslett

Instructor of English

M.Ed., Gannon University

Michael Hicks

Instructor of Business Administration

M.B.A., The University of Memphis

Anna James

Instructor of English

M.F.A. Queens University of Charlotte

Carlie Kaltenbach

Instructor of Business Administration

M.B.A., Clarion University

Tiffany Kephart

Instructor of Business

M.B.A., Pennsylvania Western University

Heather Kocjancic

Instructor of Early Childhood Education

M.Ed., Clarion University of Pennsylvania

Emily Malecky

Instructor of Social Work

D.S.W., Simmons University

Adele Mercatoris

Instructor of Mathematics

M.S., Florida State University

Beth Ann Miller

Instructor of Mathematics

D.Ed., Indiana University of Pennsylvania

Kyle Peasley

Instructor of Criminal Justice

J.D., Penn State Law

Carolyn Perales

Instructor of Social Work

M.S., University of Louisville

Matthew Peterson-Mackay

Instructor of Business Administration

M.B.A., Bemidji State University

Brenton (Brent) Pollock

Instructor of Philosophy

M.A., Talbot School of Theology Biola University

Kerry Reagle

Instructor of English

M.A., Edinboro University of Pennsylvania

Lisa Wyatt

Instructor of Sociology

Ph.D., University of Texas at Austin

Whitney Youngren

Instructor of Sociology

M.S., California State University, Fullerton

Lisa Redmiles

Instructor of Mathematics

M.A., Eastern Kentucky University

Amy Rossman

Instructor of English

M.S., Kansas State University

Tina Sherry

Instructor of Psychology

Ph.D., Capella University

Kari Swanson

Instructor of Psychology

M.A., Geneva College

Jesse Slimak

Instructor of Philosophy and World Religions

M.Div., North Park Theological Seminary

Philip Stuczinski

Instructor of Business Administration

M.B.A., Penn State, The Behrend College

Chelsea Thompson

Instructor of Special Education

Ed.D., Slippery Rock University

Board of Trustees

Duane Vicini, Chairperson – Russell, PA

Retired, Chief of Staff, Northern Pennsylvania Regional College
Retired, Superintendent of Schools, Forest Area School District
Retired, President, Educational Consortium of the Upper Allegheny (ECUA)

Robert Esch, Vice Chairperson – Bradford, PA

Retired, VP, American Refining Group

Henri (Hank) LeMeur, Secretary – Warren, PA

President/CEO, Superior Tire and Rubber Corporation

Kate Brock – St. Marys, PA

Executive Director, Community Education Center of Elk and Cameron Counties

Adrienne Dixon, Ph.D. – Erie, PA

President/CEO, Sarah A. Reed Children's Center

Heather Evans – Erie, PA

Human Resources Manager, Port Erie Plastics

James (Jamie) Evens – Port Allegany, PA

Regional Director, Hospitality and Operations for UPMC's North Central Region

Jennifer Gesing – Warren, PA

Executive Director, Beacon Light Behavioral Health System

Amanda Hetrick – Tionesta, PA

Superintendent, Forest Area Schools

Greg Mahon – Harrisburg, PA

Deputy Chief of Staff, Office of Senator Kim Ward

Kimberly Rees, Ed.D. – Austin, PA

Superintendent, Austin Area School District

Amy Shields – Kane, PA

Executive Director, Allegheny Hardwood Utilization Group

Holli Wolfe – Titusville, PA

Associate Vice President of Operations, Titusville Area Hospital

Emeritus Trustees

Dr. Richard McDowell – Bradford, PA

Retired, President Emeritus, University of Pittsburgh-Bradford

Ed Pitchford – Boalsburg, PA

Retired, President and Chief Executive Officer, UPMC Cole

Hon. Mary Jo White – Oil City, PA

Retired, PA State Senate for the 21st District

Retired, Venango County Public Defender

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.

Academic Engagement is active participation by a student in an instructional activity related to the student's course of study that is defined by the institution in accordance with any applicable requirements of its State or accrediting agency. Activities include attending asynchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students; submitting an academic assignment; taking an assessment or an exam; participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction; participating in a study group, group project, or an online discussion that is assigned by the institution; interacting with an instructor about academic matters.

