

FRANK PHILLIPS COLLEGE

Catalog

2025 - 2027



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FRANK PHILLIPS COLLEGE



BORGER, TEXAS

DALHART, TEXAS

PERRYTON, TEXAS

SIXTY-FOURTH CATALOG

2025– 2027

FALL 2025

VOLUME LXIV

Welcome from the Executive Team

The Board of Regents, Administration, Faculty, and Staff at Frank Phillips College are pleased to welcome you to the campus and look forward to helping you meet your educational goals. As you choose your field of study, whether it be in a technical, academic, or agriculture field, your success is uppermost in the minds of all who advise, educate, and support you.



(Left to Right): Christy Dovel, Provost of Rahl Campus; Jackie Brand, Vice President for Institutional Advancement/Chief Financial Officer; Dr. Glendon Forgey, President; Jody Nolen, Executive Assistant to the President/Director of Human Resources; Cassi Laxton, Provost of Allen Campus; Dr. Shannon Carroll, Executive Vice President for Academic Affairs/Chief Academic Officer

FPC is the northern-most community college in the state, located at the top of the Texas Panhandle, where the spirit of the Plainsman stands proud. Frank Phillips College has been dedicated to serving the top nine counties of the Texas Panhandle since 1948.

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2025 – 2026 Academic Calendar

	Fall 2025	Spring 2026	Summer I 2026	Summer II 2026	Summer Long 2026
Residence Halls Open for Occupancy Cafeteria Opens Classes Begin Final Day to Register First Day of Class 2 nd 8 week Pre-Registration for the Next Semester (*TBA) Final Examinations Last Day of Classes Residence Hall Close Graduation Application Deadline Commencement	Aug. 15 Aug. 15 Aug. 20 Aug. 28 Oct. 13 *November Dec. 8-11 Dec. 11 Dec. 11	Jan. 7 Jan. 7 Jan. 12 Jan. 15 Mar. 16 *April May 4-7 May 7 May 7 Apr. 16 TBA	May 27 TBA June 1 June 2 July 7 July 7	July 1 TBA July 8 July 9 Aug. 13 Aug. 13 Aug. 13	May 27 TBA June 1 June 4 Aug. 13 Aug. 13 Aug. 13
PAYMENTS AND REFUNDS Final Day to pay without late fee Final Day for Payment Plan Final Day for 100% Final Day for 70% Final Day for 25% Refund Final Day for 70% 1 st 8 week Final Day for 25% 1 st 8 week Final Day for 70% 2 nd 8 week Final Day for 25% 2 nd 8 week	Aug. 19 Sept. 4 Aug. 19 Sept. 16 Sept. 24 Sept. 3 Sept. 8 Oct. 23 Oct. 28	Jan. 15 Jan. 29 Jan. 15 Feb. 12 Feb. 23 Feb. 2 Feb. 4 Apr. 2 Apr. 7	May 28 June 2 May 28 June 8 June 10	July 7 July 9 July 7 July 15 July 20	May 28 June 4 May 28 June 16 June 23
ADD/DROP AND TOTAL WITHDRAWALS Final Day to Drop Without Penalty Final Day for Schedule Change Final Day for Schedule Change 1 st 8 week Final Day for Schedule change 2 nd 8 week Final Day to Withdraw from a Course Final Day to Withdraw from a Course 1 st 8 week Final Day to Withdraw from a Course 2 nd 8 week Final Day to Totally Withdraw from All Courses	Aug. 19 Aug. 28 Aug. 28 Oct. 16 Nov. 20 Oct. 2 Nov. 20 Nov. 20	Jan. 8 Jan. 15 Jan. 15 Mar. 19 Apr. 23 Feb. 19 Apr. 23 Apr. 23	May 28 June 2 June 24 July 2	July 7 July 9 July 30 Aug. 6	May 28 June 4 July 30 Aug. 6
HOLIDAYS AND BREAKS Labor Day Holiday Fall Break Christmas Holiday Martin Luther King Jr. Day Spring Break Good Friday Holiday Memorial Day Independence Day	Sept. 1 Nov. 24-27 Dec. 17-Jan. 2	Jan. 19 Mar. 9-12 April 3 May 25	July 4		
MINI TERM DAYS Fall Mini Term May Mini Term	Dec. 15-Dec. 30	May 18-May 29			
FACULTY/STAFF INFORMATION Offices Open Employee In-service (Date may change) Faculty Report Staff Report	Aug. 11 Aug. 11	Jan. 5 Jan. 5 Jan. 5 Jan. 5			

Information is subject to change without notice. Updated on 04/23/2025 - OES

General Information

Mission Statement

The mission of Frank Phillips college is to prepare students for success and strengthen our communities by delivering accessible, affordable, and high-quality education and workforce training aligned with the needs of our service area.

