

HILL COLLEGE

EQUAL OPPORTUNITY

Hill College is committed to the principle of equal opportunity in education and employment. The college does not discriminate against individuals on the basis of age, race, religion, sex, national origin, disability, or veteran status in the administration of its educational programs, activities, or employment policies.

DISABILITY AND NONDISCRIMINATION

Federal law prohibits the college from making preadmission inquiries regarding a student's disability. Information regarding a student's disability, voluntarily given or inadvertently received, will not adversely affect any admission decision. If a student requires special services and/or accommodations as a result of a disability, the student must notify the Office of Student Services. This voluntary self identification allows Hill College to prepare appropriate support services and/or accommodations to facilitate the student's learning. Confidentiality of the information will be maintained in accordance with the Family Education Rights and Privacy Act and shared only with College officials with a legitimate educational interest in the information. To the extent reasonably appropriate, the college will provide special services and/or accommodations to qualified individuals with a disability in accordance with Section 504 the Rehabilitation Act. Hill College has designated the Executive Director of Human Resources & Institutional Development as the Section 504 Coordinator. Students should contact the Academic Advising and Success Center to request an accommodation.

The College District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy and is prohibited.

Also, Hill College complies with state regulations that allow no illegal drugs on campus. Students caught with such a drug may be suspended and/or expelled from college for a specified period of time.

For information about Hill College, write or telephone the following:

Hill College
112 Lamar Drive
Hillsboro, TX 76645
(254) 659-7500

or visit Hill College on the
World Wide Web at

www.hillcollege.edu

BULLETIN

of
HILL COLLEGE
GENERAL CATALOG

for
2014-2016

Hill College is accredited by
the Commission on Colleges of the
Southern Association of Colleges and Schools
to award associate degrees.

*Contact the Commission on Colleges at
1866 Southern Lane
Decatur, Georgia 30033-4097 or call
404-679-4500*

for questions about the accreditation of Hill College.

Approved by
Texas Association of Community Colleges
The Texas Higher Education Coordinating Board

Member of

American Association of Community Colleges
The Association of Texas Colleges and Universities
The Texas Association of Music Schools
National Junior College Athletic Association
Texas Association of School Boards
Association of Community College Trustees
Texas Community College Association
Texas Community College Teachers Association

This catalog contains policies, regulations and procedures which were in existence as the publication went to press. The college reserves the right to make changes at any time to reflect current board policies and administrative regulations and procedures. **Please refer to the Hill College website at www.hillcollege.edu and/or contact individual departments for changes and updates.**

This bulletin is for informational purposes and does not constitute a contract.

MESSAGE FROM THE PRESIDENT

Dear Students:

Thank you for your interest in Hill College. On behalf of our faculty and staff, I look forward to helping you prepare for an exciting and rewarding future as you reach your educational goals. Whether you are interested in acquiring skills in preparation for work, interested in preparing to transfer to a senior institution, or simply fulfilling a personal interest, Hill College has something for you.

There are many opportunities awaiting you at Hill College. Hill College has a rich history of providing excellence in teaching and student success. We have dedicated and innovative faculty, as well as knowledgeable and caring staff whose focus is to enrich the lives of the students we serve. We have nationally ranked athletic teams, a show stopping music and fine arts department, high tech academic and workforce training educational programs, a first-class History Museum, and a family-type atmosphere where students come first.

We provide excellent teaching and learning experiences, high quality courses and learning environments, innovation and flexibility in the delivery of courses and services, advanced technology, academic and student support services to maximize student success, access to local, state and federal aid and scholarships, and access to and support for lifelong learning.

Graduating from college is a predictor of future success. When you consider the economic benefits in acquiring an education in addition to the personal, intellectual enrichment that an education imparts, I think that you will agree that Hill College provides an affordable quality education and is the best choice you can make. We stand ready to share your educational journey with you and equip you with the skills you need to be successful.

Best wishes for a successful educational experience at Hill College!

Pam Boehm, Ed.D.

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I
GENERAL INFORMATION

Visit the Hill College website at
www.hillcollege.edu
and/or contact individual departments
for changes and updates.

PHILOSOPHY OF HILL COLLEGE

The Board of Regents, administrators, and faculty at Hill College are committed to the concept that our college be an open door to learning. With this goal in mind, we extend an educational opportunity to students of all ages who can profit from instruction. Every effort is made to provide equal access to the educational opportunities offered at Hill College without regard to race, creed, color, age, sex, national origin, or disability.

In keeping with this philosophy, Hill College recognizes and accepts the responsibility for providing curricula for university-bound students, for students seeking career opportunities in a variety of occupations, and for persons of the community seeking cultural enrichment, short-term skill training, or personal improvement opportunities. The college will seek to achieve these goals within the limits of its legal responsibilities and available fiscal resources.

MISSION STATEMENT

Hill College provides high quality comprehensive educational programs and services. The college enhances the educational, cultural, and economic development of its service area and assists both individuals and the community to prepare for a more productive life.

PURPOSES OF HILL COLLEGE

The purposes of Hill College are defined in the Texas Education Code, Section 130.003, and shall be to provide:

1. technical programs up to two years in length leading to associate degrees or certificates;
2. occupational programs leading directly to employment in semi-skilled and skilled occupations;
3. freshman and sophomore courses in arts and sciences;
4. continuing adult education programs for occupational or cultural upgrading;
5. compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students;
6. a continuing program of counseling and guidance designed to assist students in achieving their individual educational goals;
7. workforce development programs designed to meet local and statewide needs;
8. adult literacy programs and other basic skills programs; and
9. such other purposes as may be prescribed by the Coordinating Board, Texas College and University System, or local governing boards, in the best interest of post-secondary education.

Hill College exists to serve these purposes as they relate first to the local service areas, then to the State of Texas, and finally, to the nation. It has accepted the challenge of providing the resources, curricula, instructional support, and personnel required to best serve the many educational needs of its students and adult clients.

HISTORY OF HILL COLLEGE

The authorization to establish Hill College was issued in 1921 by the Attorney General of the state of Texas under the name of Hillsboro Junior College. The college first enrolled students in September of 1923. At that time there were only two public junior colleges in

the state, and Hillsboro Junior College became the first municipal junior college to be chartered in Texas.

Hillsboro Junior College operated continuously until July of 1950 when it closed after an attempt to establish a county-wide college system failed. The college lay dormant for eleven years during which time the charter was protected from forfeiture through the efforts of the late Senator Crawford Martin of Hillsboro.

On March 3, 1962, through the efforts of the media, local civic groups, and many others, a bond issue was passed for the purpose of building a new campus. The college opened for business in September of 1962 under a new name, Hill Junior College. The new college district was expanded by the voluntary annexation of five Hill County school districts other than the original Hillsboro school district. The district now includes Hillsboro, Abbott, Bynum, Covington, Itasca, and Whitney.

In 1974, the college opened an extension center in Cleburne, Texas, located in Johnson County. The Johnson County Campus now includes six buildings on 32 acres of land and has more than 1,000 students enrolled in both day and night classes. In 1997 and 1998, the citizens of Alvarado, Cleburne, Godley, Grandview, Joshua, Keene, Rio Vista, and Venus approved a local maintenance and operation tax for the purpose of supporting the campus of Hill College in Johnson County.

The college dropped "junior" from its name in 1985 and became Hill College.

FACILITIES AND SERVICES

Hill College - Hill County Campus

Hill College campus area includes 73.8 acres of land located just east of the City of Hillsboro on a hill overlooking I-35 and the 35 acre Hill College Reunion Grounds. Following its relocation to this site in 1962, the student population has continued to grow, and the college has expanded its facilities in order to meet the needs of the community and its students. Twenty permanent buildings have been erected on the main campus with more than 250,000 square feet of space.

In the summer of 1985, the state of Texas deeded Hill College the Jefferson Davis State Park which is now called the Hill College Reunion Grounds Park. The park consists of 35 acres of land located one mile south of Hill College. Five acres of the park houses the college agriculture department and rodeo arena. Persons or groups wanting to use the park facilities may do so by contacting the president's office.

In 1986, the Vara Martin Daniel Performing Arts Center was completed. The Bob Bullock Sports Center was completed in 1988. The former home of the Runnin Rebels was converted to an activity center. In 1990, a new women's dormitory was completed. Also during 1990, a new classroom building was completed and opened. Another new women's dorm and a new science classroom/laboratory building were completed in 1992. The Governor Bill Daniel Student Center was completed in 1993. The Technical Training Center was completed in 1994. This center provides classroom and laboratory facilities for the Fire Academy Program and the Criminal Justice Program. A new library was completed in the fall of 1996. On the top floor is a spacious library, and on the bottom floor is a teaching auditorium and computer lab. In the fall of 1997, Hill College opened a new classroom and faculty office building. In the summer of 1999, Hill College opened

a new student cafeteria and bookstore complex, and in the summer of 2005, the college opened a new nursing/cosmetology building. In 2008, through the generosity of the Hill College Foundation, Hill College completed a \$1 million renovation of Bailey Dorm which houses male students on campus. A field house for the softball and baseball teams was completed in the summer of 2010. In the fall of 2014, the new welding facility opened. Through these building projects and through continuous maintenance and beautification projects, the college has created an attractive campus conducive to teaching and learning.

Hill College - Johnson County Campus

In 1974, Hill College opened the Cleburne Extension Center. Since this time, Cleburne and Johnson County have experienced steady growth and so has the college. The campus was initially located on West Henderson Street in Cleburne at the site of the old Johnson County fair grounds. In 1987, over 75,000 square feet of warehouse space on Westhill Street was converted into a much needed occupational center. That space is still being used as the welding technology center and other classroom space for continuing education programs. Welding technology is scheduled to move to new space on Henderson Street in the near future.

In 1997, the college was approached by concerned citizens requesting better facilities in Johnson County. A five-cent maintenance tax was passed by eight of the nine independent school districts in Johnson County. The ISD's consisted of Alvarado, Cleburne, Godley, Grandview, Joshua, Keene, Rio Vista, and Venus. The maintenance tax enabled the college to free student tuition to be used for revenue bonds.

In 1999, the college issued student revenue bonds to build new facilities on a permanent site overlooking Lake Cleburne on U.S. Hwy. 67, west of the city of Cleburne. This campus consists of 32 acres of land donated by Tolbert and Margaret Mayfield. The city of Cleburne entered into a long-term lease with the college for an additional 15 acres of adjoining land. The initial buildings built on the new site included a classroom building, a library, and the Tolbert F. Mayfield Administration Building. A Student Center and the Margie Faye Wheat Kennon Health/Science Building was completed in 2001. The Technology Building was completed in the summer of 2003. Through the generosity of Howard Dudley, a facility for a state-of-the-art automotive training program in partnership with Snap-on Inc opened in the fall of 2010. Additional buildings are planned as student enrollment grows.

Hill College - Burleson, Glen Rose, and Bosque County

Hill College began teaching evening classes in Burleson in 1974. With support from the city of Burleson, Hill College developed a campus for the students of Burleson and surrounding areas at 130 E. Renfro, Burleson, Texas. Classes were first offered at the new campus in the spring of 2006.

Hill College has had a viable presence in Somervell County since 1990. Since 2000, the college has maintained a small facility in Glen Rose at 1505 Big Bend Trail. In 2004, the college added vocational nursing and cosmetology in a second facility. However, in 2010, the state of Texas announced significant budget cuts for community colleges. One of the items of impact was moving the Glen Rose Vocational Nursing program to Cleburne.

The Hill College offers courses in the Bosque County Center located at 301 N. 2nd Street, Meridian, Texas and at the high school through dual credit/concurrent enrollment.

TEXAS HERITAGE MUSEUM

Home of the Official State of Texas Medal of Honor Memorial to
Native-Born Texans

Mission Statement: The Texas Heritage Museum's mission is to explore Texas and Texans during wartime and how those experiences affect us today.

History: The modern Texas Heritage Museum and History Complex at Hill College had its beginning in 1963 when Colonel Harold B. Simpson arrived on campus and began to teach, publish books, and collect items related to the Civil War. In 1964, he published the first of what has come to be 46 books bearing the imprint "Hill College Press." In the same year, he donated his collection of Civil War books to form the nucleus of what the Board of Regents designated the "Confederate Research Center" in the library. The Confederate Research Center was dedicated on Sept. 25, 1964, with Texas Governor Preston Smith as principle speaker. Col. Simpson said in a speech at the dedication of the Research Center, "What you see here today, of course, is only the small beginning of the center, but as the old adage goes, 'large oaks from small acorns grow.'" The next year, Col. Simpson secured a gun collection that began the "Gun Museum"; it also was located in the library.

By 1975, the growing collection of books, research materials, and guns included items that belonged to World War II hero Audie Murphy. In his history of Hill College, Odie Faulk said, "The Gun Museum became a part of what the regents designated the History Complex" (which also included the Confederate Research Center and the Hill College Press). Subsequently, in 1989, just before Colonel Simpson died, the regents honored him by renaming the center the Harold B. Simpson Confederate Research Center.

The next major development in the history of what is now the History Complex occurred in 1996, when a new library building was constructed on campus. In 1997, state funding was secured to renovate the old library building and establish what was to be known as the Texas Heritage Museum as a special line item under Hill College appropriations by the Texas State Legislature.

Today, the Texas Heritage Museum "*50 years in the making*" is comprised of three separate divisions: the Galleries & Collection, the Historical Research Center, and the Hill College Press. The museum and college have created "*The College for the Study of Texas History*" a learning environment for students as well as community members and the general public from all over the world to enjoy. The museum averages around 5,000 visitors a year and provides a hands-on experience to visitors and students on Texas military history.

Galleries and Collection

The historical artifacts within the Texas Heritage Museum galleries and collections serve as tangible evidence of historical events while the accompanying text provides context to Texas history. Whether the exhibits are in conjunction with classes or standing alone, students and visitors are able to learn Texas history from touring the facilities. The Texas Heritage Museum currently has four major exhibits: a Civil War gallery entitled "The Blue and Gray Gallery"; a WWII gallery entitled "Texans at War 1939-1945"; "The Vietnam War

and Texans' Involvement"; and a fourth gallery on weapons from all wars that affect Texas. The museum houses more than 16,000 artifacts from the 1830s to the present.

On the front grounds of the museum is the "Official State of Texas Medal of Honor Memorial To Native-Born Texans" which honors the 61 native-born Texans who have received the Medal of Honor. The memorial's center features two WWII Texan Medal of Honor recipients: Audie Murphy, the most decorated soldier, and Samuel Dealey, the most decorated sailor. The memorial enhances the Texas Heritage Museum's Medal of Honor collections. The memorial also complements an extensive archive collection of photographs and documents of other Texan Medal of Honor recipients in the Historical Research Center.

Hill College Press

The Hill College Press, established in 1964, publishes works of original and interpretative history that complement both the mission of the museum and the geographical setting of Central and North Texas. To date, the press has published 48 books, several of which have won literary and historical awards. The press publishes at least one book per year on one of the following subjects: Texas and Texans in conflict and war; social, multicultural, and historical subjects of importance to North and Central Texas; biographies of prominent Texans; and anthologies and documentary collections from the Historical Research Center. It also provides support with exhibits and programming development through tracts or pamphlets.

The Historical Research Center

The Historical Research Center (HRC) aspires to be widely acknowledged—by the college community, by the people of Texas, by scholars world-wide, and by our professional peers—as one of the nation's finest Civil War collections repositories, bringing international distinction to Hill College by advancing scholarly research and education at the college and beyond. The HRC has grown in the last 50 years to more than 11,000 volumes and is one of the largest collections. Included in the HRC is an extensive collection of maps, photographic collections, microfilm, and an archival depository containing numerous files of soldiers' letters, diaries, and unpublished manuscripts from all wars. Also featured in the HRC are original art, art prints, and sculptures depicting the War Between the States, and personal items belonging to Hill College graduate Bob Bullock during his term as Lieutenant Governor of Texas.

The Hill College Library System

The library system of Hill College is a combination of staff, materials and services existing to serve the students, faculty and administration of the college in their educational pursuits. Housing an up-to-date collection of items including books, periodical subscriptions, rolls of microfilm and electronic resources, the library system provides the necessary research material for students to successfully complete their class assignments.

The primary access points to these resources are the two libraries, one on the Hill County Campus and one on the Johnson County Campus. The libraries provide access to the collections by means of a state-of-the-art computerized library management system

which includes online public catalogs, computerized periodical indexes and an automated circulation module. In addition, the library maintains a database network containing databases in various subject areas, most of which are full-text. The libraries supplement these in-house collections with a high-speed connection to the Internet bringing to students the ever-expanding information of that resource. In order to provide convenient access to the collections, the Hill County Campus Library is open 74.5 hours per week including Sunday afternoons and nights. The Johnson County Campus Library is open 70 hours per week including Saturday hours. The library also offers its card catalog and access to databases through the Internet so students can access library information remotely from their home or other locations, 24 hours a day. As a member of the statewide TEXSHARE library initiative, students of Hill College are also eligible for a library card which allows full student privileges at the vast majority of academic libraries in the state.

In addition to the collection, the staff of the library provides a full range of library services including reference help, instruction in the use of the library and interlibrary loan. The library also makes available a computer lab where students can do research, access the Internet, type research papers and complete computer science course projects. Also available are areas providing audio-visual equipment course tutorials and supplemental material for group or individual study.

Distance Learning

The goals for the Hill College distance learning programs go hand-in-hand with the stated mission and purpose for the institution. Hill College recognizes distance learning as a delivery system for educational instruction. The delivery system may be Internet, two-way interactive video, or a combination of these in conjunction with some regular on-campus class meetings.

Through comprehensive educational programs and services which include technical, occupational, general education, and college transfer curricula, the Hill College distance learning courses are designed for students who are unable to travel to one of the main campus sites for traditional classroom instruction or who need to work in an independent mode to pursue academic goals. Distance education courses require strong commitment and dedication from both the student and the instructor.

Information Technology

Technology is a critical part of the day-to-day operations of Hill College that exists to enhance student learning and support the preservation, creation, and transmission of knowledge to and from its constituents. In support of the institution's mission, core values and philosophy, the Information Technology Department's mission is to evaluate, recommend, and provide appropriate technology-based solutions, ensure availability, integration and technical support of such solutions and offer appropriate training in the use of the solutions to the constituents of the college.

In general, the Information Technology Department maintains more than 1200 devices on the Hill College network, including computers, phones, printers, fax machines, wireless access points, switches, firewalls, battery backup power and other devices.

To learn more about how Information Technology enhances learning at Hill College, please contact the Department of Information Technology.

The Hill College Bookstore

The Hill College Bookstore is operated for the convenience of the students and faculty. Both new and used textbooks are available at reasonable costs. At the end of each semester the college store will repurchase or buy back a limited number of textbooks remaining in adoption at prices based on the period of use and the condition of the book. School supplies and also college wear is available to students and faculty at moderate prices.

Transcript Services

Copies of a student's transcript, a student's permanent record of classes taken at Hill College, are available upon written request from the Office of Enrollment Management. Adequate advance notice is required for a transcript. Contact the Office of Enrollment Management, Hill College, 112 Lamar Drive, Hillsboro, Texas, 76645. Students can request an official transcript online through MyRebel.

Official transcripts may be withheld if a student has an administrative hold on his or her record or if a student has an outstanding financial obligation with the institution. Official transcripts will be released after all administrative holds have been released and all financial obligations to the institution have been discharged.

Motor Vehicle, Traffic, and Parking Regulations

Students who operate motor vehicles on campus are required to register the vehicles with the college and to be familiar with and comply with the Traffic and Parking Regulations which are found in the Student Handbook. This handbook and vehicle registration forms are available during registration or from the Office of Student Services.

II

ADMISSIONS

Visit the Hill College website at
www.hillcollege.edu
and/or contact individual departments
for changes and updates.

ADMISSION REQUIREMENTS

Hill College maintains an open admissions policy and works to provide programs beneficial to all students.

Applications for admission and other documents necessary for admission should be addressed to the Office of Enrollment Management. Admission to the college doesn't automatically admit students to a specific program. Admission or re-admission to the college or programs may be denied to a person who does not meet the admission requirements of the college or program. Students may be admitted to Hill College by any one of the following methods:

1. **High School Graduate.** High school graduates will be admitted upon completion of an Application for Admission and presentation of a transcript. Individuals who have graduated from an accredited high school must submit an official high school transcript. Hill College defines an accredited high school as a Texas public high school authorized through the Texas Education Agency, the Texas Private School Accreditation Commission, the Southern Association of Colleges and Schools, or if located in a state other than Texas, that state's comparable agencies and/or regional accrediting association.

Individuals graduating from a non-accredited high school or home school must submit a notarized transcript or listing of studies to the Office of Enrollment Management. Graduates from a non-accredited high school may be admitted under the terms of individual approval (see below).

2. **College Transfer.** An individual who is a transfer student from another college must be eligible for readmission to the institution in which the student last enrolled. Transfer students must meet the academic requirements of Hill College. Only credits from accredited institutions will be accepted. Official transcripts from all colleges/universities are required.
3. **General Education Development Test.** A person who has not graduated from high school will be admitted if their high school class has graduated and they have passed the General Education Development Test (GED).
4. **Individual Approval.** A person who is at least eighteen (18) years of age and who did not graduate from a high school may be considered for admission by Individual Approval. A request for admission by Individual Approval should be submitted to the Office of Enrollment Management. If approved, the following limitations and conditions will be placed on the students enrollment: (1) an official Hill College transcript will not be issued until the student has either passed the GED or completed fifteen (15) semester hours of college level courses with a GPA of 2.0 or better and (2) placement testing may be required in order to determine the student's readiness for the college's curricular offerings. Other limitations and conditions may be established by the College.
5. **Early Admissions/Concurrent Enrollment of High School Students.** Students who are currently attending high school may apply for the Early Admissions/Concurrent Enrollment Program at Hill College by completing an Application for Admission, submitting a letter of recommendation from their high school principal, and a current copy of their high school transcript. Other admission requirements apply:

See Specialized Admissions - Early Admissions/Concurrent Enrollment Program. For additional information interested individuals should contact the Office of Enrollment Management.

6. Readmission. A Hill College student who has not attended the previous long semester (fall or spring) must apply for readmission by completing a new application for admission on the Hill College homepage. If the student has attended another college since his/her previous enrollment at Hill College, an official current transcript of all college credits is required.
7. International Students. Hill College is authorized under federal law to enroll non-immigrant students seeking higher education in an academic field. International students seeking admission should submit the following:
 - a. Application for admission. The application should be submitted at least sixty (60) days prior to the beginning of classes for any given semester.
 - b. An official transcript of the last four years of secondary school. The official transcript must be an original with a certified English translation attached. The transcript must show each course completed and the grade earned as well as the date of graduation.
 - c. An official transcript from each college or university attended. The official transcript must be an original with a certified English translation attached. The transcript must show each course completed and the grade earned.
 - d. If not from an English-speaking country, proof of English proficiency is required, i.e., proof of ESL program completion, or TOEFL scores (go to www.hillcollege.edu for current TOEFL requirements). *For more information regarding TOEFL, go to www.toefl.org or write to:*
Educational Testing Service
Rosedale Road
Princeton, New Jersey 08541
 - e. Statement of financial support. This should include sponsor letters and proof of finances including bank statements.
 - f. Two letters of reference or recommendation from individuals who have known them for at least one year.
 - g. A \$200 deposit (including a \$50 non-refundable application processing fee) must be made before an I-20 will be issued. The deposit will be applied toward the health insurance premium for the first semester at Hill College. The student is responsible for payment of additional premiums at the time of registration. Health insurance must be maintained while on a Hill College I-20. The deposit may be applied toward tuition if proof of health insurance is provided. \$150 of the deposit is refundable in the event of visa denial. Proof of visa denial and request of refund must be made within 90 days of visa denial.
 - h. All international students attending the Hillsboro campus are required to live on campus during their first semester at Hill College. Any exception must be approved by the Director of Student Life or Dean of Students. A housing application and a \$50 non-refundable resident hall room fee must be made prior to an I-20 being issued. Additionally, there is a \$250 dorm deposit. Deposit or part deposit may be refundable if there are no damages. All international students attending the Cleburne or Burleson campus must reflect appropriate financial support on the Financial Statement.

- i. Students should be prepared to pay for and take a placement test prior to registration.
 - j. International students are required to submit official verification of required immunizations.
 - k. International students are required to complete the International Student Health Insurance enrollment form.
 - l. All items must be on file sixty (60) days prior to the beginning of classes. An I-20 will not be issued until each of the items requested above is on file in the Office of Enrollment Management. In addition, tuition, fees and health insurance must be paid at the time of registration.
8. Applicants not eligible for enrollment under one of the methods listed above should contact the Office of Enrollment Management.

SPECIALIZED ADMISSIONS

Admission to Hill College does not guarantee admission to specific courses or programs of study. Prerequisites are required for some courses, and some programs of study require special approval. In addition, program approval/accreditation requirements, program costs, and/or availability of facilities make it necessary for some programs to require specialized admission procedures in addition to those outlined above for general enrollment at the College. These procedures are designed to ensure fairness to each applicant in these programs.

Cosmetology

In addition to the general admission requirements to Hill College, applicants to the cosmetology program must meet the following requirements:

1. The student must be a high school graduate or have completed a GED. This must be verified by an official transcript or GED transcript.
2. The student must furnish a current health certificate signed by a doctor. The certificate must have been issued during the past year.
3. The student must provide a money order for twenty-five dollars (\$25.00) made out to the Texas Department of Licensing and Regulations.
4. The student must complete a registration form for licensing by the Texas Department of Licensing and Regulations.

Fire Academy

In addition to the general admission requirements to Hill College, applicants to the fire academy must meet the following requirements:

1. The student must be a high school graduate or have completed a GED. This must be verified by an official transcript or GED transcript.
2. The student must be eligible to be a fire fighter in Texas.
3. The student must have a medical release from a physician prior to the first day of class.
4. The student must have completed a drug screen.

Nursing

Vocational Nursing

In addition to the general admission requirements to Hill College, applicants to the vocational nursing program must meet the following requirements:

1. The student must be a high school graduate or have completed a GED. This must be verified by an official transcript or GED transcript.
2. The student must achieve an acceptable score on the admissions entrance test.
3. A Hill College physical form must be completed and signed by a qualified health care provider and submitted to the college and on or before the designated date.
4. The student must submit three (3) Professional references. The Professional references should be sent to the Director from teachers, current or former employers. The Professional references should not be obtained from friends or relatives and should not be hand delivered.
5. The student must demonstrate qualifications and aptitude that are acceptable.
6. Completion of BIOL 2401, Anatomy & Physiology I, BIOL 2402, Anatomy & Physiology II, and PSYC 2301, General Psychology with a "C" or better from an accredited college prior to entry in the VN Program.
7. Student must meet the eligibility guidelines per the clinical facilities, for example: criminal history, drug testing.
8. Submit a high school transcript with a minimum of two (2) years completed in the United States or follow TOEFL policy.
9. Submit a high school diploma or GED.
10. TOEFL Policy: Student must demonstrate English proficiency as an admission requirement. This may be demonstrated by one of the following:
 - Attended four years of high school in one of the 50 United States and received a diploma or
 - Attended two years of high school in one of the 50 United States and passed the GED or
 - Acceptable GED scores from one of the 50 United States and acceptable scores from the Test of English as a Foreign Language Test (TOEFL) within the two years of the posted deadline date of program application.
11. TOEFL Waiver: The student can request a TOEFL waiver form from the Health Science department if they meet the following criteria: completion with a "C" or higher of 4 different college level English courses and 1 college level communication course. TOEFL minimum internet score of 80 or a computer-based TOEFL score of 250 or a paper/pencil test score of 600. Scores will not be considered if they are more than two years old. TOEFL Test score reports must be sent directly to the Health Science department from the testing center. Information about the TOEFL may be obtained from the website: www.ets.org/toefl or by call 1-800-468-6335.
12. Submit documentation that you are current and up to date on the following immunizations:
 - 2 – MMR's
 - Tetanus (within the last 10 years)
 - Tdap (within adult lifetime)
 - Current negative TB
 - Varicella immunity (2 shot series or serological test for immunity)

- Hepatitis B Series completed
 - Current Health Care Provider CPR from AHA
13. TSI required

Hill College maintains an open admission policy; however, the number of nursing students that can be accepted is limited by the Texas Board of Nursing and the availability of clinical instruction facilities. Since there are often more applicants for the nursing program than spaces available, applications for the nursing program will be screened by a selection committee. In addition to the general admission requirements to Hill College, all prospective candidates must have updated immunizations, completed physical (within three months of entrance), clear drug test, background check, and must take the pre-test when it is scheduled. Prospective candidates are selected for admission to the VN program based on a point system. Points are awarded for multiple areas including pre-entrance test scores and essay, professional references, medical experience, pre-LVN classes. Hill College reserves the right to refuse admission to the nursing program to any applicant whose application is deemed unsatisfactory.

ADN Transition Program

To be considered for possible selection in the ADN Transition Program, the prospective candidate must complete the following selection/testing criteria:

1. Complete the general Hill College admissions process.
2. Complete the ADN Transition application.
3. Submit 3 professional references (1-employer; 1-nursing/academic faculty; 1-personal)
4. Submit a current resume
5. Submit current Texas LVN license or Paramedic certification/ licensure in good standing.
6. Submit a high school transcript with a minimum of two (2) years completed in the United States or follow TOEFL policy
7. Submit a high school diploma or GED.
8. TOEFL Policy: Student must demonstrate English proficiency as an admission requirement. This may be demonstrated by one of the following:
 - Attended four years of high school in one of the 50 United States and received a diploma or
 - Attended two years of high school in one of the 50 United States and passed the GED or
 - Acceptable GED scores from one of the 50 United States and acceptable scores from the Test of English as a Foreign Language Test (TOEFL) within the two years of the posted deadline date of program application.
9. TOEFL Waiver: The student can request a TOEFL waiver form from the Health Science department if they meet the following criteria: completion with a "C" or higher of 4 different college level English courses and 1 college level communication course. TOEFL minimum internet score of 80 or a computer-based TOEFL score of 250 or a paper/pencil test score of 600. Scores will not be considered if they are more than two years old. TOEFL Test score reports must be sent directly to the Health Science department from the testing center. Information about the TOEFL may be obtained from the website: www.ets.org/toefl or by call 1-800-468-6335

10. Submit all official college transcripts that document the completion of the following courses with a cumulative GPA of 2.50 or higher
 - BIOL 2401-Anatomy & Physiology I (if older than 5 years contact the Health Science program)
 - BIOL 2402-Anatomy & Physiology II (if older than 5 years contact the Health Science Program)
 - PSYC 2301-General Psychology
 - ENGL 1301-Composition
 - BCIS 1305-Business Computer Applications
 - PSYC 2314-Human Growth and Development
 - BIOL 2421-Microbiology (if older than 5 years contact the Health Science Program)
 - MATH 1314-College Algebra
11. Submit documentation that you are current and up to date on the following immunizations:
 - 2 – MMR's
 - Tetanus (within the last 10 years)
 - Tdap (within adult lifetime)
 - Current negative TB
 - Varicella immunity (2 shot series or serological test for immunity)
 - Hepatitis B Series completed
 - Current Health Care Provider CPR from AHA
12. Completed physical form
13. Documented TSI complete or exempt by a Hill College TSI officer
 - NOTE: The prospective student is required to contact the Hill College Academic Advising and Success Center to determine if they must complete further testing as required for general college admission.
14. Complete HESI A2 Critical Thinking Assessment test; the student must call the Hill College testing center for an appointment

Hill College maintains an open admission policy; however, the number of nursing students that can be accepted is limited by the Texas Board of Nursing and the availability of clinical instruction facilities. Since there are often more applicants for the nursing program than spaces available, applications for the nursing program will be screened by a selection committee. In addition to the general admission requirements to Hill College, all prospective candidates must have a current Texas LVN license or Paramedic Certificate/Licensure, updated immunizations, completed physical (with three months of entrance), clear drug test, background check, and must take the pre-test when it is scheduled. Prospective candidates are selected for admission to the ADN Transition program based on a point system. Points are awarded for multiple areas including pre-entrance test scores and essay, professional references, medical experience and GPA from prerequisites. Hill College reserves the right to refuse admission to the nursing program to any applicant whose application is deemed unsatisfactory.

A.D.N. Program

To be considered for possible selection in the ADN Program, the prospective candidate must complete the following selection/testing criteria:

1. Complete the general Hill College admissions process.
2. Complete the ADN Program application.

3. Submit 3 professional references (1-employer; 1-nursing/EMS/academic faculty; 1-personal)
4. Submit a current resume
5. Submit a high school transcript with a minimum of two (2) years completed in the United States or follow TOEFL policy
6. Submit a high school diploma or GED.
7. TOEFL Policy: Student must demonstrate English proficiency as an admission requirement. This may be demonstrated by one of the following:
 - Attended four years of high school in one of the 50 United States and received a diploma or
 - Attended two years of high school in one of the 50 United States and passed the GED or
 - Acceptable GED scores from one of the 50 United States and acceptable scores from the Test of English as a Foreign Language Test (TOEFL) within the two years of the posted deadline date of program application.
8. TOEFL Waiver: The student can request a TOEFL waiver form from the Health Science department if they meet the following criteria: completion with a “C” or higher of 4 different college level English courses and 1 college level communication course. TOEFL minimum internet score of 80 or a computer-based TOEFL score of 250 or a paper/pencil test score of 600. Scores will not be considered if they are more than two years old. TOEFL Test score reports must be sent directly to the Health Science department from the testing center. Information about the TOEFL may be obtained from the website: www.ets.org/toefl or by call 1-800-468-6335
9. Submit all official college transcripts that document the completion of the following courses with a cumulative GPA of 2.50 or higher
 - BIOL 2401-Anatomy & Physiology I (if older than 5 years contact the Health Science Program)
 - BIOL 2402-Anatomy & Physiology II (if older than 5 years contact the Health Science Program)
 - ENGL 1301-Composition
 - BIOL 1322 – Nutrition
 - RNSG 1301 - Pharmacology
10. Submit documentation that you are current and up to date on the following immunizations:
 - 2 – MMR’s
 - Tetanus (within the last 10 years)
 - Tdap (within adult lifetime)
 - Current negative TB
 - Varicella immunity (2 shot series or serological test for immunity)
 - Hepatitis B Series completed
 - Current Health Care Provider CPR from AHA
11. Completed physical form
12. Documented TSI complete by a Hill College TSI officer
 - NOTE: The prospective student is required to contact the Hill College Academic Advising and Success Center to determine if they must complete further testing as required for general college admission.
13. Complete HESI A2 Critical Thinking Assessment test; the student must call the Hill College testing center for an appointment.