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 the first day of the term start.

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. A session is a period that falls within but is not inclusive of the entirety of an academic term.

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. Fall and spring are standard academic terms. Summer is a non-standard academic term.

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 the College removes a student from enrollment in one or more workforce development courses or a program of study during a given training period and whereby an evaluative rating of non-completion is assigned for the course.

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

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

A **Bookstore** is any provider associated with the College from which students may elect to purchase required textbooks or other course materials.

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

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.

The **College Level Examination Program (CLEP)** are standardized tests created and administered by the College Board. These tests assess knowledge in thirty-six 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 NRPC policy.

Completion Rate is the ratio of credit hours earned to credit hours attempted, expressed as a percentage rounded to the nearest hundredth.

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 physically incapacitated by alcohol or drug use.

A **Controlled Substance** is a drug or chemical whose manufacture, possession, or use is regulated by government, such as illicitly used drugs or prescription medications that are designated by law.

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 one hundred. 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 thirty or more credit hours.

A **Credit Hour** is 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 as required 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 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.

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 thirty-three 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 that 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. Early Entry Students include the following:

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

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.

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.

An **Employee** shall mean any individual who serves the College in a full-time or part-time capacity as an administrator, staff, or faculty

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.

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, nun-chuck 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.

Free Application for Federal Student Aid (FAFSA) is the student aid application provided for under section 483 of Title IV of the Higher Education Act (HEA), which is used to determine an applicant's eligibility for the federal student aid programs.

A **Full-Time Student** is a student enrolled in twelve or more credit hours.

Financial Hold is a restriction placed on a student account for non-payment of tuition and fees to the college within the expected payment timeframe, preventing the student from registering and obtaining a certificate or diploma.

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 courses 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 earned divided by the total number of credit hours for which a grade of A, B, C, D, or F was assigned where the resulting decimal value is rounded to the nearest hundredth.

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

A **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 evaluation 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.

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 by the established date listed in the Academic Calendar, communicates the intent to permanently separate from the College, and whereby a grade of W is assigned for all course grades.

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

An **Instructional Location** is defined as a domestic or international physical facility or location that is geographically separate from the main campus and within the same ownership structure of the institution, at which the institution will offer at least 50 percent of an educational program that is credit-bearing and/or Title IV eligible. An additional location may be a classroom building, clinic, hospital, hotel, office building, shopping center, high school, church, or any other appropriate type of facility where instruction can take place as long as the 50 percent applies.

An **Instructional Site** is defined as any off-campus site, other than those meeting the definition of a main campus, branch campus, or additional location, at which the institution offers one or more credit-bearing or Title IV eligible courses, including dual enrollment courses at high schools. Sites offering less than 50 percent of an educational program are not defined in Federal regulation.

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.

An **ISBN** is the International Standard Book Number associated with a published work.

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

Main Campus is the primary physical facility at which the institution offers eligible programs, within the same ownership structure of the institution, and certified as the main campus by the Commission (and the USDE if applicable). The institution's primary administration, classroom buildings, residence halls, library, and other buildings are housed within the same reasonably contiguous geographic area or parcel of land of the main campus. For an institution that only offers distance education programs, the main campus is where the administrative offices are located and approved by its accrediting agency.

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, journaling, 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.

A **Model Release** is a form utilized by the Marketing and Public Relations Department for larger production projects and signed by the subject of photos, videos, or written materials granting permissions to publish the respective form of collateral.

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** is a report made by a student or participant relating to classroom experiences or other experiences that a student or participant believes to be unjustified and that does not fall under the definition of academic complaints.

Non-academic Support Services are available to students through the Student Resources section of D2L. They can provide free counseling, life skills, and wellness resources for support outside of the classroom.

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.

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-Resident (Out-of-Region) tuition identification type applies to a student with a permanent physical living address outside one of the ten counties in the College's service region (Cameron, Crawford, Elk, Erie, Forest, McKean, Potter, Tioga, Venango, and Warren) but still lives with Pennsylvania for the 12 months preceding an academic term of enrollment.