The Board of Regents, administration, faculty, and staff are united in their commitment to the accomplishment of this mission.

In accordance with its mission, the institution endeavors to assist each individual in acquiring the skills, facts, values, and attitudes necessary to participate in and contribute to the democratic society in which we live.

The College operates in harmony with its enabling statute identified in the Texas Education Code, Section 130.003, which states that the charge of each public community college shall be to provide:

1. technical programs up to two years in length leading to associate degrees or certificates;
2. vocational programs leading directly to employment in semi-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 and other basic skills programs for adults; and
9. such other purposes as may be prescribed by the Texas Higher Education Coordinating Board or local governing boards, in the best interest of post-secondary education in Texas.

Accreditation

Frank Phillips College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees. Questions about the accreditation of Frank Phillips College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website, www.sacscoc.org.

Approved by

Texas Department of Licenses and Regulation
Texas Education Agency
Texas Board of Nursing
Texas Higher Education Coordinating Board

Member of

Council for Higher Education Accreditation
Community College Association of Texas Trustees
National Junior College Athletic Association

NAFSA: Association of International Educators
NASFAA: National Association of Student Financial Aid Administrators
Southern Association of Community Colleges
SWASFAA: Southwest Association of Student Financial Aid Administrators
Texas Association of Business Officers
Texas Association of College Registrars and Academic Officers
Texas Association of Community Colleges
Texas Association of Student Financial Aid Administrators
Western Junior College Athletic Conference

Philosophy Statement

The faculty and staff of Frank Phillips College are committed to providing a quality educational experience to all students. Through programs and policies designed to ensure the engagement, growth, stimulation, and self-reflection of students, the College commits to providing the following:

- the highest quality of instruction;
- an opportunity to experience diversity and tolerance;
- individual and thoughtful advising;
- a smooth transition into the college culture;
- co-curricular activities for residential and commuter students;
- a safe environment in which to learn;
- a comfortable relationship between students and faculty and staff;
- an extensive and exhaustive evaluation of services to students; and
- the skills necessary to become life-long learners and productive members of a global economy.

Core Beliefs

Frank Phillips College's faculty, staff, and administration collectively adopted a set of core beliefs that underlie all operations, functions, policies, and purposes of Frank Phillips College in its mission to serve students. The following core beliefs were adopted in 2016:

1. Quality matters because students matter.
2. Where our students come from is not as important as where they are going.
3. Challenge the status quo to create innovative momentum.
4. Do the right thing with integrity, honor, and accountability.
5. Love what you do. You make the difference.

History

In 1946, the Borger Independent School District applied to the State Board of Education for authority to establish a junior college. Borger Junior College District was created by a vote of local citizens on June 15, 1946. The opening day for admission of students was September 6, 1948.

The College operated in a building built jointly with the Borger Independent School District and shared the facility with Borger High School until the College moved to its present location in 1956.

The College served primarily as a junior college offering arts and sciences courses until 1973 when the curricula was expanded to include vocational courses. Since that time a number of vocational, occupational-technical, workforce development, and allied health programs, along with an extensive array of continuing education and community service courses, have been added to the curricula.

During the 1970's, Frank Phillips College established off-campus sites in Canadian, Dalhart, and Perryton, Texas, and has since expanded its offerings throughout the top nine counties of the Texas Panhandle. In addition, FPC offers cosmetology certificates to students in Perryton. The college began offering Diesel Mechanic certificates in Perryton and Dalhart beginning in fall 2023.

Family Educational Rights & Privacy Act

Frank Phillips College informs students of the Family Educational Rights and Privacy Act of 1974 through the college website and catalog. Incoming students are informed at Student Central and during registration at remote sites and provided an opportunity to choose who may access their records. In addition, an email is sent to all students, including those enrolled in distance or correspondence education, each fall, spring, and combined summer semesters explaining how to access FERPA information. This Act was designated to protect the privacy of educational records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act (FERPA) concerning alleged failures by the institution to comply with the Act. Questions concerning the Family Education Rights and Privacy Act may be referred to the Office of Educational Services.