Hill College maintains an open admission policy; however, the number of nursing students that can be accepted is limited by the Texas Board of Nursing and the availability of clinical instruction facilities. Since there are often more applicants for the nursing program than spaces available, applications for the nursing program will be screened by a selection committee. In addition to the general admission requirements to Hill College, all prospective candidates updated immunizations, completed physical (with three months of entrance), clear drug test, background check, and must take the pre-test when it is scheduled. Prospective candidates are selected for admission to the ADN program based on a point system. Points are awarded for multiple areas including pre-entrance test scores and essay, professional references, medical experience and GPA from prerequisites. Hill College reserves the right to refuse admission to the nursing program to any applicant whose application is deemed unsatisfactory.

Emergency Medical Services Profession Program

The Hill College Emergency Medical Services Profession program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

To contact CAAHEP:

Commission on Accreditation of Allied Health Education Programs
1361 Park Street
Clearwater, FL 33756
(727) 210-2350 www.caahep.org

To contact CoAEMSP:

8301 Lakeview Parkway, Suite 111-312
Rowlett, TX 75088
(214) 703-8445 FAX: (214) 703-8992

EMT Basic Courses

To be considered for registration in the EMT Basic courses, the prospective candidate must complete the following criteria:

1. Complete the general Hill College admissions process.
2. Submit documentation that you are current and up to date on the following immunizations:
 - 2 – MMR's
 - Tetanus (within the last 10 years)
 - Tdap (within adult lifetime)
 - Current negative TB
 - Varicella immunity (2 shot series or serological test for immunity)
 - Hepatitis B Series completed
 - Current Health Care Provider CPR from AHA
3. Complete Drug Screening Test
4. Complete Background Check

- NOTE: The prospective student is required to contact the Hill College Academic Advising and Success Center to determine if they must complete further testing as required for general college admission.

Advanced EMT/Paramedic

To be considered for possible selection in the Advanced EMT/Paramedic Program, the prospective candidate must complete the following selection/testing criteria:

1. Complete the general Hill College admissions process.
2. Complete the Paramedic application.
3. Submit 3 professional references (1-employer; 1-/academic faculty; 1-personal)
4. Submit all official college transcripts
5. Submit documentation that you are current and up to date on the following immunizations:
 - 2 – MMR's
 - Tetanus (within the last 10 years)
 - Tdap (within adult lifetime)
 - Current negative TB
 - Varicella immunity (2 shot series or serological test for immunity)
 - Hepatitis B Series completed
 - Current Health Care Provider CPR from AHA
6. Completed physical form
7. Complete Drug Screen
8. Complete Background Check
9. Documented TSI complete by a Hill College TSI officer
 - NOTE: The prospective student is required to contact the Hill College Academic Advising and Success Center to determine if they must complete further testing as required for general college admission.

Hill College maintains an open admission policy; however, the number of advanced level EMS training students that can be accepted is limited by the availability of institution classroom size and clinical instruction facilities. Since there are often more applicants for the advanced level EMS training program than spaces available, applications for the advanced level EMS training program will be screened by a selection committee. In addition to the general admission requirements to Hill College, updated immunizations, completed physical (within three months of entrance), clear drug test, and background check. Prospective candidates are selected for admission to the Advanced EMT/Paramedic program based on a point system. Points are awarded for multiple areas including pre-entrance essay, professional references, and medical experience. Hill College reserves the right to refuse admission to the advanced level EMS training program to any applicant whose application is deemed unsatisfactory.

Any applicant with an eligibility issue related to criminal convictions (you may exclude Class C misdemeanor traffic violations) must complete the Declaratory Order (DO) process with the Texas Board of Nursing (see www.bon.texas.gov/exam-eligibility.htm). Applicants with Declaratory Order's pending at the posted deadline date may affect their application selection.

The Hill College Health Science Department is not responsible for lost or misdirected mail.

Texas Board of Nursing (BON) Rules for all Nursing Programs

Texas Board of Nursing (BON) rules for all nursing programs are available at their website at <http://www.bon.state.tx.us/nursinglaw/rr.html> or the students may contact the Texas Board of Nursing (BON) directly or may seek additional clarification from the director of the nursing program.

Early Admissions/Concurrent Enrollment Program

Hill College sponsors an Early Admissions/Concurrent Enrollment Program for the benefit of qualified high school students. Students who participate in the Early Admissions/Concurrent Enrollment Program have the opportunity to accelerate their college program to save both time and money. Students enrolled in high school may be admitted under the following conditions:

A. Students who have completed their sophomore or junior year in an accredited high school and who seek to enroll in an academic course(s), a transfer course(s), or selected Technical Education courses in an Associate Degree Program may be admitted based on successful completion of the following:

1. Present exit-level TAKS (Texas Assessment of Knowledge and Skills) scores in all areas and successfully have passed all parts of the appropriate test.
2. Present a passing score on the Texas Higher Education Assessment (THEA) test or an approved alternative assessment instrument in a least one area (mathematics, reading, or writing) as deemed applicable by the college for the intended course or program. (Students who are exempt from the TSI by rules of the Texas Higher Education Coordinating Board and by the policies of Hill College are also exempt.)
3. Students must have a completed Hill College Concurrent Enrollment Form signed by the superintendent, the high school principal, or designee.
4. Students must submit an application for admission, and a current high school transcript (prior to graduation).
5. Students are expected to be enrolled in no more than two college courses each semester. The Vice President of Instruction on a recommendation of a High School Official may grant a waiver to students who wish to enroll in more than two courses.

B. Students who have completed their freshman year in an accredited high school and who seek to enroll in Career and Technical Education courses often referred to as Occupational/Vocational courses, may be enrolled in Career and Technical Education Courses through Hill College Division of Continuing Education & Corporate Training upon successful completion of the criteria listed in this section. Career and Technical Education students will **NOT** be taking courses for semester hour college credit but rather, will be earning Continuing Education Units. If a student would like to apply for semester hour credit for high school concurrent Career and Technical Education courses, upon graduation, the student must apply for admission

to Hill College and be accepted to the college. Upon successful admission to Hill College, an enrollment management specialist or academic advisor will advise the student on the best method to apply for college credit in selected areas either through departmental placement exam or other testing methods in place at the college. Hill College Policies and Procedures clearly state the mechanisms in place for award of college credit through any of the following: CLEP, AP, Departmental Exam, etc.

Technical Education Requirements:

1. Students must have a completed Hill College Concurrent Enrollment Form for Career and Technical Education Programs signed by the Superintendent, the high school principal, or designee. (MUST BE COMPLETE & SIGNED)
2. Students are expected to be enrolled in four or more instructional clock hours (i.e., 4 - 50 minute periods) of high school and no more than two Career and Technical Education courses each semester. The Vice President of Instruction may grant a waiver to students who request the opportunity to enroll in more than two Career and Technical Education courses.
3. Students must complete, sign, and date the Continuing Education Registration Form.

Some students who are enrolled for Technical and Continuing Education (CE) courses may be placed in a classroom with students who are taking the same course for regular college credit. This is a practice known as INTEGRATED classes. The CE student will have the benefit of the same instruction but is not required to participate in the same assessment instruments. Outcomes and assessments will be reviewed by the instructor, the Dean of Instruction and designated personnel.

C. Students who are enrolled in a non-traditional program of study (i.e., a home school or a non-accredited high school) and who have successfully completed their sophomore or junior year must satisfy the following:

1. Student must present an application for admission, a current transcript or notarized statement or class standing and a Hill College Early Enrollment Form signed by a high school official.
2. Present a passing score on the Texas Higher Education Assessment (THEA) test or an approved alternative assessment instrument in a least one area (mathematics, reading, or writing) as deemed applicable by the college for the intended course or program. (Students who are exempt from the TSI by rules of the Texas Higher Education Coordinating Board and by the policies of Hill College are also exempt.)

All students who participate in the Early Admissions/Concurrent Enrollment Program must maintain at least a 2.0 GPA to remain in good standing. Students will be enrolled

provisionally on a semester by semester basis. Credit will be awarded according to state, local, and institutional policies in effect at the time of enrollment. Students participating in the Early Admissions/ Concurrent Enrollment Program must submit a final high school transcript upon graduation from their high school or a GED certificate.

Veterans

Veterans are admitted on the same basis as other students. Hill College is approved for Veterans Training under the GI Bill of Rights, Public Laws 358 and 550, and under the Vocational Rehabilitation Laws.

ACADEMIC FRESH START FOR ADMISSIONS DECISIONS

Texas Senate Bill 1321 (1993) allows students who were enrolled in a postsecondary institution 10 or more years ago to seek admission to Hill College without consideration of that work. Should the student seek admission under this option, then no college courses or credits ten (10) years or older will be evaluated. (A student's Texas Success Initiative (TSI) exemption based on work completed prior to the Fall of 1989 is retained regardless of any election of Academic Fresh Start.) Students must request an Academic Fresh Start at the time of application. Students are requested to complete the Academic Fresh Start for Admissions Decision Form. Students will not be granted an Academic Fresh Start until the admission file is complete. This option does not relieve students from notifying the college of attendance at previous institutions nor of the need to submit transcripts indicating all previous course work attempted. For additional information on Academic Fresh Start, contact the Office of Enrollment Management.

ADMISSIONS COMMITTEE

College administrators, faculty, and staff constitute the Admissions Committee. The committee shall consider individual student requests for admission or readmission when the student does not meet the college's standard admission requirements. Requests for hearings are made to the Office of Enrollment Management.

CONTINUING EDUCATION & CORPORATE TRAINING

Hill College is committed to the educational and cultural development of citizens throughout its service area. The Division of Continuing Education & Corporate Training is a major expression of the college's orientation toward our mission and public service. It recognizes that people do not outgrow their need and desire to learn but rather continue throughout life to want and to seek new knowledge, understanding, and skills. The specific goals of the program are to:

1. Provide opportunities for people of all ages to enrich their cultural lives and pursue their personal interests;
2. Provide workforce education and training to adults to assist them in acquiring or upgrading technical skills leading to employment or job advancement;
3. Sponsor in-service training opportunities for area employers and professionals to satisfy organizational needs and educational requirements for licensing or credentialing; and,
4. Provide other instruction as required to meet community needs.

These programs typically consist of non-credit experiences such as short courses, seminars, workshops, and lectures. They can be custom tailored for the convenience of the student, business, or an employee and may be offered at a variety of locations. Enrollment is open to all interested individuals regardless of education background; however, a few certification courses have additional admission requirements, these include certain specialized courses, such as real estate, massage therapy, or cosmetology. Each continuing education course normally requires the payment of a small fee which is determined by the length and nature of the learning activity.

ADMISSION PROCEDURES

The procedures for entering Hill College are as follow:

1. Complete an online Application for Admission. (available at www.hillcollege.edu)
 - If you are going to live on campus, a completed dormitory application (with the \$50.00 non-refundable housing processing fee and a \$200 refundable dorm damage fee) and health forms are required. A meningitis vaccination is required a minimum of 10 days prior to occupancy. (All International Students are required to live in Hill College dormitories.)
2. Submit all required official transcripts. If you are a first- time college student, request your high school transcript be sent to Enrollment Management at Hill College. If you are a transfer student, request each college attended to send an official transcript of credits directly to Enrollment Management at Hill College. A personally delivered transcript will not be accepted as an official record unless it is delivered in a sealed college envelope. If not a high school graduate, send GED scores or contact Enrollment Management for further information.
3. Request any scores on the Texas Higher Education Assessment (THEA), Texas Academic Skills Program (TASP), ACCUPLACER, ASSET, COMPASS, American College Testing Program (ACT), or Scholastic Aptitude Test (SAT) be forwarded to Hill College.
4. Meningitis Vaccination is required for students that are 30 years or younger 10 days prior to the 1st class day. Meningitis vaccinations are valid for 5 years from the injection date. Exceptions can be made for students with a signed affidavit or certificate from a physician that states the vaccination would be injurious to the health of the student or students who sign an affidavit stating that the student declines the MV for reasons of conscience, including a religious belief. A conscientious exemption form can be found on the Texas Higher Education Coordinating Board website.
5. Advising. Degree plan and TSI requirement advising should be conducted prior to enrolling in college. The Academic Advising and Student Success Center is located on the Hill County Campus, Johnson County Campus and Burleson Center. Students can access degree plans and additional account information through MyRebel.
6. Registration is available online through MyRebel icon on the Hill College homepage. Student with holds must register in person through the Advising Center. Registration dates and information is located on the Hill College homepage.

TEXAS SUCCESS INITIATIVE (TSI)

The 78th Texas Legislature passed SB 286 repealing the Texas Academic Skills Program (TASP) and creating the Texas Success Initiative (TSI) regarding student assessment and developmental education. The TSI requires mandatory assessment for all students. The bill authorizes the Texas Higher Education Coordinating Board to prescribe assessment instruments with a statewide passing standard. The TSI requires an institution to develop an individualized plan for each student who needs to attain college readiness. The initiative allows an institution to determine when a student is ready to perform freshman-level academic coursework. The institution must make its determination on an individual basis according to the needs of the student. SB 286 requires each institution to report annually to the Coordinating Board on the success of its students and the effectiveness of its Success Initiative.

Hill College's Developmental Education Plan is designed to provide guidelines for students under the Texas Success Initiative. The following components are included in the plan: Developmental program mission, organization, program objectives, design, outcomes and policies; assessment requirements for concurrent credit high school students and college students; testing exemptions; plan for academic success; criteria for determining college readiness; re-test criteria; information for academic advising; and program reporting and evaluation. An Individual Academic Success Plan will be developed by a counselor or developmental studies faculty advisor for students who do not meet the minimum passing academic standard.

Under TSI, all students seeking a degree or level two vocational certificate are required to test unless otherwise exempt based on one of the following:

1. Earned within the last five years, an ACT composite score of 23 or higher with individual mathematics and English scores of no less than 19. ACT scores are valid for five years from the date of testing.
2. Earned within the last five years, a SAT composite of 1070 or higher with a minimum of 500 on the verbal and math test. SAT scores are valid for five years from the date of testing.
3. A student who scores at least a 2200 in math on the exit-level TAKS is exempt from math testing. A student who scores at least a 2200 in English/Language Arts is exempt from reading and writing testing. These scores are valid for three years from the date of testing.
4. Possess an Associate's or Bachelor's degree from an institution of higher education.
5. A student who transfers from a private or independent institution of higher education or an accredited out-of-state institution and who have satisfactorily completed college-level coursework in math, English, and/or intensive reading (C or higher), as determined by the institution.
6. A student who enrolls in a level-one vocational certificate program; a program of 42 or fewer semester credit hours.
7. A student serving in the military or active duty as a member of the armed forces of the U.S., the Texas National Guard, or as a member of a reserve component of

the armed forces of the United States and has been serving for at least three years preceding enrollment.

8. A student who on or after August 1, 1990 was honorably discharged, retired, or released from active duty as a member of the armed forces of the United States, of the Texas National Guard or service as a member of a reserve component of the armed forces of the U.S.
9. A student who is a non-degree or non-certificate seeking student. A casual enrichment student may enroll in up to 8 hours before testing.

To enroll as a non-degree or non-certificate seeking student, the following criteria must be met. The student:

1. Must not be seeking a degree or level-two certificate
 2. Must meet admissions requirements
 3. Cannot qualify for financial aid (PELL , student loans, work-study, etc...)
 4. Must meet all course prerequisites.
10. A student who has previously attended any institution and has been determined to have met readiness standards by that institution.

Assessment Instruments

Hill College administers the Texas Higher Education Assessment (THEA) and the ACCUPLACER instruments to assess college readiness. ASSET and COMPASS scores are accepted from other institutions.

Criteria for Determining College Readiness

There are three ways for Hill College students to meet college readiness standards:

1. Pass one of the recommended assessment instruments, e.g., Texas Higher Education Assessment (THEA), ACCUPLACER, COMPASS, or ASSET.
2. Successfully complete the sequence of the prescribed developmental education courses in the deficient area with a "C" or higher.
3. Be exempt from testing.

REGISTRATION

The registration schedule is published in the schedule of classes of each semester and on the Hill College website. Traditional fall, spring, and summer semester classes are available with mini semesters offered during the year. Registration includes completion of required forms, preparation of a class schedule, and payment of all tuition and fees. Registration can be completed by the student in person or via MyRebel.

MYREBEL

Through MyRebel, on Hill College's Home Page at www.hillcollege.edu all students may view their transcript, final grades, account status, and class schedule. Students should connect the Office of Enrollment Management for information about on-line registration.

III

FEES AND FINANCIAL AID

Visit the Hill College website at
www.hillcollege.edu
and/or contact individual departments
for changes and updates.

RESIDENCE STATUS

The legal residence of each Hill College applicant for tuition purposes will be determined by the Office of Enrollment Management. Documentation may be required.

1. To be classified as a **Texas resident** a student must clearly establish residence in Texas for the **12** months preceding their enrollment for other than education purposes.
 - (a) An **In-District** resident is a Texas resident who resides in one of the following school districts at the time of their enrollment for other than educational purposes: Abbott, Bynum, Covington, Hillsboro, Itasca, and Whitney. In addition, the Hill College Board of Regents has authorized In-District status to students who reside in one of the following school districts, which support Hill College through a maintenance tax, at the time of their enrollment for other than educational purposes: Alvarado, Cleburne, Godley, Grandview, Joshua, Keene, Rio Vista, and Venus.
 - (b) An **Out-of-District** resident is a Texas resident who does not reside in one of the school districts listed above.
2. An **Out-of-State** resident is an individual who has not resided in Texas for the 12 months preceding their enrollment at Hill College.
3. An **Out-of-Nation** resident is an individual who is not a citizen or permanent resident of the United States. Contact the Office of Enrollment Management for information on visas that are eligible for in-state tuition.

The Board of Regents of Hill College has authorized the waiver of the difference in the rate of tuition for nonresident and resident students for a person, or his or her dependents, who has owned property which is subject to ad valorem taxation by the district for at least twelve months prior to enrollment. The person, or his or her dependents, applying for such a waiver shall verify property ownership by presentation of an ad valorem tax statement or receipt, issued by the tax office of the district, prior to each enrollment.

The responsibility of registering under the proper residence classification is that of the student; and if there is any question regarding the student's correct residency classification, it is the responsibility of the student to discuss this matter with the Office of Enrollment Management.

EXPENSES

ROOM AND BOARD COSTS

Hill College has a 19 meal plan, which provides three meals a day, Monday through Friday, and two meals (lunch and dinner) on Saturday and Sunday. A meal plan is mandatory for all dorm students.

Room and board payment is required prior to moving into the dorm.

All students planning to reside in dormitories are required to pay a non-refundable \$50.00 fee. Additionally, there is a \$250.00 dorm deposit. Deposit or part deposit may be refundable if there are no damages.

Applications for housing are available in the Office of Student Life.

Please refer to the Hill College website at www.hillcollege.edu for current room and board charges. Room and board charges are subject to change without notice.

TUITION & FEE SCHEDULE

Tuition and fees are payable in full at the time of registration. Failure to make payments on time may result in student being withdrawn from classes!

Please refer to the Hill College website at www.hillcollege.edu for current tuition and fees schedule. Tuition and fees charges are subject to change without notice.

There is a \$200 surcharge for any course attempted more than twice.

PAYMENT OPTIONS

To help meet your educational expenses, Hill College is pleased to offer NBS (formerly FACTS) as a convenient online payment option. Students who choose to use NBS may select installment plans that are spread over several months, depending on the length of the semester. They may choose to make payments from their checking or savings account or by Visa, MasterCard, American Express or Discover credit cards. In addition to the variety of choices available, the student also has the convenience of paying online as soon as she or she has registered.

Payments may also be made at the business office.

The total installment payment must be paid in full on or before the date due.

1. Students who fail to make payments:
 - a. Will have a hold placed on their records;
 - b. Will be prohibited from registering for classes;
 - c. Will still be responsible for the full amount due under the contract;
 - d. Will receive no grades, awards, diplomas, and records, including but not limited to official transcripts to which they would otherwise be entitled and may be denied credit for the work done that semester.
 - e. Upon full payment of the amount due, the hold will be released.
2. Students adding courses will be required to pay the full cost for the additional courses at the time the courses are added.
3. Students dropping hours will pay installments on the basis of the original installment contract. Any and all refunds will be applied to the installment payment. (For students receiving Title IV aid, refunds will be applied in accordance with federal refund guidelines.)
4. Students withdrawing from the college must pay all tuition and fees owed. Withdrawal does not cancel or void installment payment plan contract.

REFUND POLICY

Hill College, as soon as practicable, shall refund tuition and mandatory fees collected for courses from which the student drops or withdraws. (The indicated percentages are applied to the tuition and mandatory fees collected for each course from which the student is withdrawing.) (Class days refer to the number of calendar days the institution normally meets classes, not the days a particular course meets.)

1. Coordinating Board approved semester-length courses for which semester credit hours are awarded:
 - A. A 100 percent refund is to be made for courses dropped prior to the first class day.
 - B. During the fall or spring semester or comparable trimester:
 - i. during the first fifteen class days, 70 percent
 - ii. during the sixteenth through twentieth class days, 25 percent
 - iii. after the twentieth class day, none; and
 - C. Six-week summer semester:
 - i. during the first five class days, 70 percent
 - ii. during the sixth and seventh class days, 25 percent
 - iii. after the seventh class day, none.
2. For flex entry and non-semester-length courses with a census date other than the 12th class day (4th class day for a six-week summer semester):
 - A. prior to the first class day, 100 percent
 - B. after classes begin, see table:

Drops and Withdrawals		
Length of Class Term in Weeks	Last day for 70 percent refund	Last day for 25 percent refund
2 or less	2	n/a
3	3	4
4	4	5
5	5	6
6	5	7
7	7	9
8	8	10
9	9	11
10	9	12
11	10	14
12	12	15
13	13	16
14	13	17
15	14	19
16 or longer	15	20

Separate refund schedules may be established for optional fees such as intercollegiate athletics, cultural entertainment, parking, yearbooks, etc.

Tuition and fees paid directly to Hill College by a sponsor, donor, or scholarship shall be refunded to the source rather than directly to the student.

The refund for all students receiving Title IV financial aid will be based on the last date of attendance and must be allocated in the following order: Federal Pell Grant Program, Federal Supplemental Educational Opportunity Grant Program, Student.

All other refunds will be made in accordance with state refund policies as published herein.

TREATMENT OF TITLE IV AID WHEN A STUDENT WITHDRAWS

The law specifies how a school must determine the amount of Title IV program assistance that you earn if you withdraw from school. The title IV programs that are covered by this

law at Hill College are: Federal Pell Grants, Academic Competitiveness Grants, Stafford Loans, PLUS loans, and Federal Supplemental Educational Opportunity Grants (SEOG).

When you officially withdraw during your payment period the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or Hill College or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a prorated basis. For example, if you completed 30% of your payment period, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period, you earn all the assistance that you were scheduled to receive for that period.

If you did not receive all the funds that you earned, you may be due a post withdrawal disbursement (PWD). If the PWD includes loan funds, Hill College must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you do not incur additional debt. Hill College may automatically use all or a portion of your post-withdrawal disbursement (including loan funds, if you accept them) for tuition, fees, and room and board charges (as contracted with the school). For all other school charges, the school needs your permission to use the PWD.

Hill College must also get your permission before it can disburse directly to you any Title IV grant funds that are part of a post-withdrawal disbursement.

There are some Title IV funds that if you were scheduled to receive cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any FFEL funds that you would have received had you remained enrolled past the 30th day.

If you receive (or Hill College or your parent receives on your behalf) excess Title IV program funds that must be returned, your school must return a portion of the excess equal to the lesser of:

1. your institutional charges multiplied by the unearned percentage of your funds,
or
2. the entire amount of excess funds

The school must return this amount even if it didn't keep this amount of your Title IV program funds.

If your school is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS

Loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that you must return is called an overpayment. The amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You must make arrangements with the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that the school may have. Therefore, you may still owe funds to the School to cover unpaid institutional charges. Hill College may also charge you for any Title IV program funds that the school was required to return. If you do not already know what the refund policy is, you can ask the school for a copy. Your school can also provide you with the requirements and procedures for officially withdrawing from school.

UNOFFICIAL WITHDRAWALS AND TREATMENT OF TITLE IV AID

If a student who began attendance and has not officially withdrawn fails to earn a passing grade in at least one course offered over an entire period, Hill College must assume, for Title IV purposes, that the student has unofficially withdrawn, and use the midpoint of the semester in the calculation to determine the amount of Title IV assistance earned. If the school can verify the student's last date of attendance at an academically related activity that is beyond the midpoint of the semester that date can be substituted, in the calculation, for the midpoint date.

If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at www.studentaide.ed.gov.

OVERDUE FINANCIAL OBLIGATIONS

All accounts must be paid when due. Before the end of each semester or term, each student should determine that all accounts are paid. Non-payment of any such accounts will be entered on the student's record, and the Office of Enrollment Management will withhold any grades, credits, diplomas, and other benefits until the obligation is discharged.

The student may be dropped from the rolls for nonpayment of any financial obligation. A service fee is charged for each bad check.

FINANCIAL AID

The purpose of financial aid at Hill College is to provide financial assistance to any student who might be denied a college education because of insufficient funds (*based on documented need*). In addition to need-based assistance, Hill College offers a number

of scholarships designed to recognize a student's academic, vocational, and/or athletic ability. These scholarships are awarded on the basis of ability and participation in specific activities. Information and applications are available in the Office of Enrollment Management. Any student, upon request, may review a copy of documents describing the institutions accreditation, approval, and licensing bodies by contacting the Office of the Vice President of Instruction or the Office of the President.

Early Admissions, Concurrent Enrollment, or students not determined to be a Regular student (as per Hill College's catalog description) are not eligible for student financial aid.

DEADLINES

FAFSA Applications for Federal Financial Aid should be submitted by the priority dates of by **July 1st** for the fall semester, **November 1st** for the spring semester, and **April 1st** for the summer semester. For the purpose of Federal Financial Aid, summer is treated as one term and the Federal Aid used will be considered as continuation of the prior award year.

If the student's financial aid is not available on the date of registration, the student is then held responsible for tuition and fees. Students needing financial assistance should return all requested documentation on or before the stated deadlines or the deadline noted on school correspondence.

For the purposes of federal financial aid the two summer terms are considered one semester.

Student loans will not be awarded after the last day to receive a "W" for any semester. These dates are published in each semester's class schedule.

FEDERAL ASSISTANCE

Federal Pell Grant- Federal Pell Grants are available to eligible undergraduate students who have not yet received a bachelor's degree or a professional degree, are enrolled as a regular student in a degree or certificate program, meet program eligibility requirements, and have submitted a valid Student Aid Report. Students must establish grant eligibility by participating in a face to face class prior to census date (12th class day). Students participating in online classes must establish grant eligibility prior to census date (12th class day) by submitting a post, submitting an assignment, or by the criteria set forth by the instructor. Award amounts adjust according to the number of hours a student is enrolled in and the award will adjust down when a student does not establish eligibility as described.

Effective 7-1-2012 Ability to Benefit (ATB) assistance for students without an official high school transcript, valid GED scores, or official college transcript(s) will no longer be available. Students using ATB that were enrolled prior to 7-1-2012 will still be eligible for the benefit if meeting satisfactory academic progress. A student may be eligible to enroll

at Hill College on individual approval but would not be eligible to receive financial aid. Please contact enrollment management if you have further questions

The eligibility criteria are demonstrated by financial need. Students planning to attend Hill College must complete the Free Application for Federal Student Aid (FAFSA). The results of this application will produce a dollar amount that the student and/or the families are reasonably expected to contribute toward the students educational expenses. This amount is called the “Expected Family Contribution” or EFC. It is subtracted from the estimated cost of education determined by the school resulting in what is called demonstrated NEED. The EFC, along with a student’s enrollment status and the length of his or her program of study, determine the student’s award. Students may receive aid up to this amount of need but may not exceed it. Grant funds do not have to be repaid, unless a student who received Title IV funds withdraws, is dismissed or stops attending classes prior to the 60% point in the semester, then he/she may owe funds back to the Department of Education and/or Hill College. See Unofficial Withdrawals and the Treatment of Title IV Funds for grades of all F’s in the student handbook.

Clock Hour Programs – Students planning to enroll in one of the following clock hour programs should be aware that clock hour programs could affect the amount of your Title IV grants and loans. It is the student’s responsibility to discuss clock hour programs with Enrollment Management and the program instructor. Clock hour programs include: Cosmetology, Emergency Medical Services, Fire Academy, LVN Programs, and Police Academy.

Application Procedures

There are three (3) options to complete a FAFSA. On all applications Hill College must be identified as one of the schools that are eligible to receive the information. The identification number for Hill College-Hillsboro is 003573 and Cleburne is E00935.

Option 1 FAFSA on the Web

Hill College recommends that a student complete the Free Application for Federal Student Aid (FAFSA) via the web. The address is www.fafsa.ed.gov. This process allows the student to enter new applications or enter renewal applications.

Option 2 Mail FAFSA to the Federal Processor (Student must call 1-800-433-3243 to request a paper FAFSA)

Mail the Free Application for Federal Student Aid to the federal processor per directions on the application. A student should receive a Student Aid Report (SAR) in approximately 4 to 6 weeks either by mail or email (if an email address was given on the FAFSA).

Option 3 Electronically Filing at Hill College

Hill College provides computers for electronic filing through the Office of Enrollment Management in Hillsboro or in the college library on the Cleburne Campus. No fee is charged for this service.

After receiving the information from the processor, the financial aid office will alert the student by email to the information that is needed to complete his or her file. Financial Aid awards will not be made until the student's file is judged complete by Enrollment Management. Students are recommended to set up their Hill College email account and review it often.

Determination of Financial Need and Eligibility

The amount of financial aid that a student is eligible to receive will be determined by the "Estimated Family Contribution" (EFC) that is calculated by the Federal processor and which appears on the SAR and/or ISIR. This is the amount that a student and/or his or her family are expected to contribute towards the cost of meeting their educational expenses. Another factor that determines the amount of aid that will be received is the "Cost of Attendance" or "Cost of Education." This is the amount, as determined by federal and state guidelines, that it will cost the "average" student to attend Hill College per year (based on a 9-month budget). If you feel that you may have extenuating circumstances which might warrant additional expenses being added to your "Cost of Attendance" budget, contact the Office of Enrollment Management.

Federal Campus-Based Programs

Federal Supplemental Educational Opportunity Grants (SEOG)--This grant is for undergraduates with exceptional need, that is, students with the lowest Expected Family Contribution (EFC) who are also Pell Grant recipients. SEOG is awarded on a first come-first serve basis. The student's enrollment status on census date will determine the amount of the award. The funds do not have to be repaid, unless a student who received Title IV funds withdraws, is dismissed or stops attending classes prior to the 60% point in the semester, then he/she may owe funds back to the Department of Education and/or Hill College. See Unofficial Withdrawals and Treatment of Title IV Aid.

Federal Work-Study Program (FWS)--The purpose of the Federal Work-Study Program is to give part-time employment to students who need the income to help meet the cost of postsecondary education and to encourage FWS recipients in community service activities including *America Reads*. A student must have "financial need" to be eligible for a FWS position. The student's cost of attendance must be more than the amount of his or her Expected Family Contribution (EFC) as calculated by the Federal Need Analysis Methodology. The pay rate is above the minimum the law requires (subject to change). A portion of Federal Work-Study funds will be used to fund workers for community service employment. A small percentage of Federal Work-Study money is made available to less than full-time students. A student must be enrolled in at least six hours to be eligible. Upon request from the student, payment of FWS funds can be made directly to the student's account to offset any unpaid institutional balance.

The general conditions and terms applicable to any employment provided to a student as part of the student's financial assistance package are available for inspection in the

Financial Aid Office, and a copy is given to those who apply for and/or receive Federal Work-study. Work-Study students have the option to sign a statement that allows the payroll department to apply their earnings toward their unpaid bill. The student has a right to rescind this statement at any time.

All awards from financial assistance programs funded by the federal or state government are administered according to laws and regulations governing those programs. Policy and guidelines are subject to change as required by federal, state, or institutional policy and guidelines.

William D. Ford Loan Program (DL)—Students interested in applying for a student loan will be required to complete a FAFSA, Master promissory Note and Entrance counseling. Entrance counseling (www.studentloans.gov) and the FAFSA (www.fafsa.ed.gov) are required each academic year. The Master promissory Note requires a signature once every ten years. If no disbursement is made within one year of signing, then the student will be required to sign a new Master promissory Note. Entrance and Exit counseling are required for the loan program. Policy and guidelines concerning loan counseling are ongoing and subject to change. Please refer to the website for the latest instructions on loan procedures. Repayment on a student loan begins 6 months after one of the following events: 1) the student graduates, 2) ceases to be enrolled at least 6 credit hours (half-time status) or 3) is no longer at Hill College. Exit counseling is then required by the student.

Loan checks will not be released for 30 days after class begins for first-year, first time borrowers. Contact the Office of Enrollment Management for additional information.

Student loans will not be awarded after the last day to receive a “W” for any semester. These dates are published in each semester’s class schedule.

Students must have established eligibility prior to the 12th class day to benefit from student loans. To establish eligibility a student must have participated in a face to face class and/or participated in an online class by submitting an email, assignment, post, or by the criteria as set forth by the instructor and be enrolled in a minimum of 6 hours.

Satisfactory Academic Progress Standards (SAP)

All students receiving federal and/or state financial aid must demonstrate satisfactory academic progress (SAP) in accordance with institutional, state and/or federal guidelines. All periods of enrollment at Hill College must be counted, including semesters where the student did not benefit from financial aid. There are three components included in the standards that compose satisfactory academic progress: cumulative grade point average (GPA), successful completion of courses, and time frame.

- Financial Aid Minimum Grade Point Average (GPA)
A cumulative GPA of at least 2.0 must be maintained upon the completion of each semester. Grades of A, B, C, D, F, and S will be included. Grades of W, and I are

not included in the GPA. Transfer hours will be included in the cumulative financial aid GPA calculation when the grades are posted on the Hill College transcript. For financial aid calculation purposes, remedial classes are counted in the GPA

- **Successful Completion Rate**
67% of all hours attempted each semester must be completed to successfully maintain satisfactory academic progress (SAP). Hours attempted are measured according to enrollment on census date. Grades of F, W, and I are counted towards total hours attempted but not successfully completed each semester. For financial aid calculation purposes, remedial classes are counted in the completion rate.
- **Maximum Time Frame**
Federal guidelines stipulate that the maximum time frame for successful program completion may not exceed 150% of the published length of the program. Transfer hours will count in the maximum time frame allowed. Repeated credits and remedial classes are counted in the maximum time frame calculation. Students who exceed the 150% maximum time frame limit will no longer be eligible to benefit from financial aid at Hill College.
- Students may change majors while attending Hill College. However, excessive major changes can result in a suspension status. It is the student's responsibility to contact Enrollment Management when a major is changed to determine remaining aid eligibility.
- There is a limit of 27 total hours for remedial course work. Remedial hours attempted beyond the 27 hour limit will not be included in course load for determining enrollment status for Title IV payment purposes.