O

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

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.

P

A **Payor** is the individual or the third-party entity who has accepted financial responsibility for enrolled services through NPRC.

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 wishes to enroll in credit-bearing courses for personal reasons.

A **Photo Release** is preemptive permission given by employees and students to photograph them during informal student-related activities for social media and other informal outreach.

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.

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 is implicitly or explicitly made as a 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.

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

Removal (Administrative) is the process by which the College removes a student from enrollment in one or more workforce development courses or a program of study during a given training period and whereby an evaluative rating of non-completion is assigned for the course.

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.

Replacement Cost is the cost necessary to replace a lost, stolen, or damaged item with the same model or one of similar specifications.

Resident (In-Region) tuition identification type applies to a student with a permanent physical living address within one of the ten counties in the College's service region (Cameron, Crawford, Elk, Erie, Forest, McKean, Potter, Tioga, Venango, and Warren) for the 12 months preceding an academic term of enrollment.

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.

Restricted Probation is a one-term extension of academic probation status.

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 process by which student engagement in course(s) of enrollment during an academic term or part-of-term is established through the reporting of attendance by the instructor(s) of those course(s). The verification reporting period concludes prior to the completion of 15% of the scheduled course meeting time.

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.

Schedule Adjustment is the timeframe for each academic term (fall, spring, 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).

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.

Smoking means inhaling, exhaling, burning, carrying, or possessing any lighted tobacco product, including cigarettes, cigars, pipe tobacco and any other lit tobacco products.

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.

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, 5-year expiration date, 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. A syllabus sets the expectations and responsibilities for teaching and learning and identify the knowledge and skills to be attained upon successful completion of a 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 payors include employers, community organizations, and state-related agencies.

Third Party Payor is an entity or individual, other than a student or family member of the student, that or who provides payment of tuition. Common third-party payors include employers, community organizations, and state-related agencies.

A **Title IX Coordinator** is the employee or employees 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.

Tobacco use means the personal use of any tobacco product, whether intended to be lit or not which shall include smoking, as defined above, as well as the use of an electric cigarette, vaping device, or any other device intended to simulate smoking and the use of smokeless tobacco, including snuff; chewing tobacco; smokeless pouches; any other form of loose-leaf smokeless tobacco; and the use of unlit cigarettes, cigars, and pipe tobacco.

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 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 from one or more, but not all, credit-bearing courses of enrollment during a given academic term or part-of-term and whereby a grade of W is assigned as the course grade(s) by the established date listed in the Academic Calendar.

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 (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 by the established date listed in the Academic Calendar, communicates the intent to permanently separate from the College, and whereby a grade of W is assigned for all course grades.

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

Workforce Development Location is any location where a non-credit class or non-credit training experience sanctioned by the College takes place.

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

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

College Acronyms

A

AA – Associate of Arts
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
AS – Associate of Science
AU – Audit

B

BADM – Business Administration
BOT – Board of Trustees

C

CCAF – Community College of the Air Force
CCSD – Commonwealth Secondary School Diploma
CDA – Child Development Associate
CDL – Commercial Driver's License
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

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
SAT – Scholastic Aptitude Test
SaVE Act – Campus Sexual Violence Elimination Act
SES – Student Engagement Specialist

T

T – Tuesday
TAA – Trade Adjustment Assistance
TR – Transfer

V

VPAA/ALO – Vice President of Student Affairs and Accreditation Liaison Officer
VPASA – Vice President of Academic and Student Affairs
VPESS – Vice President of Enrollment and Student Services
VPFA – Vice President of Finance and Administration

W

W – Withdrawal, Administrative Withdrawal, Institutional Withdrawal
WFD – Workforce Development
WIOA – Workforce Innovation and Opportunity Act



**NORTHERN
PENNSYLVANIA
REGIONAL COLLEGE**

Northern Pennsylvania Regional College

300 2nd Avenue, Suite 500
Warren, Pennsylvania 16365
(814) 230-9010

regionalcollegepa.org

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 07/03/2024 - Page 14 - The registration deadline for Spring 2025 is January 8.