Statement of Confidentiality

Student records are released only for use by faculty and professional staff for authorized college-related purposes. The release of student records for off-campus use occurs only with the student's knowledge and signed written consent or where required by law or regulation. Information is released to high-school counselors upon request if the student is currently enrolled as a dual-credit student.

A student's record is open for inspection by the student's parents or guardians if the student is under eighteen years of age. The rights of the parents are transferred to the student on the student's 18th birthday.

The Registrar is the custodian of a student's academic record. A student's academic record may include application for admission information, residency certificate, immunization certificate, date of school entry, student schedules and schedule changes, academic work completed, attendance, standardized achievement test scores, transcripts from previous schools attended, and various Veterans' Administration forms. Transcripts from previous schools attended and test scores are the property of Frank Phillips College.

Public information, which may be released upon request, includes a student's name, dates of attendance, classification, degrees and certificates received, awards received, the type of award received (academic, technical or continuing education), field of study, enrollment status (full-time, part-time, undergraduate, etc.), current address (including email), participation in officially recognized activities and sports, weight and height of members of athletic teams, and name of most recent institution attended. **If a student does not wish for this public information to be released, the student is responsible for notifying the Registrar by the last official day to register for a given semester.**

Notice of Nondiscrimination

Frank Phillips College does not discriminate on the basis of age, race, religion, color, national origin, sex or handicap in its programs, services or activities, including employment, admission, treatment, and access to all programs and activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. FPC also provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding compliance and/or grievance procedures may be directed to the college's Title IX Officer, Jackie Brand, 1301 West Roosevelt, Borger, Texas 79007, (806 457-4200, ext. 715, jbrand@fpctx.edu and/or the Section 504/ADA Coordinator, Kaisha Yeager, 1301 West Roosevelt, Borger, Texas 79007, (806) 457-4200, ext. 777, kyeager@fpctx.edu.

Frank Phillips College no discrimina por motivos de raza, edad, religión, color, origen nacional, sexo o impedimento en sus programas, servicios o actividades, incluyendo empleo, admisión, tratamiento y acceso a todos los programas y actividades, según requerido por el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas de Educación de 1972; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda. FPC también proporciona igualdad de acceso a los Boy Scouts y a otros grupos de jóvenes designados. Preguntas con respecto al cumplimiento y/o procedimientos de queja pueden ser dirigidas al oficial del Título IX, Jackie Brand, 1301 West Roosevelt, Borger, Texas 79007, (806) 457-4200, ext. 715, jbrand@fpctx.edu, y/o al Coordinador de la Sección 504/ADA del distrito escolar, Kaisha Yeager, 1301 West Roosevelt, Borger, Texas 79007, (806) 457-4200, ext. 777, kyeager@fpctx.edu.

Federal law prohibits Frank Phillips College from making pre-admissions inquiries about disabilities. Information regarding disabilities, voluntarily given or inadvertently received, will not adversely affect any admissions decision. If a student requires special services because of disability, the student should notify the 504/ADA Coordinator who will assist the student in communicating the services and ensuring that the students' needs are adequately met.

This voluntary self-identification allows Frank Phillips College to prepare appropriate support services to facilitate the student's learning. Some services may require written professional verification of the disability and are handled on an individual basis. This information will be kept in strict confidence.

The admission program at Frank Phillips College is based on an open-door philosophy, which accepts all prospective students for enrollment regardless of **age, race, religion, color, national origin, sex or handicap in its programs, services, or activities** in accordance with federal law. The Registrar is responsible for administering the admission policies and procedures of the College. Questions pertaining to admission to Frank Phillips College should be directed to Elizabeth McCauley, Registrar, at (806) 457-4200, ext. 853.

Frank Phillips College has a communicable disease policy for students enrolled. This policy ensures the rights of students and adheres to state and federal regulations guaranteeing the right to privacy of the individual.

Policy Changes

Frank Phillips College is an equal opportunity community college. Policies and other information are subject to change based on state and federal requirements and Board of Regents' action. Changes to policies and other information stated in this *Catalog* will be posted on the catalog link on the college website, www.fpctx.edu, which is considered the official *Catalog*. All contents copyright © 2025, Frank Phillips College Office of Educational Services. All rights reserved. Rev. 04/25/oes.