Blank grades or I's will be considered failing until a letter grade replaces the incomplete or blank grade and will count in the completion rate. Students are responsible for advising the financial aid office when I's have been completed.

The grade of "D" will be considered failing in the Vocational Nursing program. However, a grade of "D" is considered passing for financial aid and will be considered as such for financial aid satisfactory academic progress.

If a student passed a class once, then is repaid for retaking it, and fails the second time, that failure counts as their paid retake, and the student may not be paid for retaking the class a third time.

For questions, please contact Enrollment Management or review 34CFR668.2(b).

In addition to the standards indicated above, the Financial Aid Administrators may use professional judgment to terminate financial aid eligibility. This may occur in a situation such as when a student falls extensively below a satisfactory academic standard and does not have a reasonable chance to meet the standard requirements by the end of the semester, or when a student fails all of their courses in a term.

Evaluation of Satisfactory Academic Progress Standards (SAP)

Academic progress is evaluated at the end of the fall, spring, and summer semesters. All students receiving Title IV aid will be evaluated regardless of the number of hours enrolled. All course work will be evaluated whether or not the student received financial aid.

Students not meeting financial aid SAP are notified by email on their Hill College student email account. Students may also view their financial aid SAP status on their Campus Connect account. Students are responsible for checking their student email account, Campus Connect, or MyRebel for communication concerning file completion, award acceptance, and SAP.

- **Financial Aid Warning**
This is a warning semester. Students who fail to meet one or more of the SAP standards during a long semester will be placed on financial aid warning. Students on warning will be eligible to receive financial aid during the next semester.
- **Financial Aid Suspension**
Students currently on warning, and who fail to meet one or more of the stated SAP standards will be placed on financial aid suspension. Students on financial aid suspension will not benefit from financial aid, including student loans until the minimum SAP standards are met. Students on financial aid suspension are encouraged to continue their enrollment at Hill College. The student is responsible for payment of courses.
- **Re-Entry**
Students who are currently on suspension can regain an eligible status by enrolling at Hill College and successfully completing 12 credit hours with a 2.0 GPA and a 67% completion rate. These students are responsible for alerting the financial aid administrators of their success. The financial aid staff will evaluate the student's progress. If a favorable SAP status has been acquired, the student will be placed on financial aid probation. If the student remains above the minimum standards for the next long semester, the probation status will be removed.
- **Students are responsible for notifying the financial aid administrators when they believe they have met the standards of satisfactory academic progress.**
- **Academic Plan**
Students requesting an appeal that would not be able to reach financial aid SAP by the end of the next semester may be considered for an Academic Plan (AP). Placing a student on an AP requires a review of the selected major and determining a time in the future when the student will meet financial aid SAP. The student will be required to meet with the financial aid processor to discuss the class requirements and to sign off indicating he/she understands the requirements. The student will be required to meet with the processor at the end of each semester.. If it is determined that the requirements for the semester were not met the student is no longer eligible for financial aid until the minimum SAP requirements are met. The student will be on probation until financial aid SAP minimums of 2.0 GPA and 67% completion rate is met.

Appeal Procedure

Students not meeting SAP are notified by email with information on how to file an appeal. The application for an appeal is found on the Hill College website under quick links. The appeal status may also be checked online. An appeal request should be completed at least 45 days prior to the end of the semester that the student is requesting financial aid. Students should be prepared with an alternate payment plan for tuition, fees, books, and supplies.

Appeals may be requested for, but are not limited to the following circumstances: personal tragedy; significant illness or injury; death of a family member; change in degree/major; or lapse of time since your previous enrollment at Hill College.

The appeal will be reviewed by a financial aid administrator and the student can view the status online. If the appeal is approved, financial aid eligibility will be restored for the next semester.

Students are responsible for checking their student email account, Campus Connect, or My Rebel for communication concerning file completion, award acceptance, and satisfactory academic progress.

If an appeal is denied, the student must complete a minimum of 12 Hill College hours, earning a 2.0 or better and a 67% completion rate prior to submitting a second appeal.

Dropping or Withdrawing from Courses

Reducing a student's enrollment during any semester may have significant penalty. If a student is considering dropping one or more courses or withdrawing from college after their financial aid has paid or after the end of the drop and add period, the student should contact the financial aid office to determine how this may affect their financial aid. This may include the following: 1) the student may be required to return some or all of the financial aid paid to their student account determined by the federally required return to Title IV process, 2) the student may be considered "deficient in attempted hours"; and, therefore, not making SAP progress, and 3) the student may go into repayment on federal loans if the student is enrolled less than ½ time for a period of time greater than the 6 month grace period or the grace period may be lost.

STATE ASSISTANCE

Texas Public Educational Grant (TPEG) – This grant may be available to students who are enrolled and have established "need" and in relation to the availability of funds. Hill College uses the results established by the Free Application for Federal Student Aid (FAFSA) as a basis to establish need. The student's enrollment status on census date will determine the amount of award.

Some TPEG funds are available to out-of-state students who have established “need” and meet eligibility requirements.

TEXAS Grant – Beginning with the 2014-2015 school year, community college students are no longer eligible for initial year TEXAS Grant awards. Community College students eligible for renewal year TEXAS Grant awards should contact Enrollment Management prior to enrolling in classes.

TEXAS Equal Opportunity Grant – To receive a TEOG award, students must be a Texas resident, enroll at least half-time in the first 30 hours of a certificate or associate degree plan at a two-year institution, show financial need by completing the Free Application for Federal Student Aid (FAFSA), complete their financial aid file and their admissions file, not be convicted of a felony or crime involving a controlled substance, and not have an associate’s degree or baccalaureate degree. Students who continue in college and who meet program academic standards can receive awards for up to 75 semester credit hours for four years, or until they receive an associate’s degree, whichever comes first. The academic requirements for continuing in the program are completion of at least 75 percent of the hours taken in the prior academic year, plus an overall financial GPA of at least a 2.5 on a 4.0 scale (subject to change). Transfer students eligible for renewal year awards should contact Enrollment Management and advise of their eligibility.

State Work-Study – This program provides a limited number of work opportunities for eligible students who are Texas residents and are not receiving an athletic scholarship.

Vocational Rehabilitation – The Texas Educational Agency, through the Vocational Rehabilitation Division, offers assistance for tuition and fees to students who are vocationally disabled as a result of being physically or mentally disabled. For further information, contact Vocational Rehabilitation, 2205 Austin Avenue, Waco, Texas or the TRC in your area.

Texas Exemptions and Waivers – The State of Texas and Hill College provide and fund several tuition and/or exemption and/or waivers. Interested students should contact the Office of Enrollment Management for additional information. Exemptions and waivers include, but are not limited to the following:

- Blind and Deaf Students
- AFDC or TANF
- Children of Disabled Fireman and Police Officers
- Competitive Academic Scholarships for Nonresident Students
- High School Valedictorians
- Senior Citizen (65 and over)
- Students in Foster Care or other residential care
- Firefighter Tuition Exemption

Benefits for Texas Veterans

Honorably discharged Texas veterans whose educational benefits from the Veterans Administration have been used up or lapsed may be entitled to free tuition under the state law. Texas Veterans who have exhausted their educational benefits may attend Hill College under the Hazelwood Act. All students qualifying for the Hazelwood Veteran's benefits will be exempt from tuition and educational related fees up to a maximum of 150 credit hours. Student service fees and late charges will be the responsibility of the student and are to be collected at registration.

Requirements:

1. Qualify as a Texas resident
2. Was a Texas resident at the time of entrance into the service
3. Have an honorable discharge
4. Have a copy of discharge papers (DD214) on file in the Financial Aid Office
5. Present proof of ineligibility for educational benefits from the Veteran's Administration
6. Present proof of ineligibility for the Pell Grant or Supplemental Educational Opportunity Grant
7. Have served 180 days beyond basic training

Veterans should contact the VA representative in the Office of Enrollment Management for application procedures and to determine eligibility.

HILL COLLEGE INSTITUTIONAL SCHOLARSHIPS

Students and/or prospective students may be eligible for institutional scholarships based on academic and/or vocational excellence, achievement, or ability in various activities such as athletics, band, choir, music, drama, and rodeo. Some scholarships are based on financial need of the student (determined by the FAFSA); others have specific requirements as stipulated by the donor. For scholarship information, please go to the Hill College website at www.hillcollege.edu or contact the Office of Enrollment Management in Hillsboro or Cleburne. The deadline for applying for academic and endowed scholarships is **July 1st**. These scholarships are awarded on a yearly basis and must be reapplied for annually.

Academic Scholarships—Students with a GPA of 3.0 or better, on a 4.0 scale, can apply for an academic scholarship. Applications are available on the Hill College website. Application deadline is July 1.

Endowed Scholarships--Hill College offers several endowed scholarships. Scholarship applications are available on the Hill College website.

Activity/Departmental Scholarships--Hill College awards scholarships based on ability and/or participation in band, choir, drama, art, forensic/ debate, and for other activities as

designated by the college. Scholarship awards are made by the director or department of each individual program.

Athletic Scholarships--Scholarships in programs such as men's and women's basketball, men's and women's rodeo, men's and women's soccer, women's softball, men's baseball, women's volleyball are awarded based on ability and/or participation in the program. These scholarships are awarded by the coach or director of the program.

Non-Institutional Scholarships--These scholarships are awarded to individuals by organizations and/or entities outside the institution. Organizations and/or individual recipients are responsible for notifying Hill College by **August 1** in order for the award to be credited to the student's account in time for registration. Non-Institutional scholarships and/or awards will be credited to a student's account only after there is a signed statement from the donor stating that payment will be made directly to the college.

Other Benefits

Depending upon individual qualifications, students may receive benefits from the Veteran's Administration, Bureau of Indian Affairs, Social Security Administration, Workforce Investment Act (WIA), or Texas Rehabilitation Commission. Students interested in these benefits must see each organization respectively.

Veteran's Benefits and Services

Hill College is approved for Veterans Training under the GI Bill of Rights, Public Laws 358 and 550, and under the Vocational Rehabilitation Laws. The Office of Enrollment Management and the Business Office are prepared to render assistance to the veteran in applying for his/her educational benefits. Veterans should make arrangements for admission to Hill College and application for veteran's benefits as far in advance of the contemplated registration date as possible. As enrollment certifications are not mailed to the Veterans Administration until after the official census date of each term, VA students should be prepared to pay their tuition and fees at the time of registration.

Federal, State, and/or Hill College Financial Aid Policies and Procedures are subject to change. For the most up-to-date version of policies and procedures, visit our website at www.hillcollege.edu.

IV

STUDENT INFORMATION

Visit the Hill College website at
www.hillcollege.edu
and/or contact individual departments
for changes and updates.

STATEMENT OF EQUAL OPPORTUNITY

Hill College is committed to the principle of equal opportunity in education and employment. The college does not discriminate against individuals on the basis of age, race, color, religion, sex, national origin, disability, or veteran status in the administration of its educational programs, activities, or employment policies.

The College District prohibits discrimination, including harassment against any student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy and is prohibited.

REGULAR STUDENT

A regular student is one that: is admitted into an aid eligible program and is seeking a degree in that program at your institution, is not enrolled in secondary school at the time they are receiving the aid, has either a HS diploma or GED AND is over the age of compulsory education in the state the institution is located in.

TRANSIENT STUDENT

A Transient Student is one that: does not meet the requirements of a regular student and is a student at a private or out of state institution of higher education wishing to take classes for a non consecutive semester at Hill College while away from their school and not seeking a degree from Hill College. Exempt from TSI.

NON DEGREE SEEKING STUDENT

Non Degree Seeking Student is one that: does not meet the requirements of a regular student and is, wishing to take classes for a non consecutive semester at Hill College while away from their school and not seeking a degree from Hill College. TSI liable.

CASUAL STUDENT

A Casual Student is one that: does not meet the requirements of regular student and is wishing to take up to 8 credit hours, is not seeking a degree and is not enrolled at another institution of higher education. A casual student is exempt from TSI and cannot take TSI eligible courses until becoming a regular student.

ACADEMIC ADVISING AND SUCCESS CENTER

Hill College has a staff of professional advisors to help students make educational and career decisions, select courses, adjust to college life, understand transfer requirements, improve study skills, and develop personally and socially. Advisors can arrange for testing to identify the student's abilities, special aptitudes, interests, values, and personality traits. Information concerning employment opportunities in various fields is

available. For the student who intends to pursue a four-year program, catalogs from many colleges/universities and other resources are available. Other services available include tutoring, individualized workshops, and seminars.

TESTING

Hill College is a testing center for the American College Testing (ACT) Program, the General Educational Development (GED) Program, is a limited test center for the College Level Examination Program (CLEP) and is an approved Pearson VUE testing center.

Hill College is also a testing center for the Texas Higher Education Assessment, Quick THEA, and ACCUPLACER tests. According to the guidelines set forth by the Texas Success Initiative (TSI) college readiness program, these exams are utilized as placement instruments for the Hill College Developmental Education Plan. Hill College offers the Quick THEA, and ACCUPLACER on a regular basis to fulfill TSI requirements.

The HESI A2 and/or Critical Thinking (Health Education Systems, Inc.) assessment test is required by the Hill College Health Science department for possible selection in the Associate Degree Nursing Program, ADN Transition Program, Vocational Nursing Program and the Diagnostic Medical Sonography/Echocardiography Program, Emergency Medical Services Professions. These exams are scheduled and proctored through the Hill College Testing Centers. Additional services are available for online testing, correspondence test proctoring, instructional testing, accommodations testing and testing for other institutions.

The Centers are located at the Johnson County and Hill County campuses. Please contact the Hill College testing center nearest you for more information about current tests available or to schedule an appointment. All tests are given by appointment only.

Please note: Additional testing information, contact names and phone numbers, and websites for the national test providers listed above can be accessed by visiting the Hill College Testing Centers webpage at: www.hillcollege.edu/StudentServices/index.aspx?id=common/testing.

STUDENT SUPPORT SERVICES PROGRAM

Hill College sponsors the Student Support Services program, a federal TRIO Project funded by the United States Department of Education. The program targets 175 students who are identified as economically disadvantaged, disabled, or first generation college students. The objective of the program is to retain participants in good academic standing in order to facilitate graduation and further educational goals at institutions of higher learning.

Services provided include career planning/interest testing, four-year university transfer assistance, individual/group advising, comprehensive academic advisement, financial aid assistance, cultural/educational activities, individual/group tutoring (free of charge),

standardized testing to determine specific learning needs, study skills information, developmental studies instruction in reading, English, math, study skills, and English as a Second Language, referrals to agencies and resources, student orientation, and services for students with disabilities.

SUPPORT SERVICES FOR STUDENTS WITH DISABILITIES

Hill College is aware of and deeply concerned with the unique challenges that face the disabled student. The College is committed to reducing and/or eliminating the barriers that these students encounter. The Office of Student Services through the Academic Advising and Success Center coordinates the physical and academic support services for any student who has special needs because of a temporary or permanent disability. The Office of Student Services and the Academic Advising and Success Center work closely with Texas Department of Assistive and Rehabilitative Services, related federal agencies, and other organizations that provide service and aid to the disabled in order to provide the fullest range of services possible.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 prohibit discrimination in the recruitment, admission, and treatment of students with disabilities. Students with qualified and documented disabilities may request accommodations which will enable them to participate in and benefit from educational programs and activities. Students requesting accommodation must provide documentation of the disability (as appropriate), complete an application for special accommodation/modification, and the student must schedule and participate in an interview with a Hill College advisor in order to review the request for accommodation, determine appropriate services and/or accommodations, and plan their educational program.

Successful accommodation often requires advance planning. Students must make early contact (by the 6th week of a long semester) with the Academic Advising and Success Center in order to identify needs and to ensure that services will be available in an effective and timely manner.

CARL PERKINS PROGRAM

A Personal Development and Career Awareness Program

Hill College sponsors a Personal Development and Career Awareness Program which is funded by a federal grant under the Carl Perkins Vocational Education Act.

This program is designed to help special populations including the disabled, economically/educationally disadvantaged, persons with limited English proficiency, single pregnant women, single parents, individuals in non-traditional fields, and displaced homemakers. The program is designed to help individuals inventory their strengths and prepare for future employment and career opportunities.

Several workshops are offered throughout each semester and include topics such as study skills, problem solving skills, decision making skills, parenting skills, test taking skills, career planning, financial aid information, time management, stress management, job search and interviewing techniques, resume writing, goal setting and motivation techniques.

Students can participate in computer assisted occupational inventories, job interviews, assertiveness training, and activities designed to encourage positive attitudes toward success. The program is also designed to help individuals identify and work toward their career potential. Services offered by the Carl Perkins Program are of no charge to the students.

Limited funds are available to provide reimbursement to qualified career and technical education students for child care or transportation if they enroll at Hill College and meet specific requirements. (Child care must be provided by a licensed or registered day care facility.) Call 254/659-7500 in Hillsboro or 817/760-5500 in Cleburne for details.

THE LEARNING CENTER

The Learning Center is designed to provide students with the basic skills needed to achieve success in college-level courses and to pass TSI requirements. The students served are those who may have test scores that reflect a need for skill building in any or all of the developmental courses, or those students who feel the need to review and develop basic educational skills because of an extended lapse of time since completion of previous schooling. Currently, developmental education courses are offered in math, reading, writing, and ESL.

The instructional formats vary and include individualized, self-paced and lecture approaches. Developmental classes and other support programs are specifically designed to help students gain the skills and self-confidence needed to successfully complete credit courses. Since the fall of 1989, the implementation of Texas House Bill 2182 (TSI) mandated that students who are not ready for college-level courses must take developmental classes.

In addition to the courses, the Learning Center also offers a writing lab used by the freshman composition classes on a referral basis. Basic study skills and test-taking skill seminars may also be scheduled during the semester.

CAREER SERVICES

Hill College provides career services in an effort to assist students seeking either full- or part-time employment. These services include online job search, online job board, area and region wide job fairs, contacts with local and area businesses including monthly updates from Chambers of Commerce about the job market, online and paper Occupational Outlook Handbook, resume writing, interviewing techniques, and on site job interviews.

HEALTH SERVICES

While there are several first aid kits available throughout the campus and the branch campus, Hill College provides no on-campus facilities for treatment of illness or injury. In the event an emergency situation should arise which requires immediate medical attention, local medical emergency services should be contacted (911).

HOUSING

Hill College provides modern, air-conditioned, apartment type housing for men and two residence halls for women students. Residence halls consist of spacious, modern suites with window blinds, furnishings, and resident managers. Special arrangements have been made to accommodate handicapped students in designated rooms. All Hill College students who live in the Residence Halls are required to eat in the college cafeteria. Any exception must be approved. All International Students are required to live in the Hill College dormitories. Any exceptions must be approved by the Associate Dean of Students.

Each student must complete an application for college housing and pay a damage deposit of \$250 and a \$50 nonrefundable room fee in order to reserve a room. They must also submit a RBI form so that a background check may be performed. Room assignments are made on the basis of student preference where possible; therefore, early application is desirable. Where no preference is expressed, room assignments are made as applications are received without regard to age, race, religion, sex, national origin, disability or veteran status in the administration of its educational programs, activities, or employment policies. The college reserves the right to make reassignments of rooms or roommates as the need arises.

All residence halls will be closed during Thanksgiving, Christmas, between semesters, Easter, and spring break. Food service is not available during these times and additional charges will be incurred for students remaining in the residence halls.

LOST OR DAMAGED PROPERTY CHARGES

Students may be charged for loss of or damages to college property for which they are responsible. Non-payment of these obligations will result in the withholding of grades, transcripts, or graduation.

STUDENT INSURANCE

Student insurance is available to those students who desire insurance by the semester or annually. Information may be obtained from the Office of the Vice President of Student Services.

STUDENT ACTIVITIES AND ORGANIZATIONS

The college program of activities is designed to give students the opportunity for self-expression, to increase interest in academic courses, to promote good citizenship, and to provide wholesome recreation. The activities calendar of the college is planned by each campus's Student Government Association under the supervision of their advisor.

THE ACTIVITIES CALENDAR

The Activities Calendar is planned by the Student Government Association, class organizations, and other student activity groups. Social activities are under the supervision of the respective Student Services official with their prior approval. Student activities will not be scheduled during the week of or preceding semester examinations.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association represents the entire student body. It conducts all student body elections, plans most of the social activities, and handles other matters pertaining to the student welfare.

CLUBS

Campus clubs are organized to develop leadership, to foster cooperative group activity, and to meet social needs. The clubs to be organized during the year depend upon the interests of the students.

The following clubs are active during the school year:

Baptist Student Ministries
Drama Club
Phi Theta
Sigma Phi Omega
United Christian Fellowship
Young Democrats Club

HONOR SOCIETY

Phi Theta Kappa

The Nu Xi Chapter of Phi Theta Kappa was chartered by Hill College on November 17, 1964. Phi Theta Kappa is the international honorary scholarship society for community and technical colleges. The purposes of the society are to promote scholarship, develop character, and cultivate fellowship among the students of the junior colleges of the United States. To be invited to become a member of Phi Theta Kappa, a freshman must have a grade point average of 3.4; a sophomore must have a grade point average of 3.2; the student must be working toward an Associate Degree, and have the approval of a faculty committee which appraises the qualifications, character, and leadership qualities of the

student. To remain a member of Phi Theta Kappa, a student must maintain a 3.0 grade point average.

THE HILL COLLEGE BANDS

The Hill College Symphonic Wind Ensemble is the primary instrumental music organization on campus. Membership is open to any student having previous band experience or by the approval of the director. All performances are concert in nature.

Smaller ensembles are drawn from the membership of the main performing organization. These include the Jazz Laboratory Band and the Jazz Ensemble.

All of the instrumental groups yield college credit.

THE COLLEGE CHOIR

The Hill College Chorale is the primary performing vocal music organization on campus. Membership is open. Smaller specialized ensembles are by audition. The chorale and various ensembles perform locally and at various state-wide functions.

THE HILL PLAYERS

The Hill Players are made up of students majoring in or interested in the field of drama. The group produces at least one major production each semester, along with a number of one-act plays and programs performed for local clubs and organizations. To be eligible for participation, a student should enroll in DRAM 1120, since rehearsals are held during the scheduled meeting of this class.

ATHLETICS

Hill College participates as a Division I member of the National Junior College Athletic Association (NJCAA) in Region V. The region is comprised of Division I schools in North and West Texas as well as New Mexico. Our programs have won several North Texas Junior College Athletic Conference Championships and consistently compete in the play-offs with several trips to the National Championships.

Hill College competes in women's volleyball, soccer, basketball, and softball, and fields men's teams in basketball, soccer, and baseball.

RODEO

Hill College is a member of and competes in the Southern Region of the National Intercollegiate Rodeo Association (N.I.R.A.). The rodeo team has been very successful since the team's beginning in 1977. Hill College has consistently had one of the largest rodeo programs in the country with around seventy competitors every year.

Horse stalls and a practice facility are furnished for team members. Numerous scholarships are available for students who participate in the Rodeo Program.

STANDARDS OF CONDUCT

The college student is considered a responsible adult. The student's enrollment indicates acceptance of those standards of conduct which appear in the Student Handbook and Residence Hall Guide. A copy of the handbooks may be obtained from the Office of the Vice President of Student Services.

OFFICIAL SUMMONS

Administrative officers of the college may request that a student come to the office to discuss matters concerning records, financial affairs, conduct, educational programs or other affairs. These requests are OFFICIAL SUMMONS. Failure to respond to an Official Summons may result in formal disciplinary action.

ABSENCE POLICY

Refer to individual course syllabus and outline for each class. It should be remembered that absences always result in work being missed and that in spite of the best efforts of both the instructor and the student, this usually means that grades will suffer.

RELIGIOUS HOLY DAYS & STUDENT ABSENCES

In accordance with Section 51.911, Texas Education Code, Hill College shall allow a student who is absent from class for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the 15th calendar day after the first day of the semester, the student notifies the instructor of each class the student had scheduled on that date that the student would be absent for a religious holy day.

In order for the absence to be considered as "Excusable," the religious organization must meet the requirements as outlined in the Education Code 51.911-Section 1 as enacted by the Texas Legislature.

STUDENT RECORDS

A permanent record is defined as one's accumulated record including data confirming a student's eligibility for admission and proof that registration requirements have been met. The procedures for the preparation and maintenance of all records are thorough and in keeping with standard practices. The permanent records are kept in the Office of Enrollment Management.

Personal Information about Students. College personnel are often called upon by outside agencies to give personal information concerning a particular student. When such requests are made, the college may:

1. Indicate whether or not the person is a student of the college;
2. Indicate the length of time that the individual has been a student;
3. Indicate whether the person is a full or part-time student;
4. Indicate degrees and awards received; or,
5. Provide other directory information.

Other information may be released regarding a student upon receipt of written consent from the student involved.

Confidentiality of Student Records

1. Transcripts, grade reports, and disciplinary reports will be released for off-campus use only upon the request of the student or by court order.
2. Requests for personal data on students from loan companies, employing agencies, and other such firms will be honored only upon the written request of the student.
3. Request for information for security checks by governmental agencies will be honored only with the student's permission.
4. Written requests for character appraisals of students from colleges and governmental agencies will be honored only with the student's permission.
5. College officials may use discretion in fulfilling other requests not specified above.

The student may have access to official records directly related to him/her and will have the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading or otherwise inappropriate.

Authorized Access to Student Records. As provided in P.L. 93-380, the following will be provided access to a student's record without prior consent from the student.

1. Officials, faculty, and staff of Hill College who have a legitimate educational interest in the student's record.
2. Officials of other schools in which the student seeks or intends to enroll. The student is entitled to a copy of the record forwarded to the other institutions if he/she so desires.
3. Individuals needing the information in connection with a student's application for or receipt of financial aid.
4. State or local officials to which educational data must be reported.
5. Legitimate organizations (A.C.T., C.E.E.B., E.T.S.) developing, validating, or administering predictive tests or student aid programs. Such data is not to be released in any identifiable form and will be destroyed by the organization after the research has been completed.
6. Accrediting agencies.
7. Parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1954.
8. In compliance with judicial order or pursuant to any lawfully issued subpoena.
9. Representatives of the Comptroller General of the United States, Secretary of Education, administrative heads of educational agencies, or state education authorities.

DIRECTORY INFORMATION

According to the federal Family Educational Rights and Privacy Act (FERPA), educational entities have the right to disclose certain "directory information." Hill College has defined directory information as name, address, telephone number, major field of study, dates of attendance, classification, degrees and awards received, and the most recent previous institution attended. This information can be provided to anyone who inquires and usually includes but is not limited to other institutions, prospective employers, or family members.

Each student has the right to request this information not be released. There are forms available in the Office of Enrollment Management to make this request.

V

ACADEMIC INFORMATION

Visit the Hill College website at
www.hillcollege.edu
and/or contact individual departments
for changes and updates.

ACADEMIC INFORMATION

It is the obligation of the student to know his/her standing and rating in college classes during the semester and to secure these ratings before registering for the next semester. He/she is expected at all times to be familiar with his/her scholastic status. The advisers will confer with students concerning unsatisfactory work during and at the end of the semester. The object of such conferences will be to determine the cause of unsatisfactory work, to advise the student for improvement, and to offer any assistance which the college and instructors of the college might give the student.

Classification:

Freshman: Students with less than 30 semester hours of credit are freshman.

Sophomore: Students with 30-60 hours of credit are classified as sophomores.

TYPES OF DEGREES AND CERTIFICATES

Hill College offers the Associate of Arts Degree, the Associate of Science Degree, the Associate of Arts in Teaching, the Associate of Applied Science Degree, Certificate of Technology, Certificate of Completion, and Marketable Skills Achievement Award.

A student who fails to graduate at the expected time and completes the remaining requirements at another institution may transfer hours of work back to Hill College. Official transcripts must be requested to be sent to the graduation specialist in Enrollment Management. Reverse graduation students should complete an online graduation application.

SEMESTER HOURS AND CREDIT

The college operates on the semester plan with two long semesters of 16 weeks each and two summer terms.

The unit of credit in college is the semester hour, which is the credit earned by meeting a course one hour per week for a semester. This basic measure may be adjusted proportionately to reflect modified academic calendars and formats of study. Only exceptional students, upon approval of the Vice President of Instruction, Vice President of Student Services, or designee may take more than 19 semester hours.

In the summer semester a student normally earns 6 semester hours in six weeks and 12 hours in twelve weeks.

ARTICULATION AND TRANSFER

Hill College has the highest accreditation possible for any college or university. Because of this recognition, Hill College credits are regarded as equivalent to courses of the same description at all colleges and universities. Transfer problems occur only when students elect to deviate from planned educational objectives. Examples of transfer difficulties include those encountered by students who change majors or who change from a two-year career education program to a transfer program. Please refer to the college website at www.hillcollege.edu for specific articulated programs with colleges and/or universities or speak to a counselor or advisor.

Advisers have access to a wide range of information on credit transfer. Students should work with a counselor or advisor to design an educational plan consistent with the student's educational goals. Changes in plans should be discussed with the counselor or advisor to avoid potential transfer problems.

In order to assist students transferring to other institutions within the state of Texas, Hill College has joined with other junior/community colleges and universities in the State of Texas and has adopted a common course numbering system. The purpose of the numbering system is to improve articulation and assist students who are transferring between institutions.

A senior college is authorized by the Association of Texas Colleges to accept 66 semester hours from a junior college. After attending a senior college, a student may transfer 6 additional hours (in addition to the 66) from the junior college provided the hours are approved in advance by the senior college.

Many schools will accept 72 semester hours from a junior college because of the heavy load required of freshman and sophomore students in some degrees.

RESOLUTION OF TRANSFER DISPUTES FOR LOWER-DIVISION COURSES

- A. The following procedures shall be followed by public institutions of higher education in the resolution of credit transfer disputes involving lower-division courses:
 - 1. If an institution of higher education does not accept course credit earned by a student at another institution of higher education, the receiving institution shall give written notice to the student and to the sending institution that transfer of the course credit is denied. A receiving institution shall also provide written notice of the reasons for denying credit for a particular course or set of courses at the request of the sending institution.
 - 2. A student who receives notice as specified in subsection (1) of this section may dispute the denial of credit by contacting a designated official at either the sending or the receiving institution.
 - 3. The two institutions and the student shall attempt to resolve the transfer of the course credit in accordance with Texas Higher Education Coordinating Board rules and guidelines.
 - 4. If the transfer dispute is not resolved to the satisfaction of the student or the sending institution within 45 days after the date the student received written notice of denial, the institution that denies the course credit for transfer shall notify the Commissioner of its denial and the reasons for the denial.

- B. The Commissioner of Higher Education or the Commissioner's designee shall make the final determination about a dispute concerning the transfer

of course credit and give written notice of the determination to the involved student and institutions.

- C. Each institution of higher education shall publish in its course catalogs the procedures specified in subsections (a), (b), (d), and (e) of this section.
- D. The board shall collect data on the types of transfer disputes that are reported and the disposition of each case that is considered by the commissioner or the commissioner's designee.
- E. If a receiving institution has cause to believe that a course being presented by a student for transfer from another school is not of an acceptable level of quality, it should first contact the sending institution and attempt to resolve the problem. In the event that the two institutions are unable to come to a satisfactory resolution, the receiving institution may notify the Commissioner of Higher Education, who may investigate the course. If its quality is found to be unacceptable, the board may discontinue funding for the course.

TRANSFER OF CREDIT

Credit for courses in which a passing grade (D or better) has been earned may be transferred to Hill College from a post-secondary institution that is accredited by one of the regional accrediting bodies. It is the responsibility of each transfer student to have official transcripts from all colleges attended sent to Hill College. A course from an accredited institution will be accepted in lieu of a specific course at Hill College only if evidence indicates the course is equivalent.

Course work completed at colleges and universities outside the United States will be considered for transfer on an individual basis. All foreign credentials submitted to Hill College must include the original transcript plus a certified English translation.

Transfer work from accredited institutions will be posted to the Hill College transcript when:

- all official transcripts have been received
- the student has been identified as seeking a certificate of degree from Hill College and
- the student has attempted at least six (6) semester hours at Hill College.

UNIVERSITY PARTNERSHIP PROGRAM

Hill College is working with university partners to develop upper-level degree course offerings on the Hill College campus that will enable students to complete a bachelor's degree without leaving Hill College or the central Texas area. This makes it easier for students interested in continuing to a four-year degree program to get the right advice, take the right courses, and have a seamless transition.

Students receive course counseling, registration assistance, and introductions to the partner university instructors. Dual admission participants will have access to various student benefits, such as:

- University credit for their work at Hill College
- Library usage on participating campuses
- Attendance to university student performances, sporting venue, & other events
- Access to university advisers
- Huge saving from lower housing costs and lower admissions costs by attending Hill College the first two years
- Transfer Scholarship Opportunities

Refer to the Hill College website for a complete listing of University Partners.

TEXAS TWO-STEP PROGRAM PARTNERS

The Texas TWO-STEP Project offers a seamless transition from an Associate's degree in specified areas at Hill College to a BA/BS at partnering Universities. This program will allow students to use technological interest as part of a four-year degree.

The Texas TWO-STEP Project (Technology Workforce Opportunities through Seamless Transitions and Educational Partnerships) allows a student to utilize up to 37 technical hours of coursework in a degree plan that focuses on a career goal.

Refer to the Hill College website for a complete listing of Texas TWO-STEP Project university partners.

TUITION REBATE PROGRAM (Texas Education Code ss.54.0065)

Students who graduate with a baccalaureate degree from a Texas public university may qualify to receive \$1,000 from the baccalaureate-granting institution if they meet the following criteria:

1. Must have enrolled for the first time in an institution of higher education in the fall 1997 semester or later,
2. Must be requesting a rebate for work related to a first baccalaureate degree received from a Texas public university,

3. Must have been a resident of Texas and have been entitled to pay resident tuition at all times while pursuing the degree, and
4. Must have **attempted** no more than three hours in excess of the minimum number of semester hours required to complete the degree under the catalog under which they were graduated. Hours attempted include transfer credits, course credit earned exclusively by examination, (except that, for the purposes of this program, only the number of semester credit hours earned exclusively by examination in excess of nine semester hours is treated as hours attempted), courses dropped after the official census date, for-credit developmental courses, optional internship and cooperative education courses, and repeated courses. For students concurrently earning a baccalaureate degree and a Texas teaching certificate, required teacher education courses shall not be counted to the extent that they are over and above the free electives allowed in the baccalaureate degree program.