Updated 07/10/2024 - Student Engagement Specialist (SES) is now referred to as Advisor.

Updated 07/22/2024 - Page 54 and 113 - The placement standards for math should read as follows:

MTH Placement Standards

MTH 120 and MTH 225 include a required co-requisite support course: MTH 090 College Reasoning and Success Strategies. Students may request exemption from the co-requisite support course if they provide evidence that they meet or exceed one of the following criteria:

- a. High School GPA of 75/2.5 or higher;
- b. Accuplacer Next Generation arithmetic score of 244 or higher;
- c. SAT score of 320 or higher (old score) OR 360 or higher (new score);
- d. ACT Math score of 15 or higher; OR
- e. Completion of 9 college credits at NPRC, or accepted for transfer, with a minimum GPA of 3.0.

Students who are eligible for exemption based on the above criteria also have the option for self-placement and can choose to remain enrolled in the co-requisite support course. This option is recommended for first-generation college students, students who are on the placement bubble, and returning adult students.

Updated 07/22/2024 - Page 55 and 110 - The placement standards for english should read as follows:

ENG Placement Standards

ENG 110 Writing I includes a required co-requisite support course: ENG 095 Integrated Reading, Writing, and Success Strategies. Students may request exemption from the co-requisite support course if they provide evidence that they meet or exceed one of the following criteria:

- a. High School GPA of 75/2.5 or higher;
- b. Accuplacer Next Generation writing score of 238 or higher;
- c. SAT score of 480 or higher (old score) OR 290 or higher (new score);
- d. ACT English score of 14 or higher AND ACT Reading score of 16 or higher; OR
- e. Completion of 9 college credits at NPRC, or accepted for transfer, with a minimum GPA of 3.0.

Students who are eligible for exemption based on the above criteria also have the option for self-placement and can choose to remain enrolled in the co-requisite support course. This option is recommended for first-generation college students, students who are on the placement bubble, and returning adult students.

Updated 07/25/2024 - Page 12 - The Austin Area School District address should read as 138 Costello Avenue, Austin, PA 16720.

Updated 07/26/2024 - Page 65 - The full-time, out-of-state tuition charge should read as \$4,440 + \$370 per credit hour for each credit hour over 18 credit hours.

Updated 07/26/2024 - Page 53 - The course delivery code definitions should read as follow:

Course Delivery Code	Definition
HFLEX	Hy-Flex: Classes are taught live from a physical location and throughout the term students can choose to attend the class either in person (IFTF/TFTF) or synchronously (RTT) through Microsoft Teams.
HYB	Hybrid: Part of the class time is taught live in person in a physical location (TFTF) and the remainder is taught asynchronously (WEB).
IFTF	In-Person Face-to-Face: Classes are taught live in one physical location with students and the instructor in person in the same classroom.
MHYB	Modified Hybrid: Part of the class time is taught live in person in a physical location (IFTF/TFTF) or synchronously through Microsoft Teams (RTT) and the remainder is taught asynchronously (WEB).
RTT	Real-time Technology: Classes meet live via Microsoft Teams for all scheduled meeting times.
TFTF	Technology-Connected Face-to-Face: Classes are taught live from one location and broadcast to students in one or more additional locations. Cameras and microphones at all sites allow faculty and learners to see and talk with each other in real-time.
WEB	Web-based: Classes are fully online with access to course material in D2L. There are no required class meeting times but there are established course and assignment deadlines.

Updated 08/20/2024 - Page 87 - The Business Information Systems specialization should be Applied Business Specialization and read as follows:

Business Administration Major Courses (30 credit hours)

Applied Business Specialization (choose any 3 of the following courses)			
ACC 125	Accounting II	3	ACC 120
BIS 155	Introduction to Information Systems	3	CIS 150
BIS 225	Data Management and Analytics	3	CIS 150
BIS 235	Web Analytics	3	
BUS 125	Introduction to Entrepreneurship	3	
BUS 260	Digital Marketing	3	
BUS 265	Human Resources Management	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.

⁺⁺Prior Learning Credit may be available for academic credits where applicable. Please speak to a Student Engagement Specialist for eligibility criteria.