Buildings & Facilities

From 2021 to 2023, Frank Phillips College engaged in major renovations in Borger, Dalhart, and Perryton to ensure all facilities are in compliance with ADA standards. The renovated buildings passed ADA inspection.

Classroom Learning Complex (CLC) – the CLC was built in 1956 and houses the science laboratories, Allied Health, the Rural Nursing Education Consortium, general classrooms, faculty offices, the Teacher Work Center, and the Office of Educational Services (Chief Academic Officer, Associate Vice President of Institutional Research, the Director of Dual Credit, and the Coordinator of Continuing Education).

Plainsmen Gym – the Plainsmen Gym was built in 1956 and is used for athletic practices, student recreational events, and cross-fit exercises which are open to the public.

Fine Arts Building – the Fine Arts Building was built in 1960 and contains a 500-seat auditorium, cafeteria, art laboratory, the First-Year Experience classroom, general classrooms, three community meeting rooms, and faculty offices.

James W. Dillard Library Building – the J.W. Dillard Library was built in 1967 and houses the Office of the President (Human Resources, College Advancement, and Chief Financial Officer) Board of Regents meeting room, the Business Office, the Library, Marketing, Student Financial Services Office, IT offices, Student Central, the Registrar's Office, distance-learning (DLR) classrooms, general classrooms, and faculty offices.

W.G. Stephens Hall – Stephens Hall, built in 1967, is an air-conditioned hall for men with a capacity of 120 students.

Maxine Goins Hall – Maxine Goins Hall, built in 1967, is an air-conditioned hall for women with a capacity of 80 students.

Tyler Street Hall – Tyler Street Hall, renovated in 2005, is an air-conditioned facility with a capacity of 49 students.

Agricultural Sciences Building – the Ag Sciences Building was built in 1983 and contains an animal sciences laboratory, general classrooms, faculty offices, and the Monsanto meeting room. Additionally, Borger High School utilizes space for their Construction Trades and Agriculture programs.

Borger Community Activity Center (BCAC) – the BCAC was built in 1983 and is a physical activity complex containing an indoor pool. The facility also includes two racquetball/handball courts, an aerobics/dance studio, two cardiovascular fitness centers, a gymnasium, and a large free-weight room, as well as separate machine weight rooms for men and women. The Plainsmen coaching staff and BCAC administrative offices are also housed in the BCAC.

Academic Co-Curricular Essentials (ACE) / TRiO Building – The ACE/TRiO Building was built in 1991 and offers a variety of student support services, including, the TRiO Program, and academic-use computer stations. The building is also home to the college's Licensed Professional Counselor and the Testing Center. Students may use the foyer as a lounge, study space, or meeting space during open hours.

Weatherly Family Half-Dugout – The half-dugout is a replica of the original homestead, which was built in 1897. The half-dugout is open by appointment for tours.

Service Drilling Southwest Center for Access and Innovation & Safety Training – The CAI was built in 2002 and was a \$3.5 million community-based project. The CAI houses FPC's Safety Training Center, Cosmetology classrooms, lab, and faculty offices and the Career & Technical Education faculty offices, classrooms, community meeting room, the Instrumentation & Electrical Technology Programs, and the office of the Associate Vice President for Work Force.

Warren Chisum Welding Building – The Welding Building opened in January 2009 and is a \$1.3 million, 15,000 square foot, state-of-the-art facility housing classrooms, offices, and a large welding and fabrication area.

Frank Phillips College Allen Campus, Cosmetology Center, and Perryton Workforce Development Center – The Frank Phillips College Allen Campus is located at 2314 S. Jefferson in Perryton, Texas and opened its doors in the fall of 2005. The 25,000 square foot facility allows students in Ochiltree County and the surrounding area access to credit-bearing and continuing education classes. The facility provides area residents with the ability to participate in fully transferable, core academic classes taught locally and via distance learning technology. The Perryton Cosmetology Center opened in January 2021. The facility includes 25 stations on the floor, classroom space, administrative offices, a facial room, hair washing stations, manicure and pedicure stations, student lounge and locker space, and a dispensary. Full-time and dual credit students from Perryton and surrounding areas have the choice of pursuing a cosmetology or nail technician certification at the Perryton Cosmetology Center. The Workforce Development Center opened its doors in August of 2023. The center boasts 17,000 square feet of cutting-edge classroom and shop space, complemented by administrative offices. The Perryton Workforce Development Center houses the following programs: Entry-Level Driver Training (CDL), Diesel Mechanics, and Welding programs. Residents of Perryton and the surrounding area can choose from a wide variety of instructional programs and course offerings, as well as a full complement of extended education courses, including business and industry training, extended education, adult learning opportunities, and children's summer activities in these facilities.