HILL COLLEGE GRADUATE GUARANTEE

Guarantee for Transfer Credit

The Hill College District guarantees to its Associate of Arts graduates and other students who have met the requirements of a 60 credit hour transfer plan the transferability of course credits to those Texas colleges or universities which cooperate in the development of Hill College District Course Selection Guides. If such courses are rejected by the college or the university, the student may take tuition-free alternate courses at Hill College which are acceptable to the college or university. Special Conditions which apply to the Guarantee are as follows:

1. Transferability means the acceptance of credits toward a specific major and degree. Courses must be identified by the receiving university as transferable and applicable in course Selection Guides dates 1992-93 or later;
2. Limitations of total number of credits accepted in transfer, grades required, relevant grade point average, and duration of transferability apply as stated in the catalog of the receiving institution; and,
3. The guarantee applies to courses included in a written transfer (degree) plan - - which includes the institution to which the student will transfer, the baccalaureate major and degree sought, and the date such a decision was made -- which must be filed with Hill College.
4. Only college-level courses with Community College Course Guide Manual approved numbers are included in this guarantee.
5. If all conditions are met and course or courses are not accepted by a receiving institution in transfer, the student must notify Hill College within 10 days of notice of transfer credit denial so the "Transfer Dispute Resolution" process can be initiated.
6. If it is determined that the course or courses are not transferable, Hill College will allow the student to take up to 6 semester credit hours of comparable courses, which are acceptable to the receiving institution.
7. The guarantee does not imply that the graduate will pass any licensing or qualifying examination for a particular career.
8. The students' sole remedy against this College and its employees for academic deficiencies shall be limited to 6 credit hours of tuition-free education under conditions described above.

Guarantee for Job Competency

If a recipient of an Associate of Applied Science degree, Certificate of Completion, or Certificate of Technology is judged by his/her employer to be lacking in technical job skills identified as exit competencies for his/her specific degree program, the graduate will be provided up to 6 tuition-free credit hours of additional skill training by the College under the condition of the guarantee policy. Special conditions which apply to the guarantee include the following:

1. The graduate must have earned the Associate of Applied Science degree, the Certificate of Completion, or Certificate of Technology beginning May, 1993, or thereafter in an occupational program identified in the college catalog.
2. The graduate must have completed the requirements for the Associate of Applied Science degree, the Certificate of Completion, or the Certificate of Technology at Hill College, with a minimum 75 percent of credits earned at Hill College, and must have completed the degree within a four-year time span.
3. Graduates must be employed full-time in an area directly related to the area of program concentration as certified by the Vice President of Instruction.
4. Employment must commence within 12 months of graduation.
5. The employer must certify in writing that the employee is lacking entry-level skills identified by Hill College as the employee's program competencies and must specify the areas of deficiency within 90 days of the graduate's initial employment.
6. The employer, division dean, job placement counselor, and appropriate faculty member will develop a written educational plan for retraining.
7. Retraining will be limited to 6 credit hours related to the identified skill deficiency and to those classes regularly scheduled during the period covered by the retraining plan.
8. All retraining must be completed within a calendar year from the time the educational plan is agreed upon.
9. The graduate and/or employer are responsible for the cost of books, insurance, uniforms, fees, and other course-related expenses.
10. The guarantee does not imply the graduate will pass any licensing or qualifying examination for a particular career.
11. Student's sole remedy against district and its employees for skill deficiencies shall be limited to 6 credit hours of tuition-free education under conditions described above.
12. The program can be initiated through a written contract with the office of the college president.

CREDIT BY EXAMINATION/EXPERIENCE (College Credit Granted for Non-Traditional Education)

Hill College supports the concept that learning can and does occur outside the traditional college classroom. In today's world, many students acquire substantial education through intensive reading, travel, correspondence courses, television, and other non-traditional avenues of learning.

A maximum of 24 semester hours of credit may be earned by examination or other non-traditional forms of education and applied towards the degree.

A student planning to transfer to other institutions should consult with those institutions regarding their policies on acceptance of evaluated credit.

Student must be enrolled at Hill College in at least 6 semester credit hours for credit to be posted on the permanent record. A posting fee is charged to record the course on the student's permanent transcript. See Tuition and Fee Schedule on the college website at www.hillcollege.edu.

The course number, the course title, and the number of semester hours of credit will be recorded on the transcript. No grade points are earned; credit may not be used to meet residency requirements.

Evaluated Credit - (Evaluation of Credentials)

Students may earn credit by an evaluation of various credentials:

1. State or national board exams/certifications, (LVN, R.N., Cosmetology, Criminal Justice, Fire and Emergency Management Services).
2. Non-traditional transcripts, (Hospital schools, cosmetology, etc....)
3. Nationally recognized tests or certifications.
4. Formal Military Training.

Advanced Placement Examinations (AP)

Entering freshmen who have participated in advancement placement courses in a secondary school and who present scores of 3 or above on the appropriate Advanced Placement Examination may be granted, on request, credit or placement for comparable courses at Hill College following enrollment. Credit may not be used to meet residency requirements. Requests for additional information on Advanced Placement (AP) credit at Hill College should be directed to the Academic Advising and Success Center.

College Level Examination Program (CLEP)

Students who believe that they already possess the knowledge and/or skills taught in certain courses or programs offered by the college may obtain credit for one or more courses by successful taking of an examination. The College Level Examination Program (CLEP) is a national testing program administered by the Educational Testing Service. Hill College is a test center for CLEP. Hill College awards credit for students who successfully complete one or more CLEP subject examinations. Except in ENGL 1301, Composition, and ENGL 1302, Composition and Intro. to Literature, Hill College grants credit on the basis of the College Board CLEP General Examination Scores. To receive credit in ENGL 1301 and ENGL 1302, student must also pass a written essay. (For additional information, see an adviser.)

Scholastic Assessment Test I (SAT I & SAT II) American College Test

Beginning freshman who present scores of 600 or better on the verbal or mathematics section of the Scholastic Assessment Test (SAT I) of the College Board or scores of 30 or better on the English or Mathematics sections of the American College Test (ACT) of the American College Testing Program may take the English and/or Mathematics

Departmental Challenge Examination. Successful applicants may receive credit for ENGL 1301, ENGL 1302, MATH 1314, MATH 2413, and/or MATH 2414.

Departmental Challenge Examinations

Students are eligible to apply for this examination if they earned predominately "A" grades in the subject in high school, scored exceptionally high on a nationally recognized test and/or if they can demonstrate to the departmental chairperson significant and relevant experience in the subject area and a CLEP exam is not available in the course. Final approval for a Departmental Challenge Exam must be obtained through the Vice President of Instruction.

A grade of "B" or better must be earned on the exam in order to receive credit for the course.

ARTICULATED COURSES

Any high school student graduating with one or more years in a technical program may receive advanced placement or advanced standing in a parallel college program at Hill College. Advanced placement or advanced standing at Hill College can be awarded based on any one or any combination of the following:

1. Recommendation of the high school vocational instructor,
2. Recommendation of the high school vocational director,
3. Evaluation of the student's vocational program competency profile,
4. Departmental examinations.

A student should apply within a period of one year after high school graduation. A maximum of 15 semester hours of college credit can be awarded for courses provided the student has not enrolled in the same course or in a higher level sequential course at Hill College or another college. The student will be allowed to apply for advanced placement or advanced standing only one time. Credits earned in this manner will not become a part of the student's permanent record until an equivalent number of semester hours have been earned in regular classes at Hill College.

Students desiring credit by this means and who expect to transfer to another institution are advised to check with the receiving institution concerning the transferability of credit obtained by this method.

INTERNATIONAL BACCALAUREATE DIPLOMA

The International Baccalaureate Diploma is an international program of courses and exams offered at the high school level. In keeping with Senate Bill 111 passed in 2005, the Hill College will grant (CR) credit for IB exams with certain required scores beginning fall of 2006.

Texas institutions of higher education must award 24 hours of course specific college credit in subject appropriate areas on all IB exams scores of 4 or above as long as the incoming freshman have earned an IB diploma. However, course credit does not have to be awarded on any IB exams where the score received is a 3 or less. This may mean

that such students will not receive 24 hours of college credit, even if they have an IB diploma.

Students must send an IB transcript to Hill College. All IB students must show proof of meeting the Texas Success Initiative (TSI) requirements prior to their initial enrollment at Hill College.

Students bringing in an IB transcript for credit evaluation should consider the total number of qualifying credits to be awarded. Additional hours above the required amount to graduate may have an adverse impact on students' financial aid or other grant programs. In addition, no Texas public university or college shall be required to accept in transfer or toward a degree program more than 66 semester credit hours of lower division academic credit.

Hill College Credit of IBD- Policy 2005-2006

IB EXAMINATION	SCORE	HILL COLLEGE COURSE	CREDIT HOURS
BIOLOGY (SL)	4, 5, 6 or 7	BIOL 1406	4
BIOLOGY (SL)	4, 5, 6, or 7	BIOL 1406 & 1407	8
BUSINESS & MANAGEMENT	4, 5, 6 or 7	BUSI 1301	3
CHEMISTRY (SL)	4, 5, 6 or 7	CHEM 1411	4
CHEMISTRY (HL)	4, 5, 6, or 7	CHEM 1411 & 1412	8
COMPUTER SCIENCE	4, 5, 6 or 7	COSC 1301	3
ECONOMICS (SL)	4, 5, 6 or 7	ECON 2301 & 2302	6
ECONOMICS (HL)	4, 5, 6, or 7	ECON 2301 & 2302	6
ENGLISH (SL) Language A1 or A2	4, 5, 6 or 7	ENGL 1301 & 1302	6
GEOGRAPHY	4, 5, 6 or 7	HL- GEOG 1301 7 1303 SL0 GEOG 1301	6
HISTORY OF THE AMERICAS (HL)	4, 5, 6, or 7	HIST 1301 & 1302	6
MATHEMATICS (HL)			
Mathematics (HL)	4, 5, 6 or 7	MATH 1314	6
Mathematics w/ Further Mathematics	4, 5, 6, or 7	MATH 1314 & 1316	9
Mathematical Methods	4, 5, 6 or 7	MATH 2413	5
MODERN LANGUAGES			
Language A1 or A2 (SL)			

French	4, 5, 6, or 7	FREN 1411 & 1412	8
Spanish	4, 5, 6 or 7	SPAN 1411 & 1412	8
Language A1 or A2 (HL)			
French	4, 5, 6 or 7	FREN 1411, 1412, 2311 & 2312	14
Spanish	4, 5, 6, or 7	SPAN 1411, 1412, 2311 & 2312	14
Language B (SL)			
French	4, 5, 6 or 7	FREN 1411 & 1412	8
Spanish	4, 5, 6, or 7	SPAN 1411 & 1412	8
Language B (HL)			
French	4, 5, 6 or 7	FREN 1411, 1412, 2311 & 2312	14
Spanish	4, 5, 6, or 7	SPAN 1411, 1412, 2311 & 2312	14
Language AB Initio			
French	4, 5, 6 or 7	FREN 1411	4
Spanish	4, 5, 6, or 7	SPAN 1411	4
MUSIC	4, 5, 6 or 7	MUSI 1306	6
PHILOSOPHY	4, 5, 6 or 7	PHIL 1301	3
PHYSICS (SL)	4, 5, 6, or 7	PHYS 1401	4
PHYSICS (HL)	4, 5, 6 or 7	PHYS 1401 & 1402	8
PSYCHOLOGY	4, 5, 6 or 7	PSYC 2301	3
THEATRE ARTS	4, 5, 6, or 7	DRAM 1310	3
VISUAL ARTS	4, 5, 6 or 7	ARTS 1301	3

GRADES

The grades used in college reports and records are A (excellent), B (above average), C (average), D (below average), F (failure), I (incomplete), W (withdrawn). (A grade of “D” given in a developmental or remedial course is not considered passing and students could not advance to the next level of courses.) The lowest passing grade for most courses is D.

Grade point averages are computed by assigning values to each grade as follows:

A = 4 points B = 3 points C = 2 points D = 1 point F = 0 points

In calculating the grade-point average under the above system, a student with 12 hours of A's and 3 hours of F's would have 48 grade points divided by 15 semester hours, thus a grade-point average of 3.20 for the semester hours attempted. Under this system a student must have at least a 2.00 for the "C" average required for graduation.

In case of illness or similar emergency, a grade of incomplete (I) may be given. Students requesting an incomplete (I) must see their instructor for approval. If course requirements are not completed during the next long semester, the grade of "I" will be changed to "F".

A student who repeats a course in an attempt to improve a grade will be awarded the grade from the last attempt.

GRADE REPORTS

Permanent grades are reported at the end of each semester via MyRebel on the Hill College website at www.hillcollege.edu.

PRESIDENT'S LIST

The purpose of the President's List is to honor those students who achieve academic perfection by making the highest grade point average possible, 4.0, while enrolled in at least 12 semester hours of courses, excluding developmental/remedial courses.

DEAN'S LIST

At the end of each semester, a Dean's List of the highest ranking students will be compiled. In order to make the Hill College Dean's List, a student must complete at least 12 semester hours, excluding developmental/remedial courses, during the semester under consideration and earn a grade point average of 3.50 in all courses attempted during the semester.

SCHEDULE CHANGES

Students have access to make changes to their schedule online through MyRebel during registration periods. After the 1st day of class until the last day to make changes based on the college calendar, students can Add/Drop courses online, but are not allowed to drop all courses and must contact the Advising Center. After last chance registration, students must see the Advising and Student Success Center for assistance. Students must pay a \$10.00 change of schedule fee to the Business Office if they wish to add or drop a course after classes begin. No course(s) may be added after the date designated by the school calendar as the last date to add a course.

A student may withdraw from a course with a grade of "W" any time after the census date for the semester and on or before the end of the 12th week of a long semester or on or before the last day to drop a class of a term as designated in the college calendar. The request for permission to drop a course is initiated by the student by procuring a drop card from the Academic Advising and Success Center. Other steps in the drop process to be taken by the student will be explained when the drop card is issued. A student who discontinues class attendance and does not officially drop the course on or before the last day to drop a course will receive a performance grade for the course.

Students may withdraw from a developmental course unless they are required by TSI to be in remediation. A student who is enrolled in a developmental course for TSI purposes may not drop his/her only developmental course unless the student completely withdraws from the college or shows proof of passing the THEA or a board approved alternate test prior to the official final date to withdraw.

International students and students receiving financial aid or veterans' assistance should see the appropriate college official before dropping or withdrawing from any class. Any student who is considering dropping a course is encouraged to contact his/her instructor prior to initiating a drop or withdrawal.

DROP-LIMIT PROCEDURE

Section 51.907 of the Texas Education Code, enacted by the State of Texas during spring 2007, applies to students who enroll in a public institution of higher education as a first time freshman in fall 2007 or later.

Based on this law, Hill College may not permit a student to drop more than six courses during their undergraduate career, including courses taken at another Texas public institution of higher education. Any course that the student drops is counted towards the six course limit if "1) the student was able to drop the course without receiving a grade or incurring an academic penalty; 2) the student's transcript indicates or will indicate that the student was enrolled in the course; and 3) the student is not dropping the course in order to withdraw from the institution." College credit taken while enrolled in high school and below college credit courses does not count towards the total of six courses.

All courses dropped after the census date (the 12th day of classes) are included in the six-course limit unless (1) the student resigns from all courses or (2) the drop is approved by an appropriate Hill College official as a Drop Exception. If a student drops a course and then later resigns from Hill College, the individual drop(s) from earlier in the semester will be counted as a part of the complete resignation and not count towards the six drop total. Once the six drops have been used, the student must complete all courses they are enrolled in regardless of academic performance.

Unusual circumstances may arise which prevents a student from satisfactorily completing a course. Drop Exceptions can be considered when the student provides documentation that the drop is required and that because of the circumstances, the student could not satisfactorily complete the course. Examples include (but are not limited to):

1. Illness
2. Care of sick, injured, or needy
3. Death in the family
4. Called to active duty service
5. Change of the student's work schedule that is beyond the student's control
6. Loss of transportation.
7. Loss of child care.
8. Lack of financial resources (supplies, travel, etc.).
9. Hill College determines that there is other good cause for the student to drop the course with appropriate documentation.

If one of the above exceptions is approved, the student will be allowed to drop the course and the drop will not count towards the six drop limit total.

The student has up to one year from the initial drop to petition for a Drop Exception.

RESIGNING FROM THE COLLEGE

When a student finds it necessary to resign from school before the end of the semester, he or she should obtain a resignation form from the Academic Advising and Success Center. Full instructions for resigning from college will be given at the time the resignation form is picked up. Students may also resign from the college by sending a written request for such action to the Office of Enrollment Services. The request must include the student's signature, the student's current address, social security number, phone number, and course names and numbers of the courses for which the student is currently enrolled. The date postmarked on the envelope will be the official resignation date. Students who resign after the census date for the semester and on or before the end of the 12th week of a long semester or on or before the last day to drop a class of a term as designated in the college calendar will be assigned a grade of "W." A student who discontinues class attendance and does not officially resign before the last day to drop a class will receive a performance grade for the course.

EXAMINATIONS

1. Semester Examinations. At the end of each semester examinations are given in all subjects according to a prepared schedule. Because of the value in bringing about a general view of a whole subject, no student is excused from any final examination for any reason. No final examination may be given other than on the regularly scheduled date unless approved by the Vice President of Instruction.
2. Postponed Examinations. A student who misses a semester examination for reason beyond control should petition in writing for a postponed examination. The student will be notified of the time and place of the postponed examination if the request is granted. Absence from an examination without valid reason will result in a grade of "F" for the course.

SCHOLASTIC STANDARDS OF PROGRESS

1. Measure of Quality. The records of all students who attempt 12 or more semester hours will be reviewed and evaluated at least once per year. A full-time student's record will be reviewed at the end of each semester. Full-time students and part-time students who have attempted 12 or more semester hours will be considered to be achieving satisfactory progress in "Good Standing" if they earn a cumulative 2.0 grade point average or higher (on a 4.0 scale).
2. Scholastic Probation. Students who do not achieve satisfactory progress (cumulative minimum G.P.A. of 2.0) will be placed on Scholastic Probation for the next long semester. Students on scholastic probation are expected to attend every class unless hindered by circumstances beyond their control.
3. Scholastic Suspension. Students who are on scholastic probation and fail to achieve minimum cumulative G.P.A. of 2.0 or higher during the next term will be placed on scholastic Suspension (suspended from enrollment for the next long

semester). After serving a one semester suspension these students will be eligible to re-enter on scholastic probation.

A student may appeal this action by submitting an online appeal application if there are extenuating circumstances which might alter the suspension status. Students are notified of the appeal decision through the online appeal status. If an appeal is denied, a student may request in writing to meet with the Admissions Committee for further review of circumstances. Approved appeals may have restriction to enrollment.

4. Continued Scholastic Probation. Continued probation instead of suspension will be in effect for students who fail to achieve the cumulative 2.0 G.P.A. but in the current semester earn 12 or more semester hours with current 2.0 or higher G.P.A. When these students attain the cumulative minimum of 2.0 or higher G.P.A., they will be in "Good Standing."
5. Re-entry. Students who have been on suspension may re-enter on scholastic probation. If they fail to meet the minimum requirements as indicated, they will be placed on scholastic suspension for one calendar year. After one year the student may be admitted on scholastic probation. Should the student still not meet the minimum requirements, he/she will be placed on scholastic suspension again for a calendar year and may be re-admitted only upon approval through the online appeal process.

STANDARDS OF PROGRESS IN REMEDIAL COURSES

Students who do not make satisfactory progress in mandatory remedial course(s) (regardless of overall G.P.A. will be placed on attendance probation. Students are expected to attend every class unless hindered by circumstances beyond their control.

TRANSCRIPTS OF CREDITS

Transcripts are copies of a student's permanent record of classes taken at Hill College. A student's written permission is required before a transcript may be released to a third party.

VI

GRADUATION REQUIREMENTS

Visit the Hill College website at
www.hillcollege.edu
and/or contact individual departments
for changes and updates.

GRADUATION INFORMATION

A formal graduation exercise is held annually at the end of the spring semester. This exercise is for those students who are completing requirements during that spring semester or who have completed requirements during the preceding summer or fall semesters.

To be considered as a candidate for a degree or certificate, the student should submit an online graduation application by the designated deadline:

Completing in fall semester – October 1
Completing in spring semester – February 15
Completing in a summer term – July 1

Hill College does review student coursework for automatic degree or certificate awards, but students are encouraged to apply for graduation during the semester they will meet the requirements of the degree or certificate. Applications submitted after the deadline may be considered the following semester.

TYPES OF DEGREES AND CERTIFICATES

Hill College grants the:

1. Associate of Arts Degree
2. Associate of Science Degree
3. Associate of Arts in Teaching Degree
4. Associate of Applied Science Degree
5. Certificate of Technology
6. Certificate of Completion
7. Marketable Skills Achievement Award

Hill College can grant up to one Associate degree for each degree level in the Associate of Arts, Associate of Science, and Associate of Arts in Teaching if all requirements are met. Students can earn multiple Associate of Applied Science degrees, Certificate of Technology and Certificate of Completion certificates if requirements are met for each award.

The curriculum for the Associate of Arts Degree and the Associate of Science Degree are designed for the student planning to transfer to a senior college or university.

The Associate of Applied Science Degree is awarded for successful completion of a two-year prescribed occupational competencies and curriculum.

The Certificate of Technology is awarded to those who complete the technical competencies of a two-year occupational curriculum.

The Certificate of Completion is awarded for successful completion of competencies and curriculum in an occupational program of less than two years in length.

A Marketable Skills Achievement (MSA) Award is a sequence of technical-based credit courses totaling 9-14 semester credit hours (SCH) within an approved program of study.

CORE CURRICULUM

Included in the degree requirements for the Associate of Arts is a basic core of general education courses or a core curriculum. The purpose of the Hill College core curriculum is to provide the skills, knowledge, and perspectives that help define the educated person. The core emphasizes the basic intellectual competencies--reading, writing, speaking, and critical thinking--as well as broad intellectual perspectives including historical consciousness; multi cultural awareness; numerical comprehension and analysis; and, concern about ethics, aesthetics, and values. These competencies are designed not only to help students understand and appreciate their heritage, but also to enable them to prepare for responsible citizenship and successful living in a rapidly changing and highly technological world. Competency in each of the core components is established by successful completion of the core courses that is required for the Associate of Arts Degree.

In accordance with the laws of the State of Texas and the guidelines and procedures established by the Texas Higher Education Coordinating Board (THECB), all Texas public colleges and universities are required to establish a core curriculum. The law and the established guidelines indicate that if a student completes the core curriculum at one public college or university within the State of Texas, that block of courses may be transferred to any other public college or university within the State of Texas and must be substituted for the receiving institution's core curriculum. Further, in accordance with the law and the guidelines, a student shall receive academic credit for each of the courses transferred and may not be required to take additional core curriculum courses at the receiving institution, unless the THECB has approved a larger core curriculum for that institution.

These requirements must be met by every student pursuing an Associate of Arts degree at Hill College. (Exception: Students majoring in music should take the courses outlined in the Degree Plans and Programs of Study section, Music--Associate of Arts, instead of the general core courses.)

The Hill College 42-hour core curriculum is designed primarily for students who desire to continue their education at a four-year college or university. The core components of the 42-hour core curriculum are part of the Associate of Arts, Associate of Science, and Associate of Arts in Teaching degrees.

If you successfully complete the 42-hour core curriculum at Hill College, the entire 42-semester credit hour package will transfer to any other public college or university in Texas as the core requirements. If you do not successfully complete the 42-hour core curriculum, your credits will transfer, but the receiving institution may ask you to take additional courses to fulfill the core requirements.

CORE COMPONENT	HOURS
ENGLISH ENGL 1301 Composition I ENGL 1302 Composition II	SELECT BOTH COURSES 6.00

MATHEMATICS	SELECT ONE COURSE	3.00
MATH 1314	College Algebra (3 SCH version)	
MATH 1316	Plane Trigonometry	
MATH 1324	Mathematics for Business & Social Science I (Finite Mathematics)	
MATH 1325	Mathematics for Business & Social Sciences II (Business Calculus, 3 SCH version)	
MATH 1342	Elementary Statistical Methods (3 SCH version, freshman level)	
MATH 2412	Pre-Calculus Math (4 SCH version)	
MATH 2413	Calculus I (4 SCH version)	
MATH 2414	Calculus II (4 SCH version)	

LIFE & PHYSICAL SCIENCES	SELECT TWO COURSES	6.00
BIOL 1406	Biology for Science Majors I (lecture + lab)	
BIOL 1407	Biology for Science Majors II (lecture + lab)	
BIOL 1408	Biology for Non-Science Majors I (lecture + lab)	
BIOL 1409	Biology for Non-Science Majors II (lecture + lab)	
BIOL 2401	Anatomy & Physiology I (lecture + lab)	
BIOL 2402	Anatomy & Physiology II (lecture + lab)	
CHEM1406	Introductory Chemistry I (lecture + lab, allied health emphasis)	
CHEM1411	General Chemistry I (lecture + lab)	
CHEM1412	General Chemistry II (lecture + lab)	
GEOL 1401	Earth Sciences I (lecture + lab)	
GEOL 1402	Earth Sciences II (lecture + lab)	
GEOL 1403	Physical Geology (lecture + lab)	
GEOL 1404	Historical Geology (lecture + lab)	
GEOL 1405	Environmental Geology (lecture + lab)	
GEOL 1445	Oceanography (lecture + lab)	
GEOL 1447	Meteorology (lecture + lab)	
PHYS 1401	College Physics I (lecture + lab)	
PHYS 1402	College Physics II (lecture + lab)	
PHYS 1403	Stars and Galaxies (lecture + lab)	
PHYS 1404	Solar System (lecture + lab)	
PHYS 2425	University Physics I (lecture + lab)	
PHYS 2426	University Physics II (lecture + lab)	

LANGUAGES, PHILOSOPHY & CULTURE	SELECT ONE COURSE	3.00
ENGL 2322	British Literature I	
ENGL 2323	British Literature II	
ENGL 2327	American Literature I	
ENGL 2328	American Literature II	
ENGL 2331	World Literature (single-semester course)	
ENGL 2332	World Literature I	
ENGL 2333	World Literature II	
HUMA1301	Introduction to the Humanities I	
SPAN 2311	Intermediate Spanish I (3 rd semester Spanish)	
SPAN 2312	Intermediate Spanish II (4 th semester Spanish)	

CREATIVE ARTS	SELECT ONE COURSE	3.00
ARTS 1301	Art Appreciation	
ARTS 1303	Art History I	
ARTS 1304	Art History II	

DRAM1310	Introduction to Theater		
DRAM2366	Development of the Motion Picture (may also be single-semester course)		
MUSI 1306	Music Appreciation		
MUSI 1308	Music Literature I		
MUSI 1310	American Music		
AMERICAN HISTORY		SELECT BOTH COURSES	6.00
HIST 1301	United States History I		
HIST 1302	United States History II		
GOVERNMENTAL/POLITICAL SCIENCES		SELECT BOTH COURSES	6.00
GOVT 2305	Federal Government (Federal constitution & topics)		
GOVT 2306	Texas Government (Texas constitution & topics)		
SOCIAL & BEHAVIORAL SCIENCES		SELECT ONE COURSE	3.00
ECON 2301	Principles of Macroeconomics		
ECON2302	Principles of Microeconomics		
PSYC 2301	General Psychology		
PSYC 2314	Lifespan Growth & Development		
SOCI 1301	Introductory Sociology		
SOCI 2301	Marriage & the Family		
COMPONENT AREA OPTION		SELECT BOTH COURSES	6.00
BCIS 1305	Business Computer Applications (3 SCH version)		
SPCH 1315	Public Speaking		
TOTAL CORE CURRICULUM			42.00

THE ASSOCIATE OF ARTS DEGREE

The Associate of Arts Degree from Hill College will be granted to the student who has made formal application for graduation and who completes the following requirements:

1. The student must complete a minimum of 60 semester hours of credit.*
2. The student must complete all core curriculum / general education requirements for graduation.
3. The student must complete at least three or four electives in their major or the major of Liberal Arts will be awarded.
4. The student must earn at least 25 percent of the credit hours required for the degree at Hill College.
5. The student must have a 2.0 grade point average on all work from Hill College.
6. The student must satisfy the Texas Success Initiative (TSI) requirements in reading, writing, and mathematics, unless exempt.
7. The student must have satisfactorily settled all college financial obligations.

*Developmental courses may not be counted or used as hours towards the Associate of Arts Degree.

THE ASSOCIATE OF SCIENCE DEGREE

The Associate of Science Degree from Hill College will be granted to the student who has made formal application for graduation and who completes the following requirements:

1. The student must complete a minimum of 60 semester hours of credit.*
2. The student must complete all core curriculum / general education requirements for graduation.
3. The student must complete at least three or four electives in Science and/or Mathematics.
4. The student must earn at least 25 percent of the credit hours required for the degree at Hill College.
5. The student must have a 2.0 grade point average on all work from Hill College.
6. The student must satisfy the Texas Success Initiative (TSI) requirements in reading, writing, and mathematics, unless exempt.
7. The student must have satisfactorily settled all college financial obligations.

*Developmental courses may not be counted or used as hours towards the Associate of Arts Degree.

THE ASSOCIATE OF ARTS IN TEACHING DEGREE

The Associate of Arts in Teaching Degree from Hill College is for students seeking initial Texas teacher certification either in EC-4 (except Early Childhood Specialization), 4-8, EC-12 or in Early Childhood Specialization only. The degree will be granted to the student who has made formal application for graduation and who completes the following requirements:

1. The student must complete a minimum of 60 semester hours of credit.*
2. The student must complete all core curriculum / general education requirements for graduation.
3. The student must complete at least three or four electives in their major or the major of Liberal Arts will be awarded.
4. The student must earn at least 25 percent of the credit hours required for the degree at Hill College.
5. The student must have a 2.0 grade point average on all work from Hill College.
6. The student must satisfy the Texas Success Initiative (TSI) requirements in reading, writing, and mathematics, unless exempt.
7. The student must have satisfactorily settled all college financial obligations.

*Developmental courses may not be counted or used as hours towards the Associate of Arts Degree.

THE ASSOCIATE OF APPLIED SCIENCE DEGREE

The Associate of Applied Science Degree from Hill College will be granted to the student who has made formal application for graduation and who completes the following requirements:

1. The student must complete a minimum of 60 semester hours of credit.*
2. As part of the minimum 60 semester hour degree requirement, the student must complete a minimum of 15 semester hours of general education courses. The core of general education courses must include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and mathematics/natural sciences.
3. The student must complete the prescribed competencies and curriculum for a two-year occupational program as outlined in the degree plan listed under Programs of Study.
4. The student must earn at least 25 percent of the credit hours required for the degree at Hill College.
5. The student must have a 2.0 grade point average on all work from Hill College.
6. The student must satisfy the Texas Success Initiative (TSI) requirements in reading, writing, and mathematics, unless exempt.
7. The student must have satisfactorily settled all college financial obligations.

*Developmental courses may not be counted or used as hours towards the Associate of Applied Science Degree.

THE CERTIFICATE OF TECHNOLOGY

The Certificate of Technology from Hill College will be granted to the student who has made formal application for graduation and who completes the following requirements:

1. The student must complete a minimum of 43 semester hours of credit.*
2. The student must complete the prescribed technical competencies and curriculum for the occupational program as outlined in this catalog under Programs of Study.
3. The student must earn at least 25 percent of the credit hours required for the degree at Hill College.
4. The student must have a 2.0 grade point average on all work from Hill College.
5. The student must satisfy the Texas Success Initiative (TSI) requirements in reading, writing, and mathematics, unless exempt.
6. The student must have satisfactorily settled all college financial obligations.

*Developmental courses may not be counted or used as hours towards the Certificate of Technology.

THE CERTIFICATE OF COMPLETION

The Certificate of Completion from Hill College will be granted to the student who has made formal application for graduation and who completes the following requirements:

1. The student must complete a minimum of 15 semester hours of credit.*
2. The student must complete the prescribed technical competencies and curriculum for the occupational program as outlined in this catalog under Programs of Study.
3. The student must earn at least 25 percent of the credit hours required for the degree at Hill College.
4. The student must have a 2.0 grade point average on all work from Hill College.
5. The student must have satisfactorily settled all college financial obligations.

*Developmental courses may not be counted or used as hours towards the Certificate of Completion.

THE MARKETABLE SKILLS ACHIEVEMENT AWARD

A Marketable Skills Achievement Award (MSA) is a sequence of technical-based credit courses totaling 9-14 semester credit hours (SCH) within an approved program of study. Typically, an external workforce advisory committee identifies the coursework (classes) to be included in the MSA award. Students may receive a dual benefit from earning a MSA because it helps to create a 'pathway' to program completion and can also demonstrate to potential employers a level of aptitude and workplace preparedness.

GRADUATION FEE

Hill College believes that every student should have the opportunity to participate in graduation following the completion of a program of study. Therefore, the college does not charge a graduation fee.

GRADUATION WITH HONORS

Students who are graduating with an Associate Degree, who have at least 24 semester hours in residence, who have completed at least two semesters at Hill College, and who have a grade point average of at least 3.5 (on a 4.0 scale) on all work attempted will graduate *cum laude* (with honors). Students who are graduating with an Associate Degree, who have at least 24 semester hours in residence, who have completed at least two semesters at Hill College, and who have a grade point average of at least 3.75 (on a 4.0 scale) on all work attempted will graduate *magna cum laude* (with high honors). Students who are graduating with an Associate Degree, who have at least 24 semester hours in residence, who have completed at least two semesters at Hill College, and who have a grade point average of at least 3.9 (on a 4.0 scale) on all work attempted will graduate *summa cum laude* (with highest honors).

**VII
DEGREE PLANS AND
PROGRAMS OF STUDY**

Visit the Hill College website at
www.hillcollege.edu
and/or contact individual departments
for changes and updates.

PHILOSOPHY OF TEACHING AND LEARNING

Hill College Faculty

The teacher-student relationship at Hill College is one of collaborative exchange, built upon a foundation of mutual respect. Our philosophy of learning involves active student participation, as well as, the articulation and demonstration of knowledge and concepts. Effective teaching involves creating a learning environment that is conducive to learning and acknowledges that methods of instruction need to account for various student-learning styles. The teacher-student relationship requires active participation on the part of both teacher and student to ensure that students develop an understanding of the value of the material learned, critical thinking skills, a sense of responsibility for their own learning, and the tools necessary to succeed both in and out of the classroom as they continue on their path of life-long learning.

VIII
COURSE DESCRIPTIONS

Visit the Hill College website at
www.hillcollege.edu
and/or contact individual departments
for changes and updates.

COURSES OF INSTRUCTION

Explanation of Course Numbers

Hill College has joined with other junior/community colleges and universities in the State of Texas and has adopted the Texas Common Course Numbering System (TCCN). The purpose of the new numbering system is to improve articulation and assist students who are transferring between participating institutions.

Each course is designated by a department title and a four digit number. The first of the four digits identifies the academic level of the course. Freshman or first year courses are designated by a "1", whereas sophomore or second year courses, "2". The second digit specifies the number of semester credit hours awarded for the completion of the course. The third and fourth digits distinguish the course within a program area. For example, ENGL 1301 would be a three semester credit English course normally taken during the freshman year.

AGRICULTURE

AGRI 1131. The Agriculture Industry. (2-0)
Provide an overview of the world of agriculture, nature of the industry, resource conservation, and the American agricultural system, including production, distribution, and marketing. To provide insight regarding departmental and college programs and career opportunities in agriculture and natural resources.

AGRI 1307. Agronomy. (3-3)
Principles and practices in the development, production, and management of field crops including plant breeding, plant diseases, soils, insect control, and weed control.

AGRI 1309. Computers in Agriculture. (2-2)
Use of computers in agricultural applications. Introduction to programming languages, word processing, electronic spreadsheets, and agricultural software.

AGRI 1311. Dairy Science. (2-2)
A survey of the dairy industry including dairy breeds, standards for selection and culling, herd replacements, feeding, management, physiology, and health maintenance. Also included are food value for milk, tests for composition and quality, and use and processing of market milk and dairy products.

AGRI 1319. Introductory Animal Science. (3-3)
This course stresses the importance of scientific animal agriculture and the importance of livestock and meat industries. General factors involving selection, reproduction, nutrition, management, and marketing of beef cattle, swine, sheep, goats, and horses.

AGRI 1325. Marketing of Agriculture Products. (3-0)
Operations in the movement of agricultural commodities from producer to consumer, including the essential marketing functions of buying, selling, transporting, storing, financing, standardizing, pricing, and risk bearing. Including the different types of integration.

AGRI 2313. Plant Protection. (3-3)
Principles and practices of controlling and preventing economic loss caused by plant pests. Includes instruction in entomology, plant pathology, weed science, crop science, environmental toxicology, and related environmental protection measures.

AGRI 2317. Introduction to Agricultural Economics. (3-0)
Fundamental economic principles and their applications to the problems of the industry of agriculture. A study of basic economic concepts and our economic system of today. Survey of farm and ranch management, structure and operation of our marketing system. Other studies included will be agriculture pricing, marketing principles, finance government policies, and programs affecting the agricultural economy.

AGRI 2321. Livestock Evaluation I. (3-3)
A study of the types and breeds, market classes and grades of farm animals. Principles of evaluation include official grading, comparison judging, carcass contests progeny testing are emphasized, together with preparation of written justification of evaluations.

AGRI 2322. Livestock Evaluation II. (3-3)
A continuation of AGRI 2321. Consideration of the selection, evaluation and classification of livestock and livestock products is stressed.

AGRI 2330. Wildlife Conservation and Management. (3-1)
Principles and practices used in the production and improvement of wildlife resources for aesthetic, ecological, and recreational uses of public and private lands.

ART

ARTS 1301. Art Appreciation. (3-0)
Study of different types of visual art, focusing on the roles of art and artists in society throughout history. Topics include the elements and principles of art, an introduction to the different media, and critical evaluation.

ARTS 1303. Art History I. (3-0)
Architecture, sculpture, painting, and other visual arts from prehistoric time to the Renaissance. The relationship of art to religion, economic, political, social, and other culture patterns.

ARTS 1304. Art History II. (3-0)
Architecture, sculpture, painting, and other visual arts in relation to styles and culture patterns from the Renaissance to the present time.

ARTS 1311. Design I. (3-3)
Introduction to the fundamentals of two-dimensional design with an emphasis on creative expression using line, value, form, shape, space, texture, and color as it relates to environment.

ARTS 1312. Design II. (3-3)
Continued theory and practice of the principles of design with an introduction to three-dimensional design as it relates to environment and industry.

ARTS 1316. Drawing I. (3-3)

A beginning course investigating a variety of media, techniques and subjects including still-life, landscape, and architectural subjects, and exploring perceptual and descriptive possibilities with consideration of drawing as a development process as well as an end itself. The course is designed for art majors as well as for the student who wishes to increase their powers of observation and drawing skills for personal enjoyment.

ARTS 1317. Drawing II. (3-3)

A continuation of Drawing I using varied media including color in the study of natural and man-made forms with emphasis on line, value, textural surfaces, foreshortening, and related to contour, gestural, and modeled drawings.

ARTS 2316. Painting I. (3-3)

An introduction to the basics of painting. Explores under painting, composition, color, and form through opaque and transparent paint techniques.

ARTS 2317. Painting II. (3-3)

In addition to the basic principle application, there will be concentration on individual techniques in the media of oil.

ARTS 2326. Metal Sculpture I. (3-3)

Exploration of ideas using sculpture media and techniques.

ARTS 2348. Digital Art I. (3-3)

A studio art course that explores the potential of the computer hardware and software medium for their visual, conceptual, and practical uses in the visual arts.

ARTS 2349. Digital Art II. (3-3)

A continued exploration of the potential of the computer hardware and software medium for their visual, conceptual, and practical uses in the visual arts. Prerequisite: ARTS 2348 or consent of the instructor.

ARTS 2356. Photography I. (3-3)

Introduction to the basics of black and white photography. Includes camera operation, techniques, knowledge of chemistry, darkroom skills and presentation. Emphasis on design, history, and contemporary trends as a means of developing an understanding of photographic aesthetics.

ARTS 2357. Photography II. (3-3)

Extends the students' knowledge of technique and guides them in developing personal outlooks toward specific applications of the black and white photographic process. Prerequisite: Photography I or its equivalent.

ARTS 2366. Water Color I. (3-3)

An introduction to the water color medium as a means of creative expression. Topics include transparency, technique, pigment selection, and paper preparation.

AUTOMOTIVE TECHNOLOGY

AUMT 1301. Introduction and Theory to Automotive Technology. (3-0)

An introductory overview of the automotive service industry including history, safety practices, shop equipment and tools, vehicle subsystems, service publications, professional responsibilities, and automobile maintenance.

AUMT 1407. Automotive Electrical Systems. (2-8)

An overview of automotive electrical systems including topics in operational theory, testing, diagnosis, and repair of batteries, charging and starting systems, and electrical accessories. Emphasis on electrical schematic diagrams and service manuals. May be taught manufacturer specific.

AUMT 1410. Automotive Brake Systems. (2-8)

Operation and repair of drum/disc type brake systems. Emphasis on safe use of modern equipment. Topics include brake theory, diagnosis, and repair of power, manual, anti-lock brake systems, and parking brakes. May be taught with manufacturer specific instructions.

AUMT 1416. Automotive Suspension and Steering System. (2-8)

A study of automotive suspension and steering systems including tire and wheel problem diagnosis, component repair, and alignment procedures. May be taught manufacturer specific.

AUMT 1419. Automotive Engine Repair. (2-6)

Fundamentals of engine operation, diagnosis and repair. Emphasis on identification, inspection, measurements, disassembly, repair, and reassembly of the engine. May be taught manufacturer specific.

AUMT 1445. Automotive Climate Control Systems. (2-8)

Theory of automotive air conditioning and heating systems. Emphasis on the basic refrigeration cycle and diagnosis and repair of system malfunctions. Covers EPA guidelines for refrigerant handling and new refrigerant replacements. May be taught manufacturer specific. Prerequisite: AUMT 1407.

AUMT 2301. Automotive Management. (3-0)

Instruction in human relations, customer relations, and customer satisfaction. Emphasis on management techniques and building relationships between the service department and the customer. Student needs to be their 3rd semester of automotive classes. Permission of instructor.

AUMT 2380, 2381. Coop. Ed. – Automobile/ Automotive Mechanics/
Technology/Technician. (1-20)

Career-related activities encountered in the student's area of specialization offered through an individualized agreement among the college, employer, and student. Under the supervision of the college and the employer, the student combines classroom learning with work experience. Includes a lecture component. Permission of instructor.

AUMT 2413. Automotive Drive Train and Axles. (2-8)

A study of automotive clutches, clutch operation devices, manual transmissions/transaxles, and differentials with emphasis on the diagnosis and repair of transmissions/transaxles and drive lines. May be taught with manufacturer specific instructions.

AUMT 2417. Automotive Engine Performance Analysis I. (2-8)
Theory, operation, diagnosis, and repair of basic engine dynamics, ignition systems, and fuel delivery systems. Use of basic engine performance diagnostic equipment. May be taught with manufacturer specific instructions. Prerequisite: AUMT 1407.

AUMT 2421. Automotive Electrical Diagnosis & Repair. (2-8)
Repair of automotive electrical subsystems, lighting, instrumentation, and accessories. Emphasis on accurate diagnosis and proper repair methods using various troubleshooting skills and techniques. May be taught manufacturer specific.

AUMT 2425. Automotive Automatic Transmission & Transaxle. (2-6)
A study of the operation, hydraulic circuits and electronic controls of modern automatic transmissions/transaxles. Diagnosis, disassembly, and assembly procedures with emphasis on the use of the special tools and repair techniques. May be taught with manufacturer specific. Prerequisite: AUMT 1407.

AUMT 2434. Automotive Engine Performance Analysis II. (2-8)
A study of diagnosis and repair of emission systems, computerized engine performance systems, and advanced ignition and fuel systems; and proper use of advanced engine performance diagnostic equipment. May be taught manufacturer specific. Prerequisite: AUMT 1407.

BIOLOGY

BIOL 1322. Nutrition and Diet Therapy I. (3-0)
The study of the chemical, physical, and sensory properties of food; nutritional quality; and food use and diet applications.

BIOL 1406. Biology for Science Majors I. (3-3)
A study of the fundamental principles of biology. The course includes an introduction to the scientific method, physical and chemical properties of living systems, basic cellular processes, genetics, evolution, taxonomy and ecology. Biology for Science Majors. Co-requisite: Student must also enroll in lab for the course: BIOL 1106

BIOL 1407. Biology for Science Majors II. (3-3)
A continuation of the study of the fundamental principles of biology. This course covers (1) basic cellular metabolism, (2) plant function, organization, responses, and reproduction, (3) organ systems of higher animals, and (4) animal behavior. Prerequisite: BIOL 1406. Biology for Science Majors. Co-requisite: Student must also enroll in lab for the course: BIOL 1107

BIOL 1408. Biology for Non-Science Majors I. (3-3)
Fundamental principles of living organisms including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of reproduction, genetics, ecology, and the scientific method are included. Co-requisite: Student must also enroll in lab for the course: BIOL 1108

BIOL 1409. Biology for Non-Science Majors II. (3-3)
Continuation of BIOL 1408. Co-requisite: Student must also enroll in lab for the course: BIOL 1109

BIOL 1411. General Botany. (3-3)
A study of the biology of plants. The course includes an introduction to the methodology of science, the chemistry of protoplasm and cell structure and function. A survey of the major plant groups emphasizes taxonomy, morphology and ecological relationships. Flowering plants are examined in detail. Co-requisite: Student must also enroll in lab for the course: BIOL 1111

BIOL 1413. General Zoology. (3-3)
The biology of animals, from protozoa through the vertebrates. The survey of the principle animal groups is augmented with discussion of biological principles and a more detailed study of a representative vertebrate. Co-requisite: Student must also enroll in lab for the course: BIOL 1113

BIOL 2401. Anatomy and Physiology I. (3-3)
Structure and function of the human body--cell structure and function, tissues, survey of the structure and functions of the organ systems and a more detailed consideration of the integumentary, skeletal, muscular, and nervous systems. **Must have passed the reading section of the TSI or be exempt from other state tests.**

BIOL 2402. Anatomy and Physiology II. (3-3)
Further study of the structure and function of the human body with a detailed consideration of the endocrine, circulatory, digestive, respiratory, urinary, and reproductive systems. Fluids and electrolytes are also covered. Prerequisite required: BIOL 2401. **Must have passed the reading section of the TSI or be exempt from other state tests.**

BIOL 2406. Marine Environment. (3-3)
Study of ocean environments. This course reviews the physical, chemical, geographic, and biological aspects of the ocean. A survey of marine biota, contemporary commercial practices, and environmental issues are included. Note: This course includes several required field trips at the expense of the student. Prerequisite: ENGL 1301, MATH 1314, and 2 semester sequence of biology or approval of the instructor. Co-requisite: Student must also enroll in lab for the course: BIOL 2106

BIOL 2416. Genetics. (3-3)
Study of the principles of molecular and classical genetics and the function and transmission of hereditary material. May include population genetics and genetic engineering. Prerequisites: BIOL 1406, BIOL 1408, or BIOL 2401. Co-requisite: Student must also enroll in lab for the course: BIOL 2116

BIOL 2420. Microbiology for Non-Science Majors. (3-3)
Study of the morphology, physiology, and taxonomy of representative groups of pathogenic and nonpathogenic microorganisms. Pure cultures of microorganisms grown on selected media are used in learning laboratory techniques. Includes a brief preview of food microbes, public health, and immunology. Prerequisites: BIOL 1406, BIOL 1408, or BIOL 2401. Co-requisite: Student must also enroll in lab for the course: BIOL 2120

BIOL 2421. Microbiology for Science Majors (Bacteriology). (3-4)
Morphology, physiology, cultivation, identification and control of bacteria. Comparative study of the major groups of microorganisms. Consideration of the role of microorganisms in disease, food and milk, water sewage, air, soil and industrial areas.

Prerequisites: BIOL 1406, BIOL 1407, & CHEM 1411. Co-requisite: Student must also enroll in lab for the course: BIOL 2121

BUSINESS ADMINISTRATION

Business Administration courses at Hill College include accounting, general business, business management, office administration, information processing, and word processing. Related business courses include economics, data processing, management development, and management internship.

Accounting

ACCT 2401. Principles of Accounting I - Financial. (3-3)

Accounting concepts and their application in transaction analysis and financial statement preparation; analysis of financial statements; and asset and equity accounting in proprietorships, partnerships, and corporations. Introduction to cost behavior, budgeting, responsibility accounting, cost control, and product costing.

ACCT 2402. Principles of Accounting II - Managerial. (3-3)

Accounting concepts and their application in transaction analysis and financial statement preparation; analysis of financial statements; and asset and equity accounting in proprietorships, partnerships, and corporations. Introduction to cost behavior, budgeting, responsibility accounting, cost control, and product costing.

Prerequisite: ACCT 2401.

ACNT 1303. Introduction to Accounting I. (2-3)

A study of analyzing, classifying, and recording business transactions in a manual and computerized environment. Emphasis on understanding the complete accounting cycle and preparing financial statements, bank reconciliations, and payroll.

ACNT 1304. Introduction to Accounting II. (2-3)

A study of accounting for merchandising, notes payable, notes receivable, valuation of receivables and equipment, and valuation of inventories in a manual and computerized environment.

Business Administration/General Business

BUSG 1315. Small Business Operations. (3-0)

Aspects of operating a small business. Emphasizes management functions including how managers plan, exercise leadership, organize, and control the operations.

BUSG 2309. Small Business Management. (3-0)

Starting and operating a small business. Includes facts about a small business, essential management skills, how to prepare a business plan, financial needs, marketing strategies, and legal issues.

BUSI 1301. Business Principles. (3-0)

Introduction to the role of business in modern society. Includes overview of business operations, analysis of the specialized fields within the business organization, and development of a business vocabulary.

BUSI 2301. Business Law. (3-0)
Principles of law which form the legal framework for business activity. Major topics covered are the legal and social environment of business including ethics, the Constitution, government regulation, international trade, administrative agencies, environmental law, consumer protection, crimes, torts, and computers.

Human Relations

HRPO 1311. Human Relations. (3-0)
Practical application of the principles and concepts of the behavioral sciences to interpersonal relationships in the business and industrial environment.

HRPO 2301. Human Resources Management. (3-0)
Behavioral and legal approaches to the management of human resources in organizations.

Management

BMGT 1301. Supervision. (3-0)
A study of the role of the supervisor. Managerial functions as applied to leadership, counseling, motivation, and human skills are examined.

BMGT 1327. Principles of Management. (3-0)
Concepts, terminology, principles, theories, and issues in the field of management.

BMGT 2341. Strategic Management. (3-0)
A study of the strategic management process, including analysis of how organizations develop and implement a strategy for achieving organizational objectives in a changing environment.

Marketing

MRKG 1302. Principles of Retailing. (3-0)
Introduction to the retailing environment, types of retailers, current trends, the employment of retailing techniques, and factors that influence retailing.

MRKG 1311. Principles of Marketing. (3-0)
Introduction to the marketing functions; identification of consumer and organizational needs; explanation of economic, psychological, sociological, and global issues; and description and analysis of the importance of marketing research.

CHEMISTRY

CHEM 1406. Introductory Chemistry I (Allied Health Emphasis). (3-3)
Survey course introducing chemistry. Topics may include inorganic, organic, biochemistry, food/physiology chemistry, and environmental/consumer chemistry. Designed for allied health and non-science students. Co-requisite: Student must also enroll in lab for the course: CHEM 1106

CHEM 1411. General Chemistry I. (3-3)

General principles, fundamental laws, concepts, and theories of inorganic chemistry. A foundation course to prepare the student for further work in the sciences. Prerequisite: MATH 1314 or a higher level mathematics course, or concurrent enrollment in MATH 1314, or consent of the instructor. Co-requisite: Student must also enroll in lab for the course: CHEM 1111

CHEM 1412. General Chemistry II. (3-3)
Further exploration of chemical principles. Laboratory emphasis on analytical procedures. Prerequisite: CHEM 1411 or consent of instructor. Co-requisite: Student must also enroll in lab for the course: CHEM 1112

CHEM 2423. Organic Chemistry I. (3-3)
Study of the properties and behavior of hydrocarbon compounds and their derivatives. Designed for students in science or pre-professional programs. Co-requisite: Student must also enroll in lab for the course: CHEM 2123

CHILD CARE & DEVELOPMENT A Flexible Entry Program

CDEC 1303. Families, School, & Community. (3-0)
Study of the child, family, community, and schools. Includes parent education and involvement, family and community lifestyles, child abuse, and current family life issues. Course content is aligned with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Requires students to participate in a minimum of 16 hours field experience with children from infancy through age 12 in a variety of settings with varied and diverse populations.

CDEC 1311. Educating Young Children. (3-0)
An introduction to the education of the young child. Includes developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities, and current issues. Course content is aligned with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Requires students to participate in a minimum of 16 hours of field experience with children from infancy through age 12 in a variety of settings with varied and diverse populations.

CDEC 1313. Curriculum Resources for Early Childhood Programs. (2-4)
A study of the fundamentals of curriculum design and implementation in developmentally appropriate programs for children.

CDEC 1318. Wellness of the Young Child. (2-2)
Factors impacting the well-being of young children. Includes healthy behavior, food, nutrition, fitness, and safety practices. Focuses on local and national standards and legal implications of relevant policies and regulations. Course content is aligned with State Board of Educator Certification Pedagogy and Professional Responsibilities standards. Requires students to participate in a minimum of 16 hours field experience with children from infancy through age 12 in a variety of settings with varied and diverse populations.

CDEC 1319. Child Guidance. (2-4)
An exploration of guidance strategies for promoting prosocial behaviors with individual and groups of children. Emphasis on positive guidance principles and techniques, family involvement, and cultural influences. Practical application through direct participation with children.

CDEC 1354. Child Growth and Development. (3-0)
Physical, emotional, social, and cognitive factors impacting growth and development of children through adolescence.

- CDEC 1356. Emergent Literacy for Early Childhood. (3-0)
An exploration of principles, methods, and materials for teaching young children language and literacy through a play-based integrated curriculum.
- CDEC 1358. Creative Arts for Early Childhood. (2-3)
An exploration of principles, methods, and materials for teaching young children music, movement, visual arts, and dramatic play through process-oriented experiences to support divergent thinking.
- CDEC 1421. Infant and Toddler. (3-3)
A study of appropriate infant and toddler programs (birth to age 3), including an overview of development, quality routines, learning environments, materials and activities, and teaching/guidance techniques.
- CDEC 1459. Children with Special Needs. (3-3)
A survey of information regarding children with special needs including possible causes and characteristics of exceptionalities, intervention strategies, available resources, referral processes, the advocacy role, and legislative issues. Prerequisite: CDEC 1354 or PSYC 2314 or consent of instructor.
- CDEC 1494. Special Topics in Child Care/Provider/Assistant. (2-5)
Topics address recently identified current events, skills, knowledge, and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student. This course was designed to be repeated multiple times to improve student proficiency. Prerequisite: CDEC 2441 or 9 hours of CDEC course work or consent of the instructor.
- CDEC 1496. Special Topics in Child Care & Support Services Mgmt. (2-5)
Topics address recently identified current events, skills, knowledge, and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student. This course was designed to be repeated multiple times to improve student proficiency. Prerequisite: Sophomore standing and 34 hours of CDEC course work or consent of the instructor.
- CDEC 2307. Math and Science for Early Childhood. (2-4)
An exploration of principles, methods, and materials for teaching young children math and science concepts and process skills through discovery and play.
- CDEC 2366. Practicum (or Field Experience)-
Child Care Provider/Assistant. (0-21)
Practical, general workplace training supported by an individualized learning plan developed by the employer, college, and student. Prerequisite: CDEC 2441 or concurrent enrollment or consent of instructor.
- CDEC 2426. Administration of Programs for Children I. (3-3)
Application of management procedures for early child care education programs. Includes planning, operating, supervising, and evaluating programs. Topics cover philosophy, types of programs, policies, fiscal management, regulations, staffing, evaluation, and communication. Prerequisite: Sophomore standing and 34 hours of CDEC course work or consent of the instructor.
- CDEC 2428. Administration of Programs for Children II. (3-3)
An in-depth study of the skills and techniques in managing early care and education programs, including legal and ethical issues, personnel management, team building,

leadership, conflict resolution, stress management advocacy, professionalism, fiscal analysis and planning parent education/partnerships. Prerequisite: Sophomore standing and 34 hours of CDEC course work or consent of the instructor.

CDEC 2441. The School Age Child. (3-3)

A study of age appropriate programs for the school age child (5 to 13 years), including an overview of development, appropriate environments, materials and activities, and teaching/guidance techniques. Prerequisite: CDEC 1421 or consent of instructor.

EDUC and TECA courses listed under EDUCATION

COMMUNICATION

See Computer Information Systems or Speech

COMPUTER INFORMATION SYSTEMS

ARTC 1313. Digital Publishing I. (2-4)

The fundamentals of using digital layout as a primary publishing tool and the basic concepts and terminology associated with typography and page layout.

ARTC 1325. Introduction to Computer Graphics. (2-4)

A survey of computer design concepts, terminology, processes, and procedures. Topics include computer graphics hardware, electronic images, electronic publishing, vector-based graphics, and interactive multimedia.

ARTC 1353. Computer Illustration. (2-4)

Use of the tools and transformation options of an industry-standard vector drawing program to create complex illustrations or drawings.

ARTC 2335. Portfolio Development for Graphic Design. (2-4)

Preparation of a portfolio comprised of completed graphic design projects. Evaluation and demonstration of portfolio presentation methods based on the student's specific area of study.

ARTV 1343. Digital Sound. (2-4)

Digitizing sound and incorporating it into multimedia or web titles for various delivery systems. Emphasizes compression issues, sampling, synchronizing, and resource management.

ARTV 1351. Digital Video. (2-4)

Producing and editing video and sound for multimedia or web productions. Emphasizes capture, editing, and outputting of video using a desktop digital video workstation.

BCIS 1305. Business Computer Applications. (3-2)

Computer terminology, hardware, software, operating systems, and information systems relating to the business environment. The main focus of this course is on business applications of software, including word processing, spreadsheets, databases, presentation graphics, and business-oriented utilization of the Internet.

COMM 1307. Introduction to Mass Communication. (3-0)

Study of the media by which entertainment and information messages are delivered. Includes an overview of the traditional mass media: their functions, structures, supports, and influences.

COMM 2305. Editing and Layout. (3-3)
Editing and layout processes, with emphasis on accuracy and fairness, including the principles and techniques of design.

COMM 2330. Introduction to Public Relations. (3-0)
Exploration of the history and development of public relations. Presentation of the theory behind and process of public relations, including the planning, implementation, and evaluation of PR campaigns.

COSC 1309. Logic Design. (3-3)
A discipline approach to problem solving with structured techniques and representation of algorithms using pseudo code and graphical tools. Discussion of methods for testing, evaluation, and documentation.

COSC 1436. Programming Fundamentals I. (3-3)
Introduces the fundamental concepts of structure programming. Topics include software development methodology, data types, control structures, functions, arrays, and the mechanics of running, testing, and debugging. This course assumes computer literacy. Prerequisite: BCIS 1305 or consent of the instructor.

COSC 1437. Programming Fundamentals II. (3-3)
Review of control structures and data types with emphasis on structured data types. Applies the object-oriented programming paradigm, focusing on the definition and use of classes along with the fundamentals of object-oriented design. Includes basic analysis of algorithms, searching and sorting techniques, and an introduction to software engineering. Prerequisite: COSC 1436 or consent of the instructor.

COSC 2425. Computer Organization and Machine Language. (3-3)
Basic computer organization; machine cycle, digital representation of data and instructions, assembly language programming, assembler, loader, macros, subroutines, and program linkages. Prerequisite: COSC 1436 or consent of the instructor.

COSC 2436. Programming Fundamentals III. (3-3)
Further applications of programming techniques introducing the fundamental concepts of data structures and algorithms. Topics include recursion, fundamental data structures (including stacks, queues, linked lists, hash tables, trees, and graphs), and algorithmic analysis. Prerequisite: COSC 1437 or consent of the instructor.

IMED 1301. Introduction to Multimedia. (2-4)
A survey of the theories, elements, and hardware/software components of multimedia. Topics include digital image editing, digital sound and video editing, animation, web page development, and interactive presentations. Emphasis on conceptualizing and producing effective multimedia presentations.

IMED 1316. Web Design I. (2-4)
Instruction in web design and related graphic design issues including mark-up languages, web sites, and browsers.

- IMED 1345. Interactive Multimedia I. (2-4)
Exploration of the use of graphics and sound to create interactive multimedia applications and/or animations using industry standard authoring software.
- IMED 1359. Writing for Digital Media. (2-4)
Written communication for digital media environments including professional websites or other digital content.
- ITMT 2401. Windows Server 2008 Network Infrastructure Configuration. (3-3)
A course in Windows Server 2008 networking infrastructure to include installation, configuration, and troubleshooting of Internet Protocol (IP) addressing, network services and security.
- ITMT 2402. Windows Server 2008 Active Directory Configuration. (3-3)
A study of Active Directory Service on Windows Server 2008. Concepts of resource management within an enterprise network environment.
- ITMT 2422. Windows Server 2008 Applications Infrastructure Configuration. (3-3)
A course in the installation, configuring, maintaining, and troubleshooting of an Internet Information Services (IIS) 7.0 web server and Terminal Services in Windows Server 2008
- ITMT 2451. Windows Server 2008: Server Administrator. (3-3)
Knowledge and skills for the entry-level server administrator or information technology (IT) professional to implement, monitor and maintain Windows Server 2008 servers.
- ITMT 2456. Windows Server 2008: Enterprise Administrator. (3-3)
A capstone course in the design of Windows Server 2008 Enterprise Network Infrastructure that meets business and technical IT requirements for network services.
- ITNW 1308. Windows 7 I&S CLT Operating Systems. (2-4)
The fundamentals of managing and configuring network clients.
- ITNW 1358. Network+. (2-4)
Assists individuals in preparing for the Computing Technology Industry Association (Comp TIA) Network+ certification exam and career as a network professional.
- ITSC 1307. UNIX Operating System I. (2-4)
Introduction to the UNIX operating system including multi-user concepts, terminal emulation, use of system editor, basic UNIX commands, and writing script files. Includes introductory system management concepts.
- ITSC 1325. Personal Computer Hardware. (2-4)
Current personal computer hardware including assembly, upgrading, setup, configuration, and troubleshooting.
- ITSE 2409. Database Programming. (3-3)
Database development using database programming techniques emphasizing database structures, modeling, and database access.
- ITSE 2413. Web Authoring. (3-3)
Introduction in designing and developing web pages that incorporate text, graphics, and other supporting elements using current technologies and authoring tools.

- ITSE 2417. JAVA Programming. (3-3)
Introduction to object-oriented Java programming including the fundamental syntax and semantics of Java for applications and web applets.
- ITSE 2421. Object-Oriented Programming. (3-3)
Introduction to object-oriented programming. Emphasis on the fundamentals of design with classes, including development, testing, implementation, and documentation.
- ITSY 1342. Information Technology Security. (2-4)
Instruction in security for network hardware, software, and data, including physical security; backup procedures; relevant tools; encryption; and protection from viruses.
- ITSY 2400. Operating System Security. (3-3)
Safeguard computer operating systems by demonstrating server support skills and designing and implementing a security system. Identify security threats and monitor network security implementations. Use best practices to configure operating systems to industry security standards.
- ITSY 2401. Firewalls and Network Security. (3-3)
Identify elements of firewall design, types of security threats and responses to security attacks. Use best practices to design, implement, and monitor a network security plan. Examine security incident postmortem reporting and ongoing network security activities.
- ITSY 2430. Intrusion Detection. (3-3)
Computer information systems security monitoring, intrusion detection, and crisis management. Includes alarm management, signature configuration, sensor configuration, and troubleshooting components. Emphasizes identifying, resolving, and documenting network crises and activating the response team.
- ITSY 2442. Incident Response and Handling. (3-3)
In-depth coverage of incident response and incident handling, including identifying sources of attacks and security breaches; analyzing security logs; recovering the system to normal; performing postmortem analysis; and implementing and modifying security measures.
- ITSY 2443. Computer System Forensics. (3-3)
In-depth study of system forensics including methodologies used for analysis of computer security breaches. Gather and evaluate evidence to perform postmortem analysis of a security breach.
- RTVB 1317. Convergence of Electronic Media. (3-0)
Explores career opportunities, regulatory and economic issues in electronic media including radio, television, internet, and new media.

COSMETOLOGY
A Flexible Entry Program

- CSME 1348. Principles of Skin Care. (2-4)
An introduction of the theory and practice of skin care.
- CSME 1401. Orientation to Cosmetology. (2-8)

An overview of the skills and knowledge necessary for the field of cosmetology.

CSME 1405. Fundamentals of Cosmetology. (2-8)

A course in the basic fundamentals of cosmetology. Topics include service preparation, manicure, facial, chemical services, shampoo, haircut, wet styling, and comb out.

CSME 1420. Orientation to Facial Specialist. (2-5)

An overview of the skills and knowledge necessary for the field of facials and skin care.

CSME 1421. Principles of Facial/Esthetic Technology I. (2-5)

An introduction to the principles of facial/esthetic technology. Topics include anatomy, physiology, theory, and related skills of facial/esthetic technology.

CSME 1430. Orientation to Nail Technology. (3-6)

An overview of the fundamental skills and knowledge necessary for the field of nail technology.

CSME 1431. Principles of Nail Technology I. (3-6)

A course in the principles of nail technology. Topics include anatomy, physiology, theory, and related skills of nail technology.

CSME 1434. Cosmetology Instructor I. (2-6)

The fundamentals of instructing cosmetology students. Prerequisite: Valid operator license, Texas Department of Licensure and Regulation.

CSME 1435. Orientation to the Instruction of Cosmetology. (2-6)

An overview of the skills and knowledge necessary for the instruction of cosmetology students. Prerequisite: Valid operator license, Texas Department of Licensure and Regulation.

CSME 1441. Principles of Nail Technology II. (3-6)

A continuation of the concepts and principles of nail technology. Topics include advanced instruction in anatomy, physiology, theory, and related skills of nail technology.

CSME 1451. Artistry of Hair, Theory and Practice. (2-8)

Instruction in the artistry of hair design. Topics include theory, techniques, and application of hair design. Pre/co requisite-Orientation to Cosmetology.

CSME 1453. Chemical Reformation and Related Theory. (2-8)

Presentation of the theory and practice of chemical reformation including terminology, application, and workplace competencies. Pre/co requisite-Orientation to Cosmetology.

CSME 1492. Special Topics in Cosmetology Instruction. (4-0)

Topics address recently identified current events, skills, knowledge, and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student. This course is designed to be repeated multiple times to improve student proficiency.

CSME 1493. Special Topics in Cosmetic Services, General. (4-0)

Topics address recently identified current events, skills, knowledge, and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional

development of the student. This course is designed to be repeated multiple times to improve student proficiency.

CSME 1543. Manicuring and Related Theory. (3-7)
Presentation of the theory and practice of nail technology. Topics include terminology, application, and workplace competencies related to nail technology. Pre/co requisite-Orientation to Cosmetology.

CSME 1545. Principles of Facial/Esthetic Technology II. (2-9)
A continuation of the concepts and principles in skin care and other related technologies. Topics include advanced instruction in anatomy, physiology, theory, and related skills of facial/esthetic technology.

CSME 1547. Principles of Skin Care/Facials and Related Theory. (3-7)
In-depth coverage of the theory and practice of skin care, facials, and cosmetics. Pre/co requisite-Orientation to Cosmetology.

CSME 2302. Introduction to Application of Hair Color. (2-4)
Introduction to basic hair color applications including safety and sanitation procedures.

CSME 2337. Advanced Cosmetology Techniques. (2-4)
Mastery of advanced cosmetology techniques including hair designs, professional cosmetology services, and workplace competencies. Pre/co requisite-Fundamentals of Cosmetology.

CSME 2343. Salon Development. (3-0)
Applications of procedures necessary for salon development. Topics include professional ethics and goals, salon operation, and record keeping.

CSME 2401. The Principles of Hair Coloring and Related Theory. (2-8)
Presentation of the theory and practice of hair color and chemistry. Topics include terminology, application, and workplace competencies related to hair color. Pre/co requisite-Orientation to Cosmetology.

CSME 2414. Cosmetology Instructor II. (2-6)
A continuation of the fundamentals of instruction of cosmetology students. Prerequisite: Valid operator license, Texas Department of Licensure and Regulation.