Frank Phillips College Rahll Campus and Vocational Training Center – The FPC Rahll Campus is located in Dalhart, TX and opened in the summer of 2018. The 24,000 square foot facility provides area residents with the ability to participate in fully transferable, core academic classes taught locally and via distance learning technology. Area residents have access to FPC's wide variety of instructional programs and course offerings and a full complement of continuing education support services, including business and industry training, extended education, adult learning opportunities, and children's summer activities. The Rahll Campus features a comprehensive Vocational Training Center that offers specialized programs in Welding and Diesel Technology. This facility provides hands-on, industry-driven training with state-of-the-art equipment, ensuring students receive a high-quality educational experience that is aligned with current industry standards and practices.

Frank Phillips College Cosmetology Centers – FPC Cosmetology Centers are located in Borger and Perryton, Texas. The Centers provide a full cosmetology program for nail technology, cosmetology, and instructor certificates. The Borger Center also offers the Barber certificate and cross-over certificate for evening students. Dual-credit students may also earn their cosmetology licenses at all locations and Barber license on the Borger campus. Clients can receive a full range of services completed by students with supervision from licensed instructors with cosmetology experience.

Borger Campus Map

Frank Phillips College
1301 W. Roosevelt
Borger, TX 79007

Main: 806-457-4200; Security (After Hours): 806-886-5047

1. **Service Drilling Southwest Center for Access & Innovation (CAI)** – Cosmetology Department, Career & Technical Education Offices, Conference Center, I&E classrooms and labs, Safety Training Center, CDL classroom and training pad
2. **Weatherly Dugout and Plainsmen Park**
3. **Tennis Courts**
4. **Maxine Goins Hall** – Women's Residence Hall
5. **Classroom Learning Complex (CLC)** – General classrooms, Vocational Nursing Department, Educational Services Offices, Allied Health facilities, faculty offices, Dual-Credit Office, Executive Vice President for Academic Affairs Office
6. **Borger Community Activity Center (BCAC)** – Athletic Department Offices, Workout facility, Gymnasium, Pool
7. **W.G. Stephens Hall** – Men's Residence Hall
8. **Pump Jack**
9. **The Plainsmen Gym** – Athletic practice facility
10. **James W. Dillard Library Building** – Library, President's Office, Business Office, Student Central, Student Financial Services Office, Publications, IT Office, Distance Learning (DLR) classrooms, faculty offices
11. **Academic Co-Curricular Essentials (ACE) / TRiO Building** - Counselor's Office, TRiO Offices, computer lab
12. **Fine Arts Building (FA)** – Auditorium, Dining Hall, Meeting Rooms (Gallery, Grasslands, Plainsmen Room), general classrooms
13. **Maintenance Shop**– Physical Plant facilities and offices
14. **Warren Chisum Welding Fabrication Building** – Welding Program classrooms, labs, and offices
15. **Agricultural Science Building** – Agriculture Program, classrooms, labs, faculty offices, Monsanto Room, Borger ISD Agriculture and Construction classrooms
16. **Baseball Field**
17. **Rodeo Arena**