CSME 2415. Cosmetology Instructor III. (2-6)
Presentation of lesson plan assignments and evaluation techniques. Prerequisite: Valid Texas Department of Licensing and Regulation license.

CSME 2439. Advanced Hair Design. (2-8)
Advanced concepts in the theory and practice of hair design. Pre/co requisite-Orientation to Cosmetology.

CSME 2444. Cosmetology Instructor IV. (2-6)
Advanced concepts of instruction in a cosmetology program. Topics include demonstration, development, and implementation of advanced evaluation and

assessment techniques. Prerequisite: Valid Texas Department of Licensing and Regulation license.

CSME 2445. Instructional Theory and Clinic Operation. (1-6)
An overview of the objectives required by the Texas Department of Licensing and Regulation Instructor Examination. Prerequisite: Valid Texas Department of Licensing and Regulation license.

CSME 2530. Nail Enhancement. (2-9)
A course in the theory, application, and related technology of artificial nails. Pre/co requisite-Orientation to Nail Technology.

CSME 2531. Principles of Facials/Esthetic Technology III. (2-9)
Advanced concepts and principles of skin care and other related technologies.

CSME 2541. Preparation for the State Licensing Examination. (3-6)
Preparation for the state licensing examination.

FSHN 2309. Fashion Image. (3-0)
Instruction in the techniques used to analyze the fashion image of individual clients. Emphasis on personal coloring, seasonal color harmonies, appropriate fabric textures, body proportion and silhouette, figure, facial and hair analysis, and wardrobe coordination. Study of fashion image consultant business practices and job qualifications.

NUPC 2230. Infection Control and Aseptic Techniques. (2-0)
Review and update information related to infection control and aseptic techniques. Discussion of means of transmission, common signs and symptoms, and available treatments for communicable diseases commonly found in healthcare. Study of the standard precaution categories differentiating between standard precautions and transmission-based precautions. Includes discussion of sterile and aseptic techniques.

CRIMINAL JUSTICE

Criminal Justice - Field of Study

CRIJ 1301. Introduction to Criminal Justice. (3-0)
History, philosophy, and ethical considerations of criminal justice; the nature and impact of crime; and an overview of the criminal justice system, including law enforcement and court procedures.

CRIJ 1306. Court Systems and Practices. (3-0)
Study of the judiciary in the American criminal justice system and the adjudication processes and procedures.

CRIJ 1307. Crime in America. (3-0)
American crime problems in historical perspective, social and public policy factors affecting crime, impact and crime trends, social characteristics of specific crimes, and prevention of crime.

CRIJ 1310. Fundamentals of Criminal Law. (3-0)

Study of criminal law, its philosophical and historical development, major definitions and concepts, classifications and elements of crime, penalties using Texas statutes as illustrations, and criminal responsibility.

CRIJ 1313. Juvenile Justice System. (3-0)

A study of the juvenile justice process to include specialized juvenile law, role of the juvenile law, role of the juvenile courts, role of police agencies, role of correctional agencies, and theories concerning delinquency.

CRIJ 2301. Community Resources in Corrections. (3-0)

An introductory study of the role of the community in corrections; community programs for adults and juveniles; administration of community programs; legal issues; future trends in community treatment.

CRIJ 2313. Correctional Systems and Practices. (3-0)

Corrections in the criminal justice system; organization of correctional systems; correctional role; institutional operations; alternatives to institutionalization; treatment and rehabilitation; current and future issues.

CRIJ 2314. Criminal Investigation. (3-0)

Investigative theory; collection and preservation of evidence; sources of information; interview and interrogation; uses of forensic sciences; case and trial preparation.

CRIJ 2323. Legal Aspects of Law Enforcement. (3-0)

Police authority; responsibilities; constitutional constraints; laws of arrest, search, and seizure; police liability.

CRIJ 2328. Police Systems and Practices. (3-0)

The police profession; organization of law enforcement systems; the police role; police discretion; ethics; policy-community interaction; current and future issues.

Criminal Justice Studies

CJSA 1308. Criminalistics I. (3-0)

Introduction to the field of criminalistics. Topics include the application of scientific and technical methods in the investigation of crime including location, identification, and handling of evidence for scientific analysis.

CJSA 1400. Death Investigations I. (3-0)

Concepts, investigation process, scene management, required documentation, and case management for incidences of natural, accidental, and suicidal deaths. Follows the Department of Justice National Guidelines for investigations investigators.

CJSA 2323. Criminalistics II. (3-0)

Theory and practice of crime scene investigation. Topics include report writing, blood and other body fluids, document examination, etchings, casts and molds, glass fractures, use of microscope, and firearms identification.

CJSA 2334. Contemporary Issues in Criminal Justice. (3-0)

A series of lectures and class participation exercises presenting selected topics currently confronting criminal justice personnel and the public they serve.

CJSA 2335. First Line Police Supervision. (3-0)
Development of supervision techniques and practices for the first-line supervisor and development of desirable traits of a supervisor with emphasis on individual and group leadership. Special emphasis on the balance between the individual and the organization.

CJSA 2389. Criminal Justice/Safety Studies (0-9)
A work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts. A learning plan is developed by the college and the employer.

Corrections/Correctional Administration

CJCR 1304. Probation & Parole. (3-0)
A survey of the structure, organization, and operation of probation and parole services. Emphasis on applicable state statutes and administrative guidelines.

CJCR 2325. Legal Aspects of Corrections. (3-0)
A study of the operation, management, and legal issues affecting corrections. Analysis of constitutional issues involving rights of the convicted, as well as civil liability of correctional agencies and staff. Assess current case, statutory and constitutional law applicable to the correctional setting including clients, inmates, and staff; explain and describe the various types and classifications of correctional populations; and explain consequences of civil and criminal liabilities.

Law Enforcement/Police Science

CJLE 1111. Basic Firearms. (0-3)
Firearm safety, cleaning and care techniques, proper shooting principles, and firearm proficiency. This course was designed to be repeated multiple times if content varies.

CJLE 1132. Physical Fitness for Law Enforcement. (0-3)
Addresses personal health and diet, fitness, and stress management for law enforcement. Includes development of flexibility, strength, cardiovascular, endurance training, and personal fitness evaluation techniques. This course was designed to be repeated multiple times if content varies.

CJLE 1327. Interviewing & Report Writing for Criminal Justice Professions. (3-0)
Instruction and skill development in interviewing, note-taking, and report writing in the criminal justice context. Development of skills to conduct investigations by interviewing witnesses, victims, and suspects properly. Organization of information regarding incidents into effective written reports.

CJLE 1506. Basic Peace Officer I. (3-6)
Basic preparation for a new peace officer. Should be taken in conjunction with Basic Peace Officer II, III, IV, and V (supplement) to satisfy the Texas Commission on Law Enforcement (TCLEOSE) approved Basic Peace Officer Training Academy. ***THIS COURSE MAY BE OFFERED ONLY BY INSTITUTIONS LICENSED AS A POLICE ACADEMY BY TCLEOSE.***

CJLE 1512. Basic Peace Officer II. (3-6)
Basic preparation for a new peace officer. Should be taken in conjunction with Basic Peace Officer I, III, IV, and V (supplement) to satisfy the Texas Commission on Law Enforcement (TCLEOSE) approved Basic

Peace Officer Academy. ***THIS COURSE MAY BE OFFERED ONLY BY INSTITUTIONS LICENSED AS A POLICE ACADEMY BY TCLEOSE.***

CJLE 1518. Basic Peace Officer III. (3-6)

Basic preparation for a new peace officer. Should be taken in conjunction with Basic Peace Officer I, II, IV, and V (supplement) to satisfy the Texas Commission on Law Enforcement (TCLEOSE) approved Basic Peace Officer Academy. ***THIS COURSE MAY BE OFFERED ONLY BY INSTITUTIONS LICENSED AS A POLICE ACADEMY BY TCLEOSE.***

CJLE 1524. Basic Peace Officer IV. (3-6)

Basic preparation for a new peace officer. Should be taken in conjunction with Basic Peace Officer I, II, III, and V (supplement) to satisfy the Texas Commission on Law Enforcement (TCLEOSE) approved Basic Peace Officer Training Academy. ***THIS COURSE MAY BE OFFERED ONLY BY INSTITUTIONS LICENSED AS A POLICE ACADEMY BY TCLEOSE.***

Drug and Alcohol Abuse Counseling

DAAC 1309. Assessment Skill of Alcohol and Other Drug Addictions. (3-0)

Examines procedures and tools used to identify and assess a client's strengths, weaknesses, problems, and needs.

DAAC 1311. Counseling Theories. (3-0)

An examination of the major theories and current treatment modalities used in the field of counseling.

DAAC 1317. Basic Counseling Skills. (3-0)

Presents the basic counseling skills necessary to develop an effective helping relationship with clients.

DAAC 1319. Introduction to Alcohol & Other Drug Addictions. (3-0)

Provides an overview of causes and consequences of addiction as they relate to the individual, family, community, and society. Overview of alternatives regarding prevention, intervention, and treatment. Includes explanation of competencies and requirements for licensure in Texas. Identifies addiction issues related to diverse populations.

DAAC 2307. Addicted Family Intervention. (3-0)

Present family as a dynamic system focusing on the effects of addiction on family roles, rules, and behavior patterns. Includes the effects of mood altering substances, behaviors, and therapeutic alternatives as they relate to the family from a multicultural and transgenerational perspective.

DAAC 2343. Current Issues. (3-0)

Examination of current issues in addiction. Identify current issues of addiction counseling; and analyze treatment implications related to these issues.

DAAC 2354. Dynamics of Group Counseling. (3-0)

Exploration of group counseling skills, techniques, and stages of group development.

DAAC 2366. Practicum (or Field Experience) - Substance Abuse/
Addiction Counseling. (0-21)

Practical, general workplace training supported by an individualized learning plan developed by the employer, college, and student.

DAAC 2563. Clinical - Substance Abuse/Addiction Counseling. (1-20)

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

DIAGNOSTIC MEDICAL SONOGRAPHY

DMSO 1110. Introduction to Sonography. (0-2)

An introduction to the profession of sonography and the role of the sonographer. Emphasis on medical terminology, ethical/legal aspects, written and verbal communication, and professional issues relating to registry, accreditation, professional organizations and history of the profession.

DMSO 1160. Clinical-Sonography Techniques. (0-6)

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

DMSO 1302. Basic Ultrasound Physics. (3-0)

Basic acoustical physics and acoustical waves in human tissue. Emphasis on ultrasound transmission in soft tissues, attenuation of sound energy, parameters affecting sound transmission, and resolution of sound beams.

DMSO 1342. Intermediate Ultrasound Physics. (2-2)

Continuation of Basic Ultrasound Physics. Includes interaction of ultrasound with tissues, mechanics of ultrasound production and display, various transducer designs and construction, quality assurance, bioeffects, and image artifacts. May introduce methods of Doppler flow analysis.

DMSO 1351. Sonographic Sectional Anatomy. (3-1)

Sectional anatomy of the male and female body. Includes anatomical relationships of organs, vascular structures, and body planes and quadrants.

DMSO 1355. Sonographic Pathophysiology. (3-0)

Pathology and pathophysiology of the abdominal structures visualized with ultrasound. Includes abdomen, pelvis, and superficial structures.

DMSO 1360. Clinical. (0-18)

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

DMSO 1361. Clinical. (0-18)

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

DMSO 1441. Abdominopelvic Sonography. (3-2)

Normal anatomy and physiology of the abdominal and pelvic cavities as related to scanning techniques, transducer selection, and scanning protocols.

DMSO 2130. Advanced Ultrasound and Review. (0-4)

Knowledge, skills, and professional values within a legal and ethical framework addressing emerging technologies and professional development.

DMSO 2243. Advanced Ultrasound Principles & Instrumentation. (1-2)

Theory and application of ultrasound principles. Includes advances in ultrasound technology.

DMSO 2245. Advanced Sonographic Practices. (2-0)

Exploration of advanced sonographic procedures and emerging ultrasound applications.

DMSO 2405. Sonography of Obstetrics/Gynecology. (3-4)

Detailed study of the pelvis and obstetrics/gynecology as related to scanning techniques, patient history and laboratory data, transducer selection, and scanning protocols.

DMSO 2460. Clinical.

(0-24)

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

VASCULAR TECHNOLOGY

DSVT 1300. Principles of Vascular Technology.

(2-2)

Introduction to non-invasive vascular technology modalities. Includes 2D imaging, Doppler, plethysmography, and segmental pressures. Emphasis on performing basic venous and arterial imaging and non-imaging exams.

DSVT 2200. Vascular Technology Applications.

(1-2)

Non-invasive vascular technology. Includes 2-D imaging, Doppler, plethysmography, and segmental pressures. Emphasizes protocols for performing basic venous and arterial imaging and non-imaging exams.

DSVT 2335. Advanced Non-Invasive Vascular Technology.

(2-2)

Non-Invasive vascular concepts. Includes harmonics, contrast, power Doppler, digital intraoperative, intravascular, abdominal vascular, graft surveillance, vascular interventions, and research. Emphasizes extensive review of case studies, technical reporting, preliminary interpretation, and registry review.

DSVT 2461. Clinical.

(0-20)

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

DRAMA

DRAM 1120, 1121. Theater Practicum I & II.

(3-3)

A participation course to aid students in finding an outlet for talents in the field of drama. Required of all drama majors and drama scholarship students, but open to all students.

DRAM 1141. Make Up.

(1-0)

The design and execution of make up for the purpose of developing believable characters. A discussion of basic make up principles and practical experience of make up application.

DRAM 1161 Musical Theater I.

(1-3)

Study and performance of works from the musical theater repertoire.

DRAM 1242. Introduction to Costume.

(3-0)

Principles and techniques of costume design and construction for theatrical productions.

DRAM 1310. Introduction to the Theater.

(3-3)

A survey course designed to acquaint the student with all the various areas of theatre, beginning with the history of the theatre and including a discussion of the periods and the playwrights that reflected the periods. Topics include an examination of the various theatre arts: directing, acting, scene design, lighting, costuming, theatre management, and how to choose and produce a play.

DRAM 1323. Basic Theater Practice.

(3-3)

Practicum in theater with emphasis on technique and procedures with experience gained in play productions.

DRAM 1330. Stagecraft I.

(3-3)

The study and application of choosing, casting, rehearsing, and producing of a play. In addition to the direct aspects of production, other topics may include set design, lighting, sound, costuming, properties, house management, and backstage organization. Designed for drama majors as well as art majors, architectural students, fashion merchandising.

DRAM 1351. Introduction to Acting I. (3-3)

This course approaches acting as an art where native ability is important but where certain techniques can be taught. Special problems of individual students will be addressed, especially with regard to handling stage fright. Projects include improvisations, monologues, duo characterizations, and personal development according to needs.

DRAM 1352. Introduction to Acting II. (3-3)

A continuation of DRAM 1351. The development of basic skills and techniques of acting including increased sensory awareness, ensemble performing, character analysis, and script analysis. Emphasis is placed on the mechanics of voice, body, emotion, and an analysis as tools for the actor.

DRAM 2120, 2121. Theater Practicum III & IV. (3-3)

A continuation of DRAM 1120, 1121.

DRAM 2331. Stagecraft II. (3-3)

A continuation of DRAM 1330.

DRAM 2336. Voice for Theater. (3-0)

Application of the performer's use of the voice as a creative instrument of effective communication. Encourages an awareness of the need for vocal proficiency with an emphasis on techniques designed to improve the performer's speaking abilities.

DRAM 2351. Introduction to Acting III. (3-3)

A continuation of DRAM 1352.

DRAM 2366. The Development of the Motion Picture. (2-4)

The study of the historical development of motion pictures to the present time and the medium of entertainment and industry as an art form. Representative films are viewed, studied, and evaluated. Further film analysis emphasizes direction, producing, acting, and other production values of the cinema.

DRAM 2367. Development of the Motion Picture II. (2-4)

Emphasis on the analysis of the visual and aural aspects of selected motion pictures, dramatic aspects of narrative films, and historical growth and sociological effect of film as an art.

DRAM 2389. Academic Cooperative. (3-7)

An instructional program designed to integrate on-campus study with practical hands-on work experience. In conjunction with class seminars, the individual student will set specific goals and objectives in the study of drama.

ECHOCARDIOGRAPHY

DMSO 1302. Basic Ultrasound Physics. (3-0)

Basic acoustical physics and acoustical waves in human tissue. Emphasis on ultrasound transmission in soft tissues, attenuation of sound energy, parameters affecting sound transmission, and resolution of sound beams.

DSAE 1203. Introduction to Echocardiography Techniques. (1-3)

An introduction to scanning techniques and procedures with hands-on experience in a lab setting. Emphasis is placed on the sonographic explanation of the normal adult heart.

DSAE 1205. Cardiovascular Pharmacology. (2-0)

Pharmacology relating to the treatment of cardiovascular diseases. Includes drug classification, indications, contraindications, action, dosage, route of administration, and side effects.

DSAE 1260. Clinical-Diagnostic Medical Sonography/Sonographer and
Ultrasound Technician. (0-8)

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

DSAE 1315. Principles of Adult Echocardiography. (2-2)

An introduction to cardiovascular anatomy and physiology, including hemodynamics and spatial relationships of the normal adult heart. Topics include anatomical correlation of 2-D, M-Mode, and Doppler sonographic imaging. Scanning techniques are correlated and taught in the laboratory sessions.

DSAE 1440. Diagnostic Electrocardiography. (3-3)

Cardiac testing including the techniques and interpretation of patient physical assessment. Covers electrocardiography, stress testing, Holter monitoring, vital signs, and cardiovascular pharmacology.

DSAE 2235. Advanced Echocardiography. (0-6)

Instruction in advanced echocardiographic procedures. Topics include stress echo, related diagnostic imaging, and related noninvasive cardiac testing.

DSAE 2304. Echocardiographic Evaluation of Pathology I. (2-2)

An emphasis on adult acquired cardiac pathologies. Topics include cardiovascular pathophysiology, quantitative measurements, and the application of 2-D, M-Mode, and Doppler. Recognition of the sonographic appearances of cardiovascular disease is stressed.

DSAE 2437. Echocardiographic Evaluation of Pathology II. (3-3)

A continuation of Echocardiographic Evaluation of Pathology I with emphasis on cardiac disease. Discussion of quantitative measurements and application of 2-D, M-Mode, and Doppler and recognition of the sonographic appearances of cardiac disease is stressed.

DSAE 2660. Clinical-Diagnostic Medical Sonography/Sonographer and
Ultrasound Technician. (0-29)

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

DSAE 2661. Clinical-Diagnostic Medical Sonography/Sonographer and
Ultrasound Technician. (0-29)

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

ECONOMICS

ECON 2301. Principles of Macroeconomics. (3-0)

An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy.

ECON 2302. Principles of Microeconomics. (3-0)

Analysis of the behavior of individual economic agents, including consumer behavior and demand, producer behavior and supply, price and output decisions by firms under various market structures, factor markets, market failures, and international trade.

EDUCATION

EDUC 1301. Introduction to Teaching Profession. (3-1)

An enriched, integrated pre-service course and content experience that provides active recruitment and institutional support of students interested in a teaching career, especially in high need fields. Requires students to participate in early field observations at all levels of P-12 schools with varied and diverse student populations and provides students with support from college and school faculty, preferably in small cohort groups, for the purpose of introduction to and analysis of the culture of schooling and classrooms. Course content is aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standard. Course requires 16 contact hours of field experience in P-12 classrooms.

EDUC 2301. Introduction to Special Populations. (3-1)

An enriched, integrated pre-service course and content experience that provides an overview of schooling and classrooms from the perspectives of language, gender, socioeconomic status, ethnic and academic diversity, and equity with an emphasis on factors that facilitate learning. Require students to participate in early field observations of P-12 special populations. Course content is aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Course requires 16 contact hours of field experience in P-12 classrooms.

TECA 1303. Family, School, and Community. (3-1)

A study of the child, family, community, and schools, including parent education and involvement, family and community lifestyles, child abuse, and current family life issues. Course content is aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Requires students to participate in field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations. Students are required to do a 16 hour observation.

TECA 1311. Educating Young Children. (3-1)

An introduction to the education of the young child, including developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities, and current issues. Course content is aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Requires students to participate in field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations. Students are required to do a 16 hour observation.

TECA 1318. Wellness of the Young Child. (3-1)

A study of the factors that impact the well-being of the young child including healthy behavior, food, nutrition, fitness, and safety practices. Focus on local and national standards and legal implications of relevant policies and regulation. Course content is aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Requires students to participate in field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations. Students are required to do a 16 hour observation.

TECA 1354. Child Growth and Development. (3-0)

A study of the physical, emotional, social, and cognitive factors impacting growth and development of children through adolescence.

EMERGENCY MEDICAL SERVICES PROFESSIONS

EMSP 1149. Trauma Life Support (1-0)

Intense skill development in emergency field management, systematic rapid assessment, resuscitation, packaging, and transportation of patients. Includes experience necessary to meet initial certification requirements. Prerequisite: Certified Basic EMT; L.V.N., R.N., or Physician.

EMSP 1160. Basic Clinical Internship-E.M.S. Professions. (0-6)

A method of instruction providing detailed education, training and work-based experience, and direct patient/client care, generally at a clinical site. Specific detailed learning objectives are developed for each course by the faculty. On-site clinical instruction, supervision, evaluation, and placement are the responsibility of the college faculty. Clinical experiences are unpaid external learning experience. Course may be repeated if topics and learning outcomes vary. Prerequisite/co-requisite: Must be eighteen years of age at the completion of the course. Must have attained a GED or high school diploma prior to testing with the National Registry of Emergency Medical Technicians.

EMSP 1161. Intermediate Clinical-E.M.S. Professions. (0-6)

A method of instruction providing detailed education, training and work-based experience, and direct patient/ client care, generally at a clinical site. Specific detailed learning objectives are developed for each course by the faculty. On-site clinical instruction, supervision, evaluation, and placement are the responsibility of the college faculty. Clinical experiences are unpaid external learning experiences. Course may be repeated if topics and learning outcomes vary. Prerequisite: Completion of Introduction to Advanced Practices to include airway management and intravenous infusion therapy.

EMSP 1162. Paramedic Clinical I-E.M.S. Professions. (0-6)

A method of instruction providing detailed education, training and work-based experience, and direct patient/client care generally at a clinical site. Specific detailed learning

objectives are developed for each course by the faculty. On-site clinical instruction, supervision, evaluation, and placement are the responsibility of the college faculty. Clinical experiences are unpaid external learning experiences. Course may be repeated if topics and learning outcomes vary. Prerequisite/co-requisite: Completion of Introduction to Advanced Practices to include airway management and intravenous infusion therapy and emergency pharmacology.

EMSP 1163. Paramedic Clinical II-E.M.S. Professions. (0-6)

A method of instruction providing detailed education, training and work-based experience, and direct patient/client care, generally at a clinical site. Specific detailed learning objectives are developed for each course by the faculty. On-site clinical instruction, supervision, evaluation, and placement are the responsibility of the college faculty. Clinical experiences are unpaid external learning experiences. Course may be repeated if topics and learning outcomes vary. Prerequisite: Completion of Paramedic I and Assessment Based Management.

EMSP 1355. Trauma Management. (2-2)

A detailed study of the knowledge and skills necessary to reach competence in the assessment and management of patients with traumatic injuries. Prerequisite: Patient Assessment & Advanced Airway.

EMSP 1356. Patient Assessment & Airway Management. (2-2)

A detailed study of the knowledge and skills required to reach competence in performing patient assessment and airway management. Prerequisite: EMT Basic Introduction to Advanced Practice.

EMSP 1438. Introduction to Advanced Practice. (3-2)

An exploration of the foundations necessary for mastery of the advanced topics of clinical practice out of the hospital. Prerequisite: EMT-Basic.

EMSP 1501. Emergency Medical Technician-Basic. (3-8)

Introduction to the level of Emergency Medical Technician (EMT)-Basic. Includes all the skills necessary to provide emergency medical care at a basic life support level with an ambulance service or other specialized services. Prerequisite/co-requisite: Must be eighteen years of age at the completion of the course. Must have attained a GED or high school diploma prior to testing with the National Registry of Emergency Medical Technicians.

EMSP 2135. Advanced Cardiac Life Support. (1-0)

Skill development for professional personnel practicing in critical care units, emergency departments, and paramedic ambulances. Establishes a system of protocols for management of the patient experiencing cardiac difficulties. Prerequisite: Current American Heart Association Health Care Provider or American Red Cross Professional Rescuer or equivalent course completion, Paramedic I.

EMSP 2143. Assessment Based Management. (0-3)

The capstone of the EMSP program. Designed to provide for teaching and evaluating comprehensive assessment based patient care management. Prerequisite: Patient Assessment & Advanced Airway, Trauma, Cardiology, Medical Emergencies, Special Populations.

EMSP 2338. EMS Operations. (2-2)
A detailed study of the knowledge and skills necessary to safely manage the scene of an emergency. Prerequisite: Paramedic I & II.

EMSP 2348. Emergency Pharmacology. (3-1)
A comprehensive course covering all aspects of the utilization of medications in treating emergency situations. Course is designed to compliment Cardiology, Special Populations, and Medical Emergency courses. Co-requisite: Introduction of Advanced Practices, Patient Assessment and Airway Management, Trauma Management.

EMSP 2430. Special Populations. (3-2)
A detailed study of the knowledge and skills necessary to reach competence in the assessment and management of ill or injured patients in nontraditional populations. Prerequisite: Patient Assessment & Advanced Airway, Pharmacology, Cardiology, and Medical Emergencies.

EMSP 2434. Medical Emergencies. (3-4)
A detailed study of the knowledge and skills necessary to reach competence in the assessment and management of patients with medical emergencies. Prerequisite: Patient Assessment & Advanced Airway, Pharmacology, and Cardiology.

EMSP 2460. Clinical-Emergency Medical Service Professions III. (0-16)
A method of instruction providing detailed education, training and work-based experience, and direct patient/client care, generally at a clinical site. Specific detailed learning objectives are developed for each course by the faculty. On-site clinical instruction, supervision, evaluation, and placement are the responsibility of the college faculty. Clinical experiences are unpaid external learning experiences. Course may be repeated if topics and learning outcomes vary. Prerequisite/co-requisite: Completion of Paramedic I & II along with EMS Operations.

EMSP 2544. Cardiology. (4-4)
A detailed study of the knowledge and skills necessary to reach competence in the assessment and management of patients with cardiac emergencies. Co-requisite: Patient Assessment, Advanced Airway & Emergency Pharmacology.

ENGINEERING

ENGR 1304. Graphics. (2-4)
Introduction to spatial relationships, multiview projection and sectioning, dimensioning, graphical presentation of data, and fundamentals of computer graphics.

ENGR 2303. Technical Statics. (3-1)
Calculus-based study of composition and resolution of forces, equilibrium of force systems, friction, centroids, and moments of inertia; dynamics of rigid bodies, force-mass-acceleration, work-energy, and impulse-momentum computation. Prerequisites: MATH 2314, PHYS 2426.

ENGLISH

ENGL 0306. Developmental English I. (3-3)

Designed for the improvement of English/communication skills needed for college readiness and success through a variety of resources including lecture, computer assisted instruction, video, printed material, and writing exercises. Emphasis on basic grammar, usage, sentence and paragraph construction. This course will not meet the requirements for English credit for the graduation with the Associate Degree.

ENGL 0307. Developmental English II. (3-3)

A continuation of ENGL 0306. Designed for the improvement of English/ communication skills needed for college readiness and success through a variety of resources including lecture, computer assisted instruction, video, printed material, and writing exercises. Emphasis on effective organization, effective sentences, usage, and paragraph and essay development. This course will not meet the requirements for English credit for graduation with the Associate Degree.

ENGL 0308. Developmental English III. (3-3)

Designed for the improvement of writing skills necessary for college readiness and success through a variety of resources for the student who has scored between 200 and 220 on the THEA or successfully completed ENGL 0307. Extensive writing will be done with a thorough review of grammar using a variety of resources. Emphasis on unity, focus, purpose and audience, and edited American English. This course will not meet the requirements for English credit for graduation with the Associate Degree.

ENGL 0309. Developmental English (NCBO). (3-3)

Development of fundamental writing skills such as idea generation, organization, style, utilization of standard English, and revision. This course will not meet the requirements for English credit for graduation with the Associate Degree.

INRW 0309. Developmental Integrated Reading & Writing. (NCBO). (3-3)

This is a combined lecture/lab, performance-based course designed to develop students' critical reading and academic writing skills. The focus of the course will be on applying critical reading skills for organizing, analyzing, and retaining material and developing written work appropriate to audience, purpose, situation, and length of the assignment. The course integrates preparation in basic academic reading skills with basic skills in writing a variety of academic essays. This is a course with a required lab. The course fulfills TSI requirements for reading and writing.

ENGL 1301. Composition I. (3-0)

A review of the principles of grammar, punctuation, and sentence structure; spelling drill and vocabulary; selected readings; theme writing with emphasis on organization of the whole composition, paragraph development, and effective sentences for expository and argumentative-persuasive writing; library use, individual conferences.

ENGL 1302. Composition II. (3-0)

Studies in analyzing literature and the writing of critical papers; selected readings; a review of research and documentation procedures leading to the production of a research paper; mechanics of composition as necessary for each class. Prerequisite: ENGL 1301 or approval of the instructor.

ENGL 2139. Selected Studies in Literature. (1-0)

Intensive reading in single area unified by period, genre, or theme. Emphasis on reading, discussion, and composition. May be repeated when topics vary.

ENGL 2311. Technical Writing. (3-0)
Training in writing clear, concise technical reports on scientific, engineering, and business projects; the processes of collection, organization, interpretation, and logical presentation of facts and ideas; and the use of graphic aids. Prerequisites: six semester hours of composition or approval of the instructor.

ENGL 2322. British (English) Literature I. (3-0)
A general survey of English literature from its origin through the 18th century; some consideration of historical background and development; emphasis on emerging ideas and surviving influences. Prerequisite: six semester hours of composition or approval of the instructor.

ENGL 2323. British (English) Literature II. (3-0)
Further study of English literature from the Romantic period to the present; selected readings from major authors; emphasis on emerging ideas and surviving influences. Prerequisite: six semester hours of composition or approval of the instructor.

ENGL 2327. American Literature I. (3-0)
From the beginning to 1860. This course treats briefly of colonial writers and writings in order to center attention on major literary figures of the first half of the nineteenth century. Both narrative and expository prose are studied along with poetry and drama. Prerequisite: six semester hours of composition or approval of the instructor.

ENGL 2328. American Literature II. (3-0)
From 1860 to the present. The course treats briefly of the emergence of modern American literature in order to center attention on major literary figures of the latter half of the nineteenth century and the twentieth century. Both narrative and expository prose are studied along with poetry and drama. Prerequisite: Six semester hours of composition or approval of the instructor.

ENGL 2331. World Literature. (single semester) (3-0)
Selected significant works of world literature. May include study of movements, schools, or periods. Prerequisite: six semester hours of composition or approval of the instructor.

ENGL 2332 World Literature I. (3-0)
Study of representative masterpieces of world literature with emphasis on classical and neo-classical literature; foreign literature read in translation; themes and oral reports; recommended for social science and education majors. Prerequisite: six semester hours of composition or approval of the instructor.

ENGL 2333 World Literature II. (3-0)
A survey of masterpieces of world literature from the neo-classical period to the present; study of various critical approaches to literature; foreign literature read in translation; themes and oral reports; recommended for social science and education majors. Prerequisite: six semester hours of composition or approval of the instructor.

ENGL 2341. Special Topics in Literature. (3-0)
A study of selected topics in literature. Note: May be repeated when topics vary.

ENGLISH AS A SECOND LANGUAGE

ESLG 0310. Reading and Vocabulary I. (3-3)
English for speakers of other languages: develop reading fluency, including vocabulary, preparing students to function in an English speaking society.

ESLG 0311. Reading and Vocabulary II. (3-3)
A continuation of ESLG 0310, Reading and Vocabulary I.

FIRE PROTECTION TECHNOLOGY Fire Science/Firefighting

FIRS 1313. Firefighter Certification III. (3-0)
One in a series of courses in basic preparation for a new firefighter. Should be taken in conjunction with Firefighter Certification I, II, IV, V, VI, and VII to satisfy the Texas Commission on Fire Protection (TCFP) curriculum for Basic Structural Fire Suppression, Course #100. ***This course may be offered only by institutions licensed as a fire academy by the Texas Commission on Fire Protection.

FIRS 1319. Firefighter Certification IV. (2-2)
One in a series of courses in basic preparation for a new firefighter. Should be taken in conjunction with Firefighter Certification I, II, IV, V, VI, and VII to satisfy the Texas Commission on Fire Protection (TCFP) curriculum for Basic Structural Fire Suppression, Course #100. ***This course may be offered only by institutions licensed as a fire academy by the Texas Commission on Fire Protection.

FIRS 1323. Firefighter Certification V. (2-3)
One in a series of courses in basic preparation for a new firefighter. Should be taken in conjunction with Firefighter Certification I, II, IV, V, VI, and VII to satisfy the Texas Commission on Fire Protection (TCFP) curriculum for Basic Structural Fire Suppression, Course #100. ***This course may be offered only by institutions licensed as a fire academy by the Texas Commission on Fire Protection.

FIRS 1329. Firefighter Certification VI. (2-2)
One in a series of courses in basic preparation for a new firefighter. Should be taken in conjunction with Firefighter Certification I, II, IV, V, VI, and VII to satisfy the Texas Commission on Fire Protection (TCFP) curriculum for Basic Structural Fire Suppression, Course #100. ***This course may be offered only by institutions licensed as a fire academy by the Texas Commission on Fire Protection.

FIRS 1401. Firefighter Certification I. (3-2)
One in a series of courses in basic preparation for a new firefighter. Should be taken in conjunction with Firefighter Certification I, II, IV, V, VI, and VII to satisfy the Texas Commission on Fire Protection (TCFP) curriculum for Basic Structural Fire Suppression, Course #100. ***This course may be offered only by institutions licensed as a fire academy by the Texas Commission on Fire Protection.

FIRS 1407. Firefighter Certification II. (3-3)
One in a series of courses in basic preparation for a new firefighter. Should be taken in conjunction with Firefighter Certification I, II, IV, V, VI, and VII to satisfy the Texas Commission on Fire Protection (TCFP) curriculum for Basic Structural Fire Suppression,

Course #100. ***This course may be offered only by institutions licensed as a fire academy by the Texas Commission on Fire Protection.

FIRS 1433. Firefighter Certification VII. (3-3)

One in a series of courses in basic preparation for a new firefighter. Should be taken in conjunction with Firefighter Certification I, II, IV, V, VI, and VII to satisfy the Texas Commission on Fire Protection (TCFP) curriculum for Basic Structural Fire Suppression, Course #100. ***This course may be offered only by institutions licensed as a fire academy by the Texas Commission on Fire Protection.

FIRT 1311. Fire Service Hydraulics. (3-0)

The study of the application of hydraulic principles to analyze and solve water supply problems related to fire protection.

FIRT 1319. Firefighter Health and Safety. (3-0)

A study of firefighter occupational safety and health in emergency and nonemergency situations.

FIRT 1329. Building Codes and Construction. (3-0)

Examination of building codes and requirements, construction types, and building materials. Topics include walls, flooring, foundations, and various roof types and the associated dangers of each.

FIRT 133. Fire Chemistry I. (3-0)

Chemical nature and properties of compounds as related to the fire service. Fundamental laws of chemistry, states of matter, gas laws, chemical bonding, and thermodynamics. This course meets Fire and Emergency Services Higher Education (FESHE) Model Curriculum core requirements.

FIRT 1338. Fire Protection Systems. (3-0)

A study of the design and operation of fire detection and alarm systems, heat and smoke control systems, special protection and sprinkler systems, water supply for fire protection, and potable fire extinguishers.

FIRT 1353. Legal Aspects of Fire Protection. (3-0)

A study of the rights, duties, liability concerns, and responsibilities of public fire protection agencies and personnel.

FRENCH

FREN 1411. Elementary French. (French Level I). (3-4)

A course covering the essentials of French (pronunciation, basic vocabulary, functional grammar, sentence structure, inflections, and common idioms) with stress on reading, understanding, writing, and speaking.

FREN 1412. Elementary French. (French Level II). (3-4)

Continuation of FREN 1411. Prerequisite: FREN 1411 or equivalent or one year of high school French or consent of instructor.

FREN 2311. Intermediate French. (French Level III). (3-2)

French grammar and verb tenses with conversation, readings, vocabulary study, and some original compositions. Prerequisite: FREN 1411 and 1412 or equivalent or two years of high school French or consent of instructor.

FREN 2312. Intermediate French. (French Level IV). (3-2)
Continuation of FREN 2311. Prerequisite: FREN 2311 or equivalent or consent of the instructor.

GEOGRAPHY

GEOG 1301. Physical Geography. (3-0)
The physical composition of the earth is surveyed. Topics include weather, climate, topography, plant and animal life, land, and the sea. Emphasis is on the earth in space, use of maps and charts, and place geography.

GEOG 1303. World Regional Geography. (3-0)
A study of major developing and developed regions with emphasis on awareness of prevailing world conditions and globalization, including emerging conditions and trends, and awareness of diversity of ideas and practices to be found in those regions. Course content may include one or more regions.

GEOLOGY/ENVIRONMENTAL SCIENCE

ENVR 1401. Introduction to Environmental Science I. (3-3)
An interdisciplinary study of (biology, chemistry, geology) and social sciences (economics, politics, ethics.) Focus on current global concerns, including climate change, overpopulation, deforestation, pollution, biodiversity, and resources. Laboratory experience emphasizes the application of fundamental principles of biology and chemistry as well as critical thinking. Co-requisite: Student must also enroll in lab for the course: ENVR 1101.

ENVR 1402. Introduction to Environmental Science II. (3-3)
Continued interdisciplinary study of (biology, chemistry, geology) and social sciences (economics, politics, ethics.) Focus on energy issues, climate change, ozone loss, land use, conservation, management, deforestation, biodiversity, the history of environmental law and regulation and local environmental problems. Co-requisite: Student must also enroll in lab for the course: ENVR 1102.

GEOL 1305. Environmental Geology (Natural Disasters). (3-0)
Understanding the causes and effects of natural disasters such as earthquakes, volcanic eruptions, landslides, floods, land subsidence, coastal hazards, etc., and what we can do to mitigate and prevent these events. Students may take GEOL 1305 or GEOL 1405 but not both.

GEOL 1401. Earth Sciences I. (3-3)
Survey of physical and historical geology, astronomy, meteorology, oceanography, and related sciences. Co-requisite: Student must also enroll in lab for the course: GEOL 1101

GEOL 1402. Earth Sciences II. (Dinosaurs) (3-3)

Examines the evolution, ecology, and extinction of the dinosaurs from a physical and historical perspective, Comparative anatomy is emphasized. Dinosaur controversies will be examined in light of recent evidence. Co-requisite: Student must also enroll in lab for the course: GEOL 1102

GEOL 1403. Physical Geology. (3-3)

Introduces the basic physical processes of the earth and their effect on man and his environment. Emphasizes plate tectonics, earth materials, weathering and the agents of erosion, and the development of landforms. The lab provides hands-on experience in rock and mineral identification and an introduction to geologic and topographic map interpretation. Co-requisite: Student must also enroll in lab for the course: GEOL 1103

GEOL 1404. Historical Geology. (3-3)

Introduces the theories of the evolution of life forms on earth. Concurrent with this study is the history of the development of landforms of North America. Lab introduces fossil identification with emphasis on fossils of Central Texas; also includes topographic and geologic map interpretation. Co-requisite: Student must also enroll in lab for the course: GEOL 1104

GEOL 1405. Environmental Geology. (3-3)

The earth as a habitat. Interrelationships between humans and the environment. Geologic factors in urban and regional land use planning. Co-requisite: Student must also enroll in lab for the course: GEOL 1105

GEOL 1445. Oceanography. (3-3)

Survey of physical and historical geology, astronomy, meteorology, oceanography, and related sciences. Co-requisite: Student must also enroll in lab for the course: GEOL 1145

GEOL 1447. Meteorology. (3-3)

Survey of meteorology and related sciences. Co-requisite: Student must also enroll in lab for the course: GEOL 1147

GOVERNMENT

GOVT 2305. Federal Government. (3-0)

Surveys the origins and development of the US Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, systems of government, political participation, the media, the national election process, public policy including foreign relations, national defense, fiscal economy policy, and domestic and social policy, civil liberties, and civil rights. Prerequisite: None; however, it is recommended student have sophomore classification or completion of HIST 1301 and HIST 1302. Must have passed the reading section of the THEA or approved alternative test or credit of READ 0302.

GOVT 2306. Texas Government. (3-0)

Surveys the origins and development of the current Texas Constitution and its previous constitutions, the amendment process, the structure and powers of state and local government including the Texas legislature, plural executive, and system of laws and courts, federalism and intergovernmental relations, political participation, the election process, public policy and the political culture of Texas. Prerequisite: None; however, it

is recommended student have sophomore classification or completion of HIST 1301 and HIST 1302. Must have passed the reading section of the THEA or approved alternative test or credit of READ 0302.

HISTORY

HIST 1301. United States History I. (3-0)

A survey of the history of the United States from its European background through the Reconstruction Era, with emphasis on colonization, the War of Independence, the Jefferson and Jackson Ages, Westward Movement events leading to and the fighting of the War Between the States, and the Reconstruction Era of 1865-1877. All aspects of history are considered: social, political, economic, military.

HIST 1302. United States History II. (3-0)

A survey of the United States from 1877 to the present, starting with the Hayes administration, emphasizing industrial growth, social changes and reforms and the role of the United States in 20th Century reforms, political trends, international commitments and leadership.

HIST 2303. History of Texas. (3-0)

A study of the military, political, social, and economic development of Texas from Spanish Colonial days through the period of Mexican control, the Revolution, the Republic, and the Confederacy to the present day.

HIST 2311. Western Civilization I. (3-0)

A study of the origin and development of various Western cultures and their impact on subsequent history. Emphasis on the Greco-Roman society, early Christianity, and the importance of the Renaissance and the Reformation. This course is designed to give the student historical perspective as well as a basic historical knowledge of the period.

HIST 2312. Western Civilization II. (3-0)

A continuation of HIST 2311 beginning with the "Modern World" (17th century). Special attention to the Enlightenment, the French Revolution and Napoleon, and the importance of the 19th century. The course will emphasize the rise of totalitarianism and the clash of ideologies and importance of World Wars I and II to 20th century thought. Prerequisite: HIST 2311 or approval of the instructor.

HIST 2321. World Civilizations I. (3-0)

A survey of ancient and medieval history with emphasis on Asian, African, and European cultures. The modern history and culture of Asia, Africa, Europe, and the Americas, including recent developments.

HIST 2322. World Civilizations II. (3-0)

Continuation of HIST 2321, World Civilizations I.

HIST 2389. Academic Cooperative. (Special Topics). (3-0)

An instructional program designed to integrate on-campus study with practical hands-on experience in history. In conjunction with class seminars, the individual student will set specific goals and objectives in the study of human social behavior and/or social institutions.

HUMANITIES

HUMA 1301. Humanities I. (3-0)
An interdisciplinary, multi-perspective assessment of cultural, political, philosophical, and anesthetic factors critical to the formulation of values and the historical development of the individual and of society.

MATHEMATICS

MATH 0300. Developmental Mathematics I. (3-3)
A basic arithmetic course of the fundamental operation in mathematics and basic geometry. The course is designed to prepare the students for success in college math courses. This course will not meet the requirements for math credit for graduation with the Associate Degree.

MATH 0302. Developmental Mathematics II. (3-3)
An elementary algebra course designed to prepare the students for success in college math courses. Topics covered include solid geometry, integers, solving equations and inequalities, linear equations, systems of linear equations, operations with polynomials, and factoring of polynomials. This course will not meet the requirements for math credit for graduation with the Associate Degree. Prerequisite: MATH 0300 or competency at that level.

MATH 0304. Intermediate Algebra. (3-0)
This course is designed for students who have had one year of high school algebra to prepare the students for success in college math courses. Topics covered include factoring, rational expressions and equations, linear and quadratic graphs, radical expressions and equations, and quadratic equations. This course will not meet the requirements for math credit for graduation with the Associate Degree. Prerequisite: MATH 0302 or competency at that level.

MATH 1314. College Algebra. (3-0)
In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included. Prerequisites: Two years high school algebra or permission of instructor.

MATH 1316. Plane Trigonometry. (3-0)
Definition of trigonometric functions, angular measure, identities, trigonometric functions, solution of triangles, functions of composite angles. Prerequisite: MATH 1314 or concurrent registration or permission of instructor.

MATH 1324. Precalculus for Business and Economics. (3-0)
Topics to be covered are linear equations and applications, systems of linear equations, matrix algebra and applications, linear programming, probability and statistics. Prerequisite: MATH 1314 or approval of instructor.

MATH 1325. Calculus for Business and Economics. (3-0)
Topics to be covered are derivatives and applications, curve sketching and optimization, logarithms and exponential functions, integrals and applications, and multivariate calculus. Prerequisite: MATH 1324 or approval of instructor.

MATH 1332 Contemporary Mathematics for Technology I. (3-0)
Topics may include introductory treatments of sets, logic, number systems, number theory, relations, functions, probability and statistics. Appropriate applications are included. Course is a non-core course. The course is designated for technical-vocational-workforce students only and not a course to satisfy the math option for students receiving the associate of science, associate of arts, or the associate of arts in teaching degree.

MATH 1342. Statistics. (3-0)
Collection and tabulation of data: Bar charts, graphs, sampling, average, dispersion, normal curve, and probability are covered. The applications of statistics to various other fields will also be considered.

MATH 1350. Fundamentals of Mathematics I. (3-0)
This course is the study of concepts, functions, numeration systems, number theory, and properties of the natural numbers, integers, rational, and real number systems with an emphasis on problem solving and critical thinking. Prerequisite: MATH 1314.

MATH 1351. Fundamentals of Mathematics II. (3-0)
This course is the study of concepts of geometry, probability, and statistics, as well as applications of the algebraic properties of real numbers to concepts of measurement with an emphasis on problem solving and critical thinking. This course is designed specifically for students who seek middle grade (4-8) teacher certification. Prerequisite: MATH 1350 and MATH 1314.

MATH 2320. Differential Equations. (3-0)
Differential equations of the first order, linear equations of order two and higher, applications in the fields of engineering and physics, solutions using Laplace transforms. Prerequisite: MATH 2415 or concurrent registration or approval of the instructor.

MATH 2412. Precalculus. (3-2)
Emphasis on algebra, trigonometry, and elementary functions. Additional topics include graphing, applications, vectors, and conics. Designed as preparation for

MATH 2413. Calculus I. (3-3)
Rectangular coordinates, functions, limits, continuity, analytic geometry, derivatives of functions, applications, integration, numerical integration, areas, volumes and arc length by integration. Prerequisite: High school algebra, trigonometry, and geometry or approval of the instructor.

MATH 2414. Calculus II. (3-3)
Techniques of differentiation and integration, applications, improper integrals, indeterminate forms, Taylor's formula, infinite series, analytic geometry, plane curves, polar coordinates, vectors and surfaces. Prerequisites: MATH 2413 or equivalent or approval of instructor.

MATH 2415. Calculus III. (3-3)
Multivariate calculus, limits and continuity of functions of several variables, partial derivatives, directional derivatives, multiple integration, vector calculus, Green's Theorem, Stokes' theorem. Prerequisite: MATH 2414 or equivalent or approval of instructor.

MUSIC Ensembles

MUEN 1131. Brass Ensemble. (1-2)
This brass ensemble provides brass students the opportunity to perform brass literature from several periods of music. Various brass ensembles will be formed from the membership of this organization. Admission is by the consent of the Director. May be taken four times for credit.

MUEN 1134. Guitar Ensemble. (1-2)
This course is designed for the student who has previous guitar experience. This course is an ensemble setting where students will have the opportunity to read and perform various styles of music ranging from the Renaissance to the 20th century. Topics discussed will include pedagogical technique as well as reading music notation for beginning to intermediate levels. Admission is by the consent of the Director. May be repeated four times for credit.

MUEN 1151. Women's Chorus. (2-2)
This small women's vocal ensemble performs a wide array of vocal music for female voices. It is open to any female student with previous choir experience or by the consent of the Director.

MUEN 1154. Vocal Ensemble. (2-2)
This small vocal group of mixed voices is selected from members of the choir by audition. The group performs mainly light selections and modern day vocal stylings. The Ensemble is featured on many public performances as a Jazz Chorus and Madrigal Singers.

MUEN 1155. Men's Chorus. (2-2)
This small men's vocal ensemble performs a wide array of vocal music for male voices. It is open to any male student with previous choir experience or by the consent of the Director.

MUEN 2124. Band. (0-6)
This ensemble is designed for the study and performance of a wide variety of band literature, including literature for symphonic wind ensemble, and concert band. It is open to any student with previous band experience or by consent of the Director. May be taken four times for credit.

MUEN 2125. Jazz Laboratory Band. (2-2)
This ensemble provides training in all styles of jazz and dance band performance. Smaller jazz ensembles are drawn from the membership of this organization. Admission is by consent of the Director. May be taken four times for credit.

MUEN 2143. Chorale. (0-6)
This choral ensemble is designed to acquaint members with all types of choral music. The repertoire varies from early sacred and secular music to modern day spirituals and popular music. Open to any student with previous choir experience or by consent of the Director. May be taken four times for credit.

Theory and Literature

MUSI 1116, 1117. Elem. Sight-Singing and Ear Training. (1-1)
This course includes sight-singing and dictation of intervals and simple melodies in various clefs, and major and minor modes. Must be taken concurrently with MUSI 1311, 1312.

MUSI 1306. Music Appreciation. (3-0)
A course for non-music majors designed to acquaint the student with an overall survey of music literature. Open to all students and designed to increase awareness and appreciation of the art of music through live and recorded performances.

MUSI 1308, 1309. Survey of Music Literature. (3-2)
Designed to acquaint students with vocal and instrumental literature from the Medieval continuing through the music of the Twentieth Century. A study of composers and analysis of standard repertoire, styles and historical periods is made through books, scores, recordings, and live performances. For music majors and minors only or permission of instructor.

MUSI 1310. American Popular Music. (3-0)
This course is a comprehensive analysis of the development of popular music in American culture from the late 19th through the 21st centuries. Business, technological, societal and personal aspects of the music will be investigated.

MUSI 1311, 1312. Elementary Harmony. (4-2)
This course correlates the elements of music theory through the use of written and keyboard harmony, sight-singing, dictation, and general ear training. The basic study includes a working knowledge of notation, rhythm, scales, intervals, triads, seventh chords, inversions, and non-harmonic tones. Must be taken concurrently with MUSI 1116, 1117.

MUSI 2116, 2117. Intermed. Sight-Singing & Ear Training. (1-1)
This course includes sight-singing and dictation of intervals and difficult melodies in modes and melodies that modulate. Must be taken concurrently with MUSI 2311, 2312. Prerequisites: MUSI 1116, 1117 or approval of instructor.

MUSI 2311, 2312. Intermediate Harmony. (3-1)
This course gives further study in written and keyboard harmony. It also includes altered chords, modulation to closely related keys, and original compositions in the style of the period under consideration. Must be taken in conjunction with MUSI 2116, 2117. Prerequisite: MUSI 1311, 1312 or consent of the instructor.

Applied Music

Principal Instruments. (1-1)
MUAP 1202, 1203, 2204, 2205. Violin.
MUAP 1205, 1206, 2207, 2208. Viola.
MUAP 1213, 1214, 2213, 2214. Bass.
MUAP 1217, 1218, 2219, 2220. Flute.
MUAP 1221, 1222, 2223, 2224. Oboe.
MUAP 1225, 1226, 2227, 2228. Bassoon.
MUAP 1229, 1230, 2231, 2232. Clarinet.

MUAP 1233, 1234, 2235, 2236. Saxophone.
MUAP 1237, 1238, 2239, 2240. Trumpet/Cornet.
MUAP 1241, 1242, 2243, 2244. Horn.
MUAP 1245, 1246, 2247, 2248. Trombone.
MUAP 1249, 1250, 2251, 2252. Euphonium/Baritone.
MUAP 1253, 1254, 2255, 2256. Tuba.
MUAP 1257, 1258, 2259, 2260. Percussion.
MUAP 1261, 1262, 2263, 2264. Guitar.
MUAP 1269, 1270, 2271, 2272. Piano.
MUAP 1281, 1282, 2283, 2284. Voice.

Designed for the music major to develop proficiency on his/her chosen principal instrument (or voice). Technical, tonal, and interpretative ability is stressed. Materials used are commensurate with the student's ability. Performance on a minimum of one student recital or jury each semester is required. One 1 hour lesson per week is required. Fee charged.

Secondary Instruments

(1-1)

MUAP 1102, 1103, 2104, 2105. Violin.
MUAP 1105, 1106, 2107, 2108. Viola.
MUAP 1113, 1114, 2113, 2114. Bass.
MUAP 1117, 1118, 2119, 2120. Flute.
MUAP 1121, 1122, 2123, 2124. Oboe.
MUAP 1125, 1126, 2127, 2128. Bassoon.
MUAP 1129, 1130, 2131, 2132. Clarinet.
MUAP 1133, 1134, 2135, 2136. Saxophone.
MUAP 1137, 1138, 2139, 2140. Trumpet/Cornet.
MUAP 1141, 1142, 2143, 2144. Horn.
MUAP 1145, 1146, 2147, 2148. Trombone.
MUAP 1149, 1150, 2151, 2152. Euphonium/Baritone.
MUAP 1153, 1154, 2155, 2156. Tuba.
MUAP 1157, 1158, 2159, 2160. Percussion.
MUAP 1161, 1162, 2163, 2164. Guitar.
MUAP 1169, 1170, 2171, 2172. Piano.
MUAP 1181, 1182, 2183, 2184. Voice.

Designed for the non-music major wishing to improve his/her ability on a certain instrument (or voice), or for the music major in partial fulfillment of the secondary instrument requirement. Performances on a minimum of one student recital or jury each semester is required. One ½ hour lesson per week is required. Fee charged.

MUSI 1181, 1182, 2181, 2182. Class Piano.

(1-2)

This course is organized for the student with no knowledge (or limited knowledge) of the keyboard and music reading. It is open to all students and meets for one hour of class instruction per week. Fee charged.

MUSI 1183, 1184, 2183, 2184. Class Voice.

(1-2)

Class instruction in the fundamentals of correct breathing, tone, production and diction. Laboratory course designed for students with little or no previous voice training to aid in developing a pleasing tone quality produced with ease and proper enunciation. Fee charged.

MUSI 1192, 1193, 2192, 2193. Class Guitar. (1-2)

This course is designed for the complete beginner to guitar and reading music notation. Topics discussed will include fundamentals in guitar technique and basic music reading skills in first position on the guitar. This course is a class setting and a guitar may be provided and meets for one hour per week. Fee charged.

NURSING

A.D.N. (RN) PROGRAMS

RNSG 1160. Clinical-Nursing-Registered Nurse Training. (0-6)

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. Introductory level.

RNSG 1260. Clinical-Nursing-Registered Nurse Training. (0-8)

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. Transition course.

RNSG 1261. Clinical-Nursing-Registered Nurse Training. (0-12)

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. Intermediate level.

RNSG 1301. Pharmacology. (3-0)

Introduction to the science of pharmacology with emphasis on the actions, interactions, adverse effects, and nursing implications of each drug classification. Topics include the roles and responsibilities of the nurse in safe administration of medications within a legal/ethical framework. This course lends itself to either a blocked or integrated approach. Pre-requisite for ADN Program

RNSG 1327. Transition from Vocational to Professional Nursing. (3-1)

Topics include health promotion, expanded assessment, analysis of data, nursing process, pharmacology, multidisciplinary teamwork, communication, and applicable competencies in knowledge, judgment, skills, and professional values within a legal/ethical framework throughout the life span. Transition course

RNSG 1343 Complex Concepts of Adult Health. (2-4)

Integration of previous knowledge and skills related to common adult health needs into the continued development of the professional nurse as a provider of care, coordinator of care, and member of a profession in the care of adult clients/families in structured health care settings with complex medical-surgical health care needs associated with each body system Emphasis on knowledge, judgments, skills, and professional values within a legal/ethical framework. This course lends itself to a blocked approach. Intermediate level course.

RNSG 1412 Nursing Care of Child Bearing and Child Rearing Families. (2-6)

Introductory level study of the concepts related to the provision of nursing care for childbearing and childrearing families; application of systematic problem-solving processes and critical thinking skills, including a focus on the childbearing family during preconception, prenatal, anti partum, neonatal, and postpartum periods and the childrearing family from birth to adolescence; and competency in knowledge, judgment, skill, and professional values within a legal/ethical framework. This course lends itself to a blocked approach.

RNSG 1417. Concepts of Nursing Practice I for Articulating Students. (3-7)

Provides the articulating student the opportunity to examine the role of the professional nurse; application of a systematic problem solving process and critical thinking skills which includes a focus on the adult population in selected settings; and competency in knowledge, judgment, skill, and professional values within a legal/ethical framework. This course lends itself to either a blocked or integrated approach. Transition course

RNSG 1441 Common Concepts of Adult Health. (2-6)

Study of the general principles of caring for selected adult clients and families in structured settings with common medical-surgical health care needs related to each body system. Emphasis on knowledge judgment, skills, and professional values within a legal/ethical framework. This course lends itself to a blocked approach.

RNSG 1513. Foundations for Nursing Practice. (4-4)

Introduction to the role of the professional nurse as provider of care, coordinator of care, and member of the profession. Topics include but are not limited to the fundamental concepts of nursing practice, history of professional nursing, a systematic framework for decision-making, mechanisms of disease, the needs and programs that nurses help patients manage, and basic psychomotor skills. Emphasis on knowledge, judgment, skills and professional values within a legal/ethical framework. This course lends itself to a blocked approach.

RNSG 2101 Care of Children and Families. (1-0)

Study of concepts related to the provision of nursing care for children and their families, emphasizing judgment, and professional values within a legal/ethical framework. This course lends itself to a blocked approach. Intermediate level course.

RNSG 2213. Mental Health Nursing. (1-3)

Principles and concepts of mental health, psychopathology, and treatment modalities related to the nursing care of clients and their families. This course lends itself to a blocked approach. Intermediate level course.

RNSG 2261. Clinical-Nursing-Registered Nurse Training. (0-12)

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. Intermediate level.

RNSG 2262. Clinical-Advanced-Registered Nursing Training. (0-12)

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. ** Imbedded in this clinical experience is a capstone experience consisting of a concentrated clinical where the student will be expected to progress from the care of one patient to managing clinical aspects for up to half of the assigned RN's patient care assignment. Successful completion of this clinical includes a positive clinical evaluation of this segment of the clinical experience by both the assigned RN and the Clinical Instructor.

RNSG 2331 Advanced Concepts of Adult Health. (2-3)

Application of advanced concepts and skills for the development of the professional nurse's roles in complex nursing situations with adult clients/families with complex health needs involving multiple body systems in intermediate and critical care settings. Emphasis on knowledge, judgment, skills, and professional values within a legal/ethical framework. This course lends itself to a blocked approach. Advanced level course.

VOCATIONAL NURSING

HITT 1305. Medical Terminology. (3-0)
A study of word origin and structure through the introduction of prefixes, suffixes, root words, plurals, abbreviations and symbols, surgical procedures, medical specialties, and diagnostic procedures.

VNSG 1216. Nutrition. (2-0)
Introduction to nutrients and their role in proper growth and development and the maintenance of health. Designed to expose the student to fundamental principles of human nutrition. Included in the study of nutrition during the life cycle and diet therapy as it relates to the disease process.

VNSG 1219 Leadership and Professional Development. (2-0)
Study of the importance of professional growth. Topics include the role of the licensed vocational nurse in the multi-disciplinary health care team, professional organizations, and continuing education.

VNSG 1222 Vocational Nursing Concepts. (2-0)
Introduction to the nursing profession and its responsibilities. Includes legal and ethical issues in nursing practice. Concepts related to the physical, emotional, and psychosocial self-care of the learner/professional.

VNSG 1330. Maternal-Neonatal Nursing. (3-0)
Utilization of the nursing process in the assessment and management of the childbearing family. Emphasis on the bio-psycho-socio-cultural needs of the family during the phases of pregnancy, childbirth, and the neonatal period including abnormal conditions. Designed to acquaint the student to the obstetrical patient by utilizing the nursing process in meeting the needs of these patients. There is a focus on the parent/fetus-neonate in both normal and high risk conditions.

VNSG 1331. Pharmacology. (3-0)
Fundamentals of medications and their diagnostic, therapeutic, and curative effects. Includes nursing intervention utilizing the nursing process. Designed to acquaint the student to the utilization of the nursing process in meeting health care needs of the patient receiving drug therapy.

VNSG 1334. Pediatrics. (3-0)
Study of childhood diseases and childcare from infancy through adolescence. Focus on the care of the well and the ill child utilizing the nursing process. Also the child in each developmental stage will be covered.

VNSG 1360. Clinical I Practical Nurse (LPN Training) (0-15)
A method of instruction providing detailed education, training, and work-based experience, and direct patient/client care, generally at a clinical site. Specific detailed learning objectives are developed for each course by the faculty. On-site clinical instruction, supervision, evaluation, and placement are the responsibility of the college faculty. Clinical experiences are unpaid external experiences. Course may be repeated if the topics and learning outcomes vary. This course includes supervised clinical experience offering laboratory practice in the development of basic nursing skills and introduction to the disease process. Special emphasis is placed on the geriatric patient and the problems unique to that age group.

VNSG 1461. Clinical II Practical Nursing (LPN Training) (0-23)

A method of instruction providing detailed education, training, and work based experience, and direct patient/client care generally at a clinical site. Specific detailed learning objectives are developed for each course by the faculty. On-site clinical instruction, supervision, evaluation, and placement are the responsibility of the college faculty. Clinical experiences are unpaid external learning experiences. Course includes supervised offering students laboratory practice in the nursing care of adult advanced medical or surgical patient and/or the obstetric, pediatric and new patients. Exposure to various allied health fields is included. The administration of medications begins this semester.

VNSG 1462. Clinical III Practical Nursing (LPN Training) (0-23)

A method of instruction providing detailed education, training, and work based experience, and direct patient/client care generally at clinical site. Specific detailed learning objectives are developed for each course by the faculty. On-site clinical instruction, supervision, evaluation, and placement are the responsibility of the college faculty. Clinical experiences are unpaid external learning experiences. Course may be repeated if topics and learning objectives vary. This course includes supervised clinical experiences offering students laboratory practice in nursing care of the adult and of the advanced medical or surgical patient and/or the obstetric, pediatric and newborn patients. Exposure to various allied health fields is included.

VNSG 1500. Nursing In Health and Illness I. (4-4)

Introduction to general principles of growth and development, primary health care needs of the client across the life span, and therapeutic nursing interventions. Designed to acquaint the student to the nursing process, the technical skills, and concepts which cover all areas of the curriculum. This will also include dosage calculation. Provides the student practice in the clinical skills lab.

VNSG 1509. Nursing In Allied Health and Illness II. (5-0)

Introduction to common health problems of the adult requiring medical and surgical interventions. This course is designed to acquaint the student to the adult patient who has health deviations. Preventative, therapeutic, and rehabilitative aspects shall be provided. Also included will be physical, psychological, and spiritual components of health and disease.

VNSG 1510. Nursing In Health and Illness III. (5-0)

Continuation of nursing in Health and Illness II. Further study of common medical-surgical problems of the adult including concepts of mental illness. Incorporates knowledge necessary to make the transition from student to graduate vocational nurse. This course provides further study of the adult with health deviations including preventative, therapeutic, and rehabilitative aspects.

OFFICE ADMINISTRATION TECHNOLOGY

ITSC 1305. Introduction to PC Operating Systems. (2-4)

Introduction to personal computer operating systems including installation, configuration, file management, memory and storage management, control of peripheral devices, and use of utilities.

ITSC 1309. Integrated Software Applications I. (2-4)

Introduction to business productivity software suites using word processing, spreadsheets, databases, and/or presentation software.

ITSC 1380. Cooperative Education - Computer and Information Sciences, General. (1-20)

Career-related activities encountered in the student's area of specialization offered through an individualized agreement among the college, employer, and student. Under the supervision of the college and the employer, the student combines classroom learning with work experience. Includes a lecture component.

ITSC 2435. Application Software Problem Solving. (3-3)

Utilization of appropriate application software to solve advanced problems and generate customized solutions.

ITSW 1301. Introduction to Word Processing. (2-4)

An overview of the production of documents, tables, and graphics.

ITSW 1304. Introduction to Spreadsheets. (2-4)

Instruction in the concepts, procedures, and application of electronic spreadsheets. Importance of electronic spreadsheets.

ITSW 1307. Introduction to Database. (2-4)

Introduction to database theory and the practical applications of a database.

ITSW 1310. Introduction to Presentation Graphics Software. (2-4)

Instruction in the utilization of presentation software to produce multimedia presentations. Graphics, text, sound, animation and/or video may be used in presentation development. ITSW 1301 or BCIS 1305 or consent of the instructor.

ITSW 2334. Advanced Spreadsheets. (2-4)

Advanced techniques for developing and modifying spreadsheets. Includes macros and data analysis functions.

MDCA 1343. Medical Insurance. (2-4)

Emphasizes medical office coding procedures for payment/reimbursement by patient or third party.

MRMT 1307. Medical Transcription I. (2-4)

Fundamentals of medical transcription with hands-on experience in transcribing physician dictation including basic reports such as history and physicals, discharge summaries, consultations, operative reports, and other medical reports. Utilizes transcribing and information processing equipment compatible with industry standards. Designed to develop speed and accuracy. Prerequisite: HITT 1305 and ITSW 1301 or consent of the instructor.

POFI 1401. Computer Applications I. (3-3)

Overview of computer office applications including current terminology and technology. Introduction to computer hardware, software applications, and procedures.

POFI 2331. Desktop Publishing. (2-4)

In-depth coverage of desktop publishing terminology, text editing, and use of design principles. Emphasis on layout techniques, graphics, multiple page displays, and business applications. Prerequisite: ITSW 1301 or consent of the instructor.

POFI 2340. Advanced Word Processing. (2-4)
Advanced techniques in merging, macros, graphics, and desktop publishing. Includes extensive formatting for technical documents. Emphasis on business applications. Prerequisite: ITSW 1301 or consent of the instructor.

POFM 1302. Medical Software Applications. (2-4)
Medical software applications for the management and operation of health care information systems.

POFM 1317. Medical Administrative Support. (2-4)
Instruction in medical office procedures including appointment scheduling, medical records creation and maintenance, telephone communications, coding, billing, collecting, and third party reimbursement. Prerequisite: POFT 1329 and ITSW 1301 or consent of the instructor.

POFM 1327. Medical Insurance. (2-4)
Survey of medical insurance including the life cycle of various claim forms, terminology, litigation, patient relations, and ethical issues.

POFM 1380. Cooperative Education - Medical Administrative/Executive Assistant and Medical Secretary. (1-20)
Career-related activities encountered in the student's area of specialization offered through an individualized agreement among the college, employer, and student. Under the supervision of the college and the employer, the student combines classroom learning with work experience. Includes a lecture component.

POFM 1381. Cooperative Education - Medical Administrative/Executive Assistant and Medical Secretary. (1-20)
Career-related activities encountered in the student's area of specialization offered through an individualized agreement among the college, employer, and student. Under the supervision of the college and the employer, the student combines classroom learning with work experience. Directly related to a technical discipline, specific learning objectives guide the student through the paid work experience. This course may be repeated if topics and learning outcomes vary.

POFT 1220. Job Search Skills. (2-0)
Skills to seek and obtain employment in business and industry.

POFT 1301. Business English. (2-4)
Introduction to a practical application of basic language usage skills with emphasis on fundamentals of writing and editing for business.

POFT 1307. Proofreading and Editing. (3-0)
Instruction in proofreading and editing skills necessary to assure accuracy in business documents.

POFT 1309. Administrative Office Procedures I. (2-4)

Study of current office procedures, duties, and responsibilities applicable to an office environment.

POFT 1319. Records and Information Management I. (3-0)
Introduction to basic records information management filing systems including manual and electronic filing.

POFT 1321. Business Math. (2-4)
Fundamentals of business mathematics including analytical and critical thinking skills.

POFT 1329. Beginning Keyboarding. (2-4)
Skill development keyboarding techniques. Emphasis on development of acceptable speed and accuracy levels and formatting basic documents.

POFT 1349. Administrative Office Procedures II. (2-4)
In depth coverage of office procedures with emphasis on decision making, goal setting, management theories, and critical thinking. Prerequisite: POFT 1309 or consent of the instructor.

POFT 1380. Cooperative Education - Administrative Assistant/Secretarial
Science, General. (1-20)
Career-related activities encountered in the student's area of specialization offered through an individualized agreement among the college, employer, and student. Under the supervision of the college and the employer, the student combines classroom learning with work experience. Includes a lecture component.