Not pictured: (located off-campus) – Tyler Street Hall and the Softball Field



Allen Campus Map

Frank Phillips College – Allen Campus

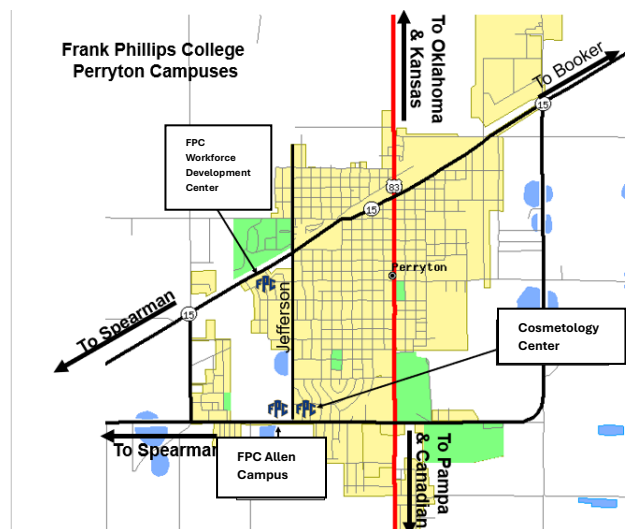
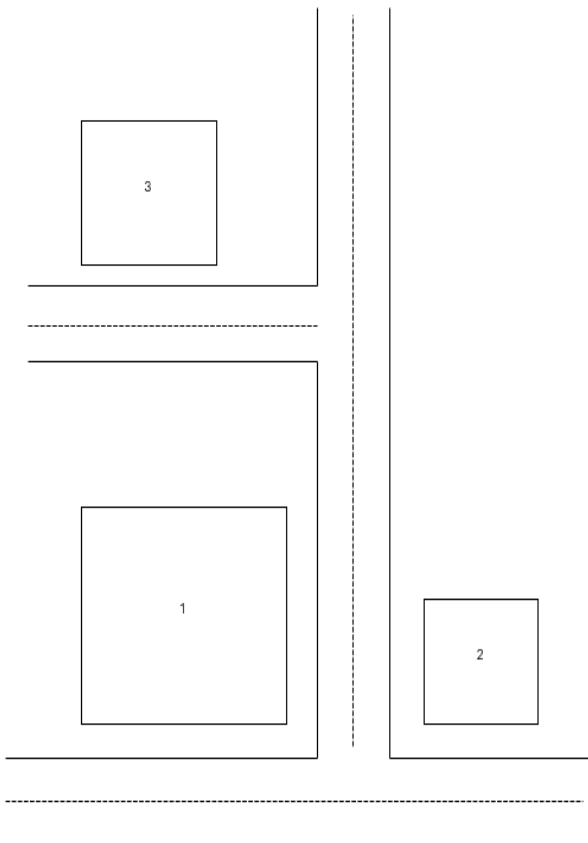
2314 S. Jefferson

Perryton, TX 79070

Main and Cosmetology Center: 806-648-1450

Perryton Workforce Development Center: 806-648-1454

- 1. Frank Phillips College Allen Campus** – Provost Office, Student Resource Center, Administrative Offices, general classrooms, Distance Learning (DLR) classrooms, Calm Room, Conference Center, Testing Services, Allied Health Facilities
- 2. Cosmetology Center** – Cosmetology Stations and classrooms, Faculty Offices
- 3. Perryton Workforce Development Center** – Administrative Offices, CDL classroom and dispatch, Welding Shop and classrooms, Diesel Mechanic Shop and classrooms



Rahll Campus Map

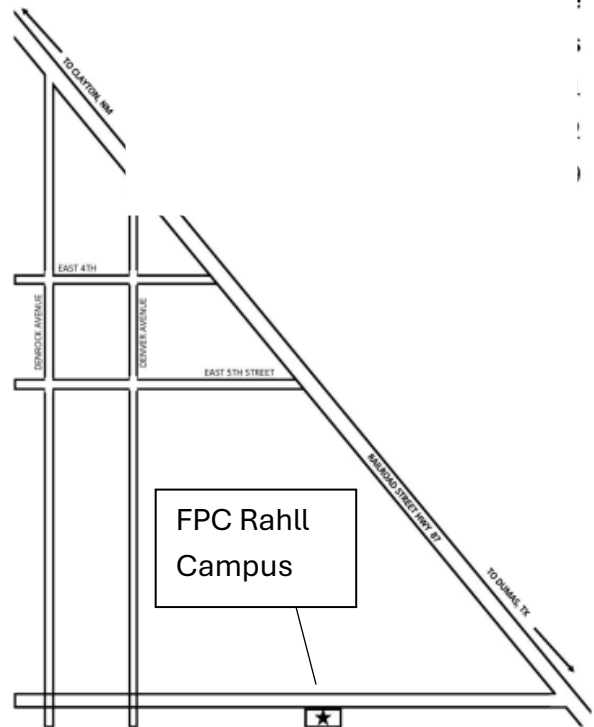