POFT 1381. Cooperative Education - Administrative Assistant/Secretarial
Science, General. (1-20)
Career-related activities encountered in the student's area of specialization offered through an individualized agreement among the college, employer, and student. Under the supervision of the college and the employer, the student combines classroom learning with work experience. Includes a lecture component.

POFT 2301. Intermediate Keyboarding. (2-4)
A continuation of keyboarding skills emphasizing acceptable speed, and accuracy levels and formatting documents. Prerequisite: POFT 1329 or consent of the instructor.

PHILOSOPHY

PHIL 1316. History of Religion I. (3-0)
A historical survey of major religions and the study of the development of Judaism, its customs, literature, language and religion. Emphasis is given to the influence of contemporary societies upon the Hebrew people, together with a study of the lands in which they lived.

PHIL 1317. History of Religion II. (3-0)
A historical survey of major religions and a comprehensive view of the land, the literature, religions, and the governments which influenced the Christian movement. A study is made of the role that Judaism and Hellenism played in the development of Christianity with special emphasis given to the Roman Government and the Greek Culture.

PHYSICAL ACTIVITY AND HEALTH

- PHED 1101, 1131, 2101, 2131. Aerobics. (0-3)
The aerobic exercise class places emphasis on aerobic conditioning as well as the development of strength, flexibility, and endurance. It will include a program of low impact aerobics for the development of cardiovascular endurance, toning exercises for specific muscle groups, and flexibility exercises.
- PHED 1102, 1132, 2102, 2132. Basketball/Soccer. (0-3)
Instruction, practice and participation in the rules, strategies and techniques of basketball and soccer.
- PHED 1103, 1133, 2103, 2133. Weight Lifting. (0-3)
Instruction on proper technique and practice in the use of weights through mostly isotonic and some isometric devices.
- PHED 1104, 1134, 2104, 2134. Volleyball. (0-3)
Demonstration, practice and participation in the basic skills of volleyball.
- PHED 1105, 1135, 2105, 2135. Basketball. (0-3)
Co-ed. instruction, practice, participation in the rules, strategies and techniques of basketball.
- PHED 1106, 1136, 2106, 2136. Varsity Athletics. (0-3)
Participation in the sport activity of men's and women's basketball, men's baseball, women's softball, women's volleyball, golf, dance, or rodeo.
- PHED 1107, 1137, 2107, 2137. Dance & Rhythmic Activities. (0-3)
Practice and participation in dance and rhythmic routines.
- PHED 1108, 1138, 2108, 2138. Intro. to Wellness/Fitness. (0-3)
Introduces the basic exercise and approach to wellness, perform a fitness appraisal and write and apply a wellness program.
- PHED 1110, 1130, 2110, 2130. Walking/Jogging. (0-3)
Introduces the basics of walking and jogging, also practices the basics of exercise and wellness.
- PHED 1111, 1141, 2111, 2141. P.E. Golf. (0-3)
Instruction, practice, participation in the rules, strategies and techniques of golf.
- PHED 1114, 1124, 2114, 2124. Archery. (0-3)
Instruction on proper technique and safety rules of shooting archery equipment.
- PHED 1115, 1145, 2115, 2145. Bowling. (0-3)
Demonstration, practice and participation in the basic skills and rules of bowling.
- PHED 1116, 1146, 2116, 2146. Roller Skating. (0-3)
Demonstration, practice and participation in the basic skills of roller skating.
- PHED 1117, 1147, 2117, 2147. P.E. Tennis. (0-3)

Demonstration, practice and participation in the basic skills of tennis.

PHED 1120, 1150, 2120, 2150. Water Aerobics. (0-3)
Emphasizes a series of continuous exercises and workouts done in the water that develop muscular strength, flexibility, and aerobic fitness.

PHED 1121. Swimming, Beginning. (For Non Swimmers) (0-3)
Introduces basic swimming skills to the non swimmer such as front crawl, elementary backstroke, breathing control, basic floating, water safety and artificial resuscitation.

PHED 1122, 1152, 2122, 2152. Ultimate Frisbee. (0-3)
Coed instruction, practice, participation in the rules, strategies and techniques of ultimate Frisbee.

PHED 1123, 1153, 2123, 2153. Flag Football. (0-3)
Demonstration, practice and participation in the game and basic skills of flag football.

PHED 1125, 1155, 2125, 2155. Zumba. (0-3)
Instruction and participation in a fitness program which involves dance and aerobic elements.

PHED 1126, 1156, 2126, 2159. Body Stretching and Sculpting. (0-3)
The body stretching and sculpting class places emphasis on development of flexibility, endurance, and strength. It will include a program of toning exercise for specific muscle groups, and flexibility exercises.

PHED 1127, 1157, 2127, 2157. Badminton. (0-3)
Demonstration, practice and participation in the basic skills of badminton.

PHED 1128, 1158, 2128, 2158. Tai Chi. (0-3)
An exercise class that places emphasis on Tai Chi conditioning as well as the development of core strengthening, cardio respiratory training, posture, balance and movement. It will include low impact movements for the development of correct techniques and strategies of Tai Chi.

PHED 1151. Swimming, Intermediate. (0-3)
Provides progressive skill development in the front crawl and back crawl, breast and side strokes, survival strokes, water safety, and artificial resuscitation.

PHED 2121. Advanced Swimming. (0-3)
Advanced swimming and skill development.

PHED 1301. Intro. to Physical Fitness & Sport. (3-0)
Orientation to the field of physical fitness and sport. Includes the study and practice of activities and principles that promote physical fitness.

PHED 1304. Personal/Community Health I. (3-0)
Investigation of the principles and practices in relation to personal and community health.

PHED 1306. First Aid. (3-0)

Instruction in practice of first aid techniques. Course leads to Red Cross Standard, Advanced and Instructors Certificates. Open as a service course to all departments.

PHED 1308. Sports Officiating I. (3-1)
Instruction in rules, interpretation, and mechanics of officiating selected sports.

PHED 1309. Sports Officiating II. (3-1)
A continuation of PHED 1308. Instruction in rules, interpretation, and mechanics of officiating selected sports.

PHED 1321. Coaching/Sports/Athletics I. (3-1)
Studies of the history, theories, philosophies, rules, and terminology of competition sports. Includes coaching techniques.

PHED 1322. Coaching/Sports/Athletics II. (3-1)
A continuation of PHED 1321. Studies of the history, theories, philosophies, rules, and terminology of competition sports. Includes coaching techniques.

PHED 1338. Concepts of Physical Fitness. (3-3)
Concepts and use of selected physiological variables of fitness, individual testing and consultation and the organization of sports and fitness programs.

PHED 1346. Drug Use and Abuse. (3-0)
Study of the use and abuse of drugs in today's society. Emphasizes the physiological, sociological, and psychological factors.

PHED 2121. Advanced Swimming. (0-3)
Advanced swimming and skill development.

PHED 2156. Taping and Bandaging. (1-0)
This course provides the fundamental taping and bandaging techniques used in the prevention and care of athletic related injuries.

PHED 2356. Care and Prevention of Athletic Injuries. (3-0)
Prevention and care of athletic injuries with emphasis on qualities of a good athletic trainer, avoiding accidents and injuries, recognizing signs and symptoms of specific sports injuries and conditions, immediate and long-term care of injuries, and administration procedures in athletic training.

PHYSICS

PHYS 1401. General College Physics. (3-3)
Fundamentals of mechanics, heat and sound. Co-requisite: Student must also enroll in lab for the course: PHYS 1101

PHYS 1402. General College Physics. (3-3)
Fundamentals of electricity, magnetism, light and atomic physics. Co-requisite: Student must also enroll in lab for the course: PHYS 1102

PHYS 1403. Stars and Galaxies. (3-3)

Study of stars, galaxies, and the universe outside our solar system. Co-requisite: Student must also enroll in lab for the course: PHYS 1103

PHYS 1404. Solar System. (3-3)

Study of the sun and its solar system, including its origin. Co-requisite: Student must also enroll in lab for the course: PHYS 1104

PHYS 2425. Mechanics, Heat, & Sound. (3-3)

Mechanics, heat and sound for engineering and physics majors. Problems requiring knowledge of calculus are introduced. Prerequisite: Credit for or concurrent registration in MATH 2413 or consent of the instructor. Co-requisite: Student must also enroll in lab for the course: PHYS 2125

PHYS 2426. Electricity, Magnetism, & Light. (3-3)

Electricity, magnetism, light and atomic physics for engineering and physics majors. Problems requiring knowledge of calculus are introduced. Prerequisite: PHYS 2425 and credit for or concurrent registration in MATH 2414 or consent of the instructor. Co-requisite: Student must also enroll in lab for the course: PHYS 2126

PSYCHOLOGY

PSYC 1100. Learning Framework. (1-0)

A study of the 1) research and theory in the psychology of learning, cognition, and motivation, 2) factors that impact learning, and 3) application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to draw from the theoretical models they have learned.

PSYC 2301. General Psychology. (3-0)

The course is a descriptive survey of the field of psychology. Topics include: theory and research development, perception, learning, thinking, emotions, motivation, personality, descriptions of and treatment of mental illness.

PSYC 2306. Human Sexuality. (3-0)

Study of the psychological, sociological, and physiological aspects of human sexuality. (In ACGM cross-listed as SOCI 2306)

PSYC 2314. Human Growth and Development. (3-0)

The course is a detailed study of human growth and development through the complete life-span cycle. The development of several physical and mental processes is examined. The course emphasizes innate and environmental factors that influence development and the relationship of physical and mental maturation on the total human personality.

PSYC 2315. Psychology of Adjustment. (3-0)

Study of the processes involved in adjustment and coping of individuals to their personal and social environments.

PSYC 2319. Social Psychology. (3-0)
Study of individual behavior within the social environment. May include topics such as the socio-psychological process, attitude formation and change, interpersonal relations, and group processes. (In ACGM cross-listed as SOCI 2326)

PSYC 2389. Academic Co-Operative Leadership. (3-0)
An instructional program designed to integrate on-campus study with practical hands-on experience in psychology. In conjunction with class seminars, the individual student will set specific goals and objectives in the study of human social behavior and/or social institutions.

READING

READ 0301. Developmental Reading I. (3-3)
Designed for students needing improvement in reading through remedial exercises. A variety of resources including lecture, computer assisted instruction, videos, tapes, and printed material are used. Emphasis is on increasing vocabulary, main ideas, supporting details, meanings of words and phrases, and comprehension.

READ 0302. Developmental Reading II. (3-3)
A continuation of READ 0301. A variety of resources including lecture, computer assisted instruction, videos, tapes, and written material are used. Emphasis is on the writer's purpose and meaning, the relationship among ideas, and thinking skills necessary to pursue college level work.

READ 0303. Developmental Reading III. (3-3)
Designed for the student who has taken the THEA and scored between 200 and 230 or has successfully completed READ 0302. Critical reading and thinking skills are further developed through lecture and assigned readings.

INRW 0309. Developmental Integrated Reading & Writing. (NCBO). (3-3)
This is a combined lecture/lab, performance-based course designed to develop students' critical reading and academic writing skills. The focus of the course will be on applying critical reading skills for organizing, analyzing, and retaining material and developing written work appropriate to audience, purpose, situation, and length of the assignment. The course integrates preparation in basic academic reading skills with basic skills in writing a variety of academic essays. This is a course with a required lab. The course fulfills TSI requirements for reading and writing.

SOCIOLOGY

SOCI 1301. Introduction to Sociology. (3-0)
The course is a descriptive survey of the field of sociology. Topics include: theory and research development, culture, social organization, socialization, social control and deviant behavior, social class, social institutions, social and cultural change.

SOCI 1306. Sociology of Social Problems. (3-0)
Using sociological analysis, the course covers a number of contemporary social problems related to America. The analysis of the social problems includes descriptive content, causes and solutions.

SOCI 2301. Marriage and Family. (3-0)
Using a sociological approach, the course covers the marriage and family institution. Topics include: male-female relations from dating through marriage, marriage life-cycle and adjustments, problems leading to marital breakdown and divorce, the relationship of the marriage and family institution to the larger society.

SOCI 2306. Human Sexuality. (3-0)
Study of the psychological, sociological, and physiological aspects of human sexuality. (In ACGM cross listed as PSYC 2306.)

SOCI 2326. Social Psychology. (3-0)
Study of individual behavior within the social environment. May include topics such as the socio-psychological process, attitude formation and change, interpersonal relations, and group processes. (In ACGM cross-listed as PSYC 2319)

SPANISH

SPAN 1411. Elementary Spanish. (Spanish Level I) (3-2)
A course covering the essentials of Spanish (pronunciation, basic vocabulary, functional grammar, sentence structure, inflections, and common idioms) with stress on reading, understanding, writing, and speaking.

SPAN 1412. Elementary Spanish. (Spanish Level II) (3-2)
Continuation of SPAN 1411. Prerequisite: SPAN 1411 or equivalent or one year of high school Spanish or consent of the instructor.

SPAN 2311. Intermediate Spanish. (Spanish Level III) (3-0)
A study of Spanish grammar and verb tenses with conversation, readings, vocabulary study, and some original compositions. Prerequisite: SPAN 1411 and SPAN 1412 or equivalent or two years of high school Spanish or consent of the instructor.

SPAN 2312. Intermediate Spanish. (Spanish Level IV) (3-0)
Continuation of SPAN 2311. Prerequisite: SPAN 2311 or equivalent or consent of the instructor.

SPEECH/COMMUNICATIONS

COMM 1307. Introduction to Mass Communication. (3-0)
Study of the media by which entertainment and information messages are delivered. Includes an overview of the traditional mass media: their functions, structures, supports, and influences.

COMM 2305. Editing and Layout. (3-3)
Editing and layout processes, with emphasis on accuracy and fairness, including the principles and techniques of design.

COMM 2330. Introduction to Public Relations. (3-0)
Exploration of the history and development of public relations. Presentation of the theory behind and process of public relations, including the planning, implementation, and evaluation of PR campaigns.

- SPCH 1144, 1145, 2144, 2145. Forensic Activities. (1-3)
This course consists of laboratory experience for students who participate in forensic activities. May be taken four semesters. Prerequisite: SPCH 2335 or consent of instructor.
- SPCH 1146. Parliamentary Procedures. (1-3)
Laboratory experience in Parliamentary Procedures.
- SPCH 1311. Introduction to Speech Communications. (3-0)
Theories and practice of communication in interpersonal, small group, and public speech.
- SPCH 1315. Public Speaking. (3-0)
This is a practical course in public speaking, employing oral assignments demonstrating the ability to choose a topic, do research, organize a speech, and deliver it with maximum control over stage fright. Students prepare and deliver a minimum of four speeches, followed by critiques.
- SPCH 1318. Interpersonal Communication. (3-0)
Application of communication theory to interpersonal relationship development, maintenance, and termination in relationship contexts including friendships, romantic partners, families, and relationships with co-workers and supervisors.
- SPCH 1321. Business & Professional Communication. (3-0)
Study and application of communication within the business and professional context. Special emphasis will be given to communication competencies in presentations, dyads, teams, and technologically.
- SPCH 1342. Voice and Diction. (3-0)
A course designed to improve the voice by evaluation of individual student speech habits and extensive work to correct deficiencies. Analysis will include volume, quality, pitch, rate, vocal variety, articulation, and pronunciation. A study of physiology of vocalization, including breath control, the larynx, resonance, and the articulation system, will be demonstrated by class exercises. Thorough practice with The International Phonetic Alphabet will be augmented by dictionary studies, work lists and oral readings.
- SPCH 2333. Discussion and Small Group Communication. (3-0)
Discussion and small group theory and practice as they relate to group process and interaction.
- SPCH 2335. Argumentation and Debate. (3-0)
This course consists of the study of theories and practice in argumentation and debate including analysis, reasoning, organization, evidence, and refutation as applied to college forensics and debate. Application is made to current topics.
- SPCH 2341. Oral Interpretation. (3-0)
This is a first course in interpretation and designed to enable students to better communicate the written page to an audience. Through lectures and student performances, one should learn to choose selections, prepare them for presentation, adapt them to a time limit, and learn the fine points of delivery including pauses, intensity, range, pronunciation, and emotional quality.

WELDING

MCHN 1302. Print Reading for Machining Trades. (2-2)
A study of blueprints for machining trades with emphasis on machine drawings.

MCHN 1320. Precision Tools and Measurement. (1-5)
An introduction to the modern science of dimensional metrology. Emphasis on the identification, selection, and application of various types of precision instruments associated with the machining trade. Practice of basic layout and piece part measurements while using standard measuring tools.

MCHN 1343. Machine Shop Mathematics. (3-0)
Designed to prepare the student with technical, applied mathematics that will be necessary in future machine shop-related courses.

MCHN 1438. Basic Machine Shop I. (2-4)
A course that introduces the student machining fundamentals. The student begins by using basic machine tools including the lathe, milling machine, drill press, power saw, and bench grinder. Machine terminology, theory, math, part layout, and bench work using common measuring tools is included. Emphasis is placed on shop safety, housekeeping, and preventative maintenance.

MCHN 2303. Fundamentals of Computer Numerical Controlled (CNC)
Machine Controls. (2-2)
Programming and operation of Computer Numerically Controlled (CNC) machine shop equipment.

WLDG 1323. Welding Safety, Tools, and Equipment. (3-0)
An introduction to welding careers and safety practices, including welding safety; OSHA and the Hazardous Communication Act, Material Safety Data Sheets (MODS); basic mathematics; measuring systems; shop operations; use and care of precision measuring tools; and the use and care of hand and power tools. Instruction on various types of welding equipment and processes, basic welding gases, fluxes, electrodes, symbols, and blueprint.

WLDG 1327. Welding Codes. (2-2)
An in-depth study of welding codes and their development in accordance with structural standards, welding processes, destructive and nondestructive testing methods.

WLDG 1337. Introduction to Metallurgy. (3-0)
A study of ferrous and non-ferrous metals from the ore to the finished product. Emphasis on metal alloys, heat treating, hard surfacing, welding techniques, forging, foundry processes, and mechanical properties of metal including hardness, machine ability, and ductility.

WLDG 1380, 1381. Cooperative Education - Welder/
Welding Technologist. (1-20)
Career related activities encountered in the student's area of specialization are offered through a cooperative agreement between the college, employer, and student. Under supervision of the college and the employer, the student combines classroom learning

with work experience. Directly related to the technical discipline, specific learning objectives guide the student through the work experience.

WLDG 1391. Special Topics in Welding/Welding Technologist. (1-5)

Topics address recently identified current events, skills, knowledge, and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student.

WLDG 1408. Metal Sculpture. (2-4)

Techniques and methods of oxy-acetylene and electric welding and cutting to produce metal sculptures. Skill development in material forming, welding, brazing, and finishing techniques. Includes work ethics, artistic styles, and professionalism.

WLDG 1412. Introduction to Flux Cored Arc Welding (FCAW). (2-4)

An overview of terminology, safety procedures, and equipment set-up. Practice in performing T-joints, lap joints, and butt joints using Flux Cored Arc Welding (FLAW) equipment.

WLDG 1413. Introduction to Blueprint Reading for Welders. (2-4)

A study of industrial blueprints. Emphasis placed on terminology, symbols, graphic description, and welding processes. Includes systems of measurement and industry standards. Also includes interpretation of plans and drawings used by industry to facilitate field application and production.

WLDG 1417. Introduction to Layout and Fabrication. (2-4)

A fundamental course in the layout and fabrication related to the welding industry. Major emphasis on structural shapes and use in construction.

WLDG 1421. Welding Fundamentals. (2-4)

An introduction to the fundamentals of equipment used in oxyacetylene and arc welding, including welding and cutting safety, basic oxyacetylene welding and cutting, basic arc welding processes and basic metallurgy.

WLDG 1428. Introduction to Shielded Metal Arc Welding (SMAW). (2-4)

An introduction to the shielded metal arc welding process. Emphasis is placed on power sources, electrode selection, oxy-fuel cutting, and various joint designs. Instruction provided in SMAW fillet welding in various positions.

WLDG 1430. Introduction to Gas Metal Arc (MIG) Welding. (2-4)

A study of the principles of gas metal arc welding, setup and use of GMAW equipment, and safe use of tools/equipment. Instruction on various joint designs.

WLDG 1434. Introduction to Gas Tungsten Arc (TIG) Welding. (2-4)

An introduction to the principles of gas tungsten arc welding (GTAW), setup/use of the GTAW equipment, and safe use of tools and equipment. Welding instruction in various positions on joint design.

WLDG 1435. Introduction to Pipe Welding. (2-4)

An introduction to welding of pipe using the shielded metal arc welding process, including electrode selection, equipment setup, and safe shop practices. Emphasis on welding positions 1G and 2G using various electrodes.

- WLDG 1453. Intermediate Layout and Fabrication. (2-4)
An intermediate course in layout and fabrication. Includes design and production of shop layout and fabrication. Emphasis placed on symbols, blueprints, and written specifications.
- WLDG 1457. Intermediate Shielded Metal Arc Welding (SMAW). (2-4)
A study of the production of various fillet and groove welds. Preparation of specimens testing in all positions. Prerequisite: WLDG 1428 or concurrent enrollment or consent of the instructor.
- WLDG 2380, 2381. Cooperative Education - Welder/
Welding Technologist. (1-20)
Career related activities encountered in the student's area of specialization are offered through a cooperative agreement between the college, employer, and student. Under supervision of the college and the employer, the student combines classroom learning with work experience. Directly related to the technical discipline, specific learning objectives guide the student through the work experience.
- WLDG 2406. Intermediate Pipe Welding. (2-4)
A comprehensive course on the welding of pipe using the shielded metal arc welding (SMAW) process. Position of welds will be 1G, 2G, 5G, and 6G using various electrodes. Topics covered include electrode selection, equipment setup, and safe shop practices.
- WLDG 2413. Welding Using Multiple Processes. (2-4)
Instruction using layout tools and blueprint reading with demonstration and guided practices with some of the following welding processes; oxy-fuel cutting and welding, shielded metal arc welding, gas metal arc welding, flux-cored arc welding, gas tungsten arc welding, or any other approved welding procedures. Prerequisite: WLDG 1430 and WLDG 1434 or consent of the instructor.
- WLDG 2435. Advanced Layout and Fabrication. (2-4)
An advanced course in layout and fabrication. Includes production and fabrication of layout, tools, and processes. Emphasis on application of fabrication and layout skills.
- WLDG 2443. Advanced Shield Metal Arc Welding (SMAW). (2-4)
Advanced topics based on accepted welding codes. Training provided with various electrodes in shielded metal arc welding processes with open V-groove joints in all positions. Prerequisite: WLDG 1457 or consent of the instructor.
- WLDG 2447. Advanced Gas Metal (MIG) Welding. (2-4)
Advanced topics Gas Metal Arc Welding (GMAW). Includes welding in various positions and directions.
- WLDG 2451. Advanced Gas Tungsten Arc (TIG) Welding. (2-4)
Advanced topics in GTAW welding, including welding in various positions and directions. Prerequisite: WLDG 1434 or consent of the instructor.
- WLDG 2453. Advanced Pipe Welding. (2-4)
Advanced topics involving welding of pipe using the shielded metal arc welding process. Topics may include electrode selection, equipment setup, and safe shop practices.

Emphasis on welding positions 5G and 6G using various electrodes. Prerequisite: WLDG 2406 or permission of the instructor.

IX
ORGANIZATION

Visit the Hill College website at
www.hillcollege.edu
and/or contact individual departments
for changes and updates.

The following individuals represent more than 70 years of dedicated service to education
in Central Texas:

HILL COLLEGE DISTRICT
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David Teel, President
 Bill Galiga, Vice President
 Karen Brackin, Secretary
 William Auvenshine
 Jim Cato
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 Tony Marley
 Rick Sullins

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W.T. Lofland 1923-1924	
W.F. Doughty	1924-1931
L.W. Hartsfield	1931-1947
W. Read Dawson	1947-1950
W. Lamar Fly	1962-1967
O.B. Bailey	1967-1977
E.C. Hutchins	1977-1984
William Auvenshine	1984-2004
<i>(President Emeritus)</i> Sheryl S. Kappus	2004-2014
<i>(President Emeritus)</i> Pam Boehm	2014-present

OFFICERS OF ADMINISTRATION

Boehm, Pam President
 A.A., McLennan Community College
 B.A.A.S., M.Ed., Tarleton State University
 Licensed Professional Counselor (L.P.C.)
 Ed.D., Texas A&M - Commerce

Curbo, Billy Don Vice President of Administrative Services
 B.B.A., Abilene Christian University

Parcells, Rex A..... Vice President of Instruction
 B.S., Cornell University
 M.S., Ithaca College

Trenkle, Lizza Vice President of Student Services
 B.B.A., M.L.S., Fort Hayes State University

White, Jessie..... Vice President of Information Technology
B.S., University of North Texas

FACULTY

Abbott, Jason Government & History Program Coordinator
A.A., McLennan Community College
B.A., University of Texas at Arlington
M.A., Tarleton State University
Additional Study, University of Texas at Arlington

Adler, Jenny Cosmetology
Aladdin Beauty College Cosmetology & Salon & Spa Mgmt Program Coordinator
Graduate, Stephenville Beauty College
A.A.S., Hill College
Cosmetology Instructor's License, Texas State Board of Licensing

Andry, Christopher Cosmetology
A.A.S., Hill College
Cosmetology Instructor's License, Texas State Board of Licensing

Armstrong, Jackie..... Computer Science
B.B.A., Sam Houston State University QEP Director
M.B.A., Tarleton State University
Microsoft Certified Professional (MCP)
Microsoft Certified Systems Administrator (MCSA)
Microsoft Certified Systems Engineer (MCSE)

Austin, Kimberly Skills Lab Coordinator Health Science - JCC
Registered Nurse
L.V.N. to A.D.N., Hill College
Additional Study, Texas Tech University

Baba, David..... A.D. N. Program
Registered Nurse
B.A., M.P.N., University of Ghana

Bellah, Paul Geology
B.S., M.S., Texas A&M University-Commerce

Bennett, Brian Welding
A.A., Hill College Welding Program Coordinator
B.F.A., Southwest Texas State University
M.Ed., University of Texas at Brownwood
Additional Study, University of Texas, Austin Community College
AWS Certified Welding Inspector, AWS Certified Welding Educator, ICAR Welding
Certified

Benton, Gary Physical Education
B.S., Southeastern Oklahoma State University
M.Ed., Southeastern Oklahoma State University

- Blankenship, DiedraEmergency Medical Services Professions
A.A.S., McLennan Community College EMS Professions Coordinator/Director
B.S.E.H.S., University of Texas Health Science Center
Licensed Paramedic, Texas Department of State Health Services
EMS Advanced Coordinator, Texas Department of State Health Services
- Bordner, Dale Vocational Nursing
Registered Nurse
B.S.N., West Texas A&M University
M.A., National University
- Breneman, Rachel.....English
B.A., Texas Wesleyan University
M.A., University of Tennessee
- Bright, Sherry A.D.N. Program
Registered Nurse
Certificate, Hill College School of Vocational Nursing
A.S., Hill College
B.S.N., Tarleton State University
M.S.N., University of Phoenix
- Britain, Julie..... Diagnostic Medical Sonography/Echocardiography
ARDMS registry in Adult Echocardiography and Physics
A.A.S., El Centro College
Additional Study, University of Nebraska Medical Center
- Brown, BrandenAutomotive Technology
Certificate, A.A.S., Texas State Technical College - Waco
- Brown, Paul.....Agriculture & Rodeo Coach
B.S., M.S.T., Tarleton State University Agriculture Science Program Coordinator
Additional Study, Texas A&M University, West Texas State University Athletic
Director
- Bush, Eleanor.....Biology
B.A., M.S., Alabama State University
Additional Study, Prairie View A&M University
- Calhoun, Tammy Mathematics
B.S., Tarleton State University
M.S., University of North Texas
- Castro, Katina Vocational Nursing
Registered Nurse
A.D.N., Hill College
- Cheavens, Joe History
B.A., Oberlin College
M.A., Ph.D., University of Hawaii

Grimland, Janis Vocational Nursing
Registered Nurse Vocational Nursing Program Coordinator
B.S.N., University of Texas at Arlington

Gutierrez, SteveEmergency Medical Services Professions
A.A.S., Weatherford College
E.M.S. Instructor, Licensed Paramedic, Texas Department of State Health
Services

Hampton, JerryAutomotive Technology Program Coordinator
B.S.V.T., Western New Mexico University
Additional Study, New Mexico State University
ASE Certified, Master Automobile Technician
M.Ed., Tarleton State University

Heintz, LauriBiology
B.S., M.S., Tarleton State University

Hendricks, J.D.Office Administration Technology
B.Ed., Landmark Baptist College Office Administration Tech & Medical Office
Mgmt Program Coordinator
A.A.S., Hill College
B.A., Amberton University

Hilbert, KathyEnglish
B.A., Austin College
M.A., Tarleton State University

Hillyard, Pat Mathematics
A.A., Temple College Math, Physical Sciences, Child Development,
B.S., University of Mary Hardin-Baylor & Education Program Coordinator
M.S., Tarleton State University
Additional Study, Baylor University

Hutchings, PaulaSkills Lab Coordinator Health Science – HCC
A.A.S., McLennan Community College
B.S., M.S.N., University of Phoenix

Hyland, Scott Physical Education
B.S., B.S., University of Mary Athletic Eligibility Coordinator
M.A., University of Nebraska-Omaha Women’s Basketball Coach

Hyles, VernonEnglish
B.S., Stephen F. Austin State University
M.A., Lamar University
Ph.D., University of Southwestern Louisiana

Jenkins, CurtAutomotive Technology
A.A.S., Eastfield College
B.S., University of Texas - Dallas

M.S., Texas A&M University - Commerce

- Johnson, Linda A.D.N. Program Coordinator
Registered Nurse
A.D.N., Central Texas College
B.S.N., University of State of New York
M.S.N., Texas A&M University-Corpus Christi
G.N.P., University of Texas Medical Branch-Galveston
D.N.P., Chatham University – Pittsburgh, PA
- Jones, S. Calaway.....Biology
B.S., Tarleton State University
B.A., University of North Carolina
M.S., Texas A&M University
Additional Study, Old Dominion University, Tarleton State University
- Kaiser, Karen Sociology
B.A., M.S., University of North Texas Economics, Geography, Psychology,
Additional Study, University of North Texas Sociology Program Coordinator
- Kyle, Jay P Speech
B.S., M.S., East Texas State University
- Laster, Dave Developmental Math
B.S., Southwest Texas State University
- Long, KatyAccounting
B.S., Sam Houston State University Accounting, Business Mgmt., Business, &
M.B.A., Texas A&M University - Commerce Marketing Program Coordinator
- Love, DottieComputer Graphics/Art
B.F.A., North Texas State University
M.F.A., University of North Texas
- Lowe, PhillipMusic & Band Director
B.M., M.M., Hardin-Simmons University Fine Arts Program Coordinator
Additional Study, North Texas State University
University of Miami
Texas A&M University - Commerce
- Mackay, Kim..... Cosmetology
A.A.S., Hill College
Cosmetology Instructor’s License, Texas State Board of Licensing
- Masadeh, Esmaeel..... Chemistry
B.S., Yarmouk University
M.S., Middle East Technical University
Ph.D., University of Nevada
- Matthews, RobertFire Protection Technology
A.A.S., Hill College Fire Protection Technology Program Coordinator

- Fire Officer II, Firefighter Advanced, Inspector Advanced, Fire Service Instructor
 III,
 Texas Commission on Fire Protection
 Licensed Paramedic, Texas Department of State Health Services
- May, Kyle Criminal Justice
 B.S., M.C.J., Tarleton State University
- McAvoy, Robert..... Government
 B.A., M.A., St. Mary’s University
 M.A., Rutgers University
- McCord, Lawrence Music
 B.M., University of Texas at Arlington
 M.M., Southern Methodist University
 Additional Study, Southwestern Baptist Theological Seminary, University of Texas
- McPherson, Laurie Cosmetology
 A.A.S., Hill College
 Cosmetology Instructor’s License, Texas State Board of Licensing
- Miller, Kathleen History
 B.A., M.A., University of Texas--Arlington
- Miller, Tina..... Vocational Nursing
 Registered Nurse
 L.P.N., School of Practical Nurses-Glasgow, KY
 A.A.S., Central Maine Community College
 B.S.N., Western Kentucky University
- Nailling, Marlon Kirk A.D.N. Program
 Registered Nurse
 B.S., Texas Christian University
 M.A., Webster University
 M.S., Incarnate Word College
- Nelson, Don Anatomy and Physiology
 B.S., Oklahoma State University
 D.C., Parker Chiropractic College
- Oleksak, Shirley Cosmetology
 A.A.S., Hill College
 Cosmetology Instructor’s License, Texas State Board of Licensing
- Ololo, Anthony..... Physics
 B.S., M.S., Ph.D., Alabama A&M University
- Padgett, Gina Cosmetology
 A.A.S., Hill College
 Cosmetology Instructor’s License, Texas State Board of Licensing

Padon, Chris Child Care and Development
 B.S., M.S., Texas Woman's University Education

Price, Joe Welding
 B.S., Texas A&M University
 Additional Study, Tarleton State University

Proctor, Drew Spanish
 B.A., Central Michigan University Foreign Language,
 M.A., Texas A&M University Geology, & Physics Program Coordinator

Rateike, Chris..... Physical Education
 A.A., Indian Hills Community College Baseball Coach
 B.S., Arkansas Tech University
 M.S., Emporia State University

Rigsby, Terry..... Computer Science
 B.S., California State University
 M.B.A., M.S., Tarleton State University

Roberts, Ray Environmental Science
 B.S., Texas A&M University
 M.Ed., Texas A&M University - Commerce
 Additional Study, Hamline University, Hardin-Simmons University

Rose, Lori..... Life Science
 B.S., Texas A&M University
 M.S., Ph.D., University of Alabama

Sale, Tom.....Art
 B.A., University of Texas
 M.F.A., University of North Texas

Sanders, David.....Emergency Medical Services Professions
 C.C., San Jacinto College
 B.S., University of Houston
 E.M.S. Instructor, Licensed Paramedic, Texas Department of State Health
 Services

Sellers, Richard.....Computer Science Program Coordinator
 B.S.S.O., M.S.M, Colorado Technical College

Smith, Thom..... Business, Management, Economics
 B.B.A., Baylor University
 M.A., University of South Dakota

Stevens, Brad..... Speech
 B.B.A., M.S., Abilene Christian University Communications, Speech, English,
 and Humanities Program Coordinator

Stoudenmire, Brittney..... Developmental English & Reading

Hillsboro – (254) 659-7790
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SECURITY

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Cleburne – Cell – (817) 240-7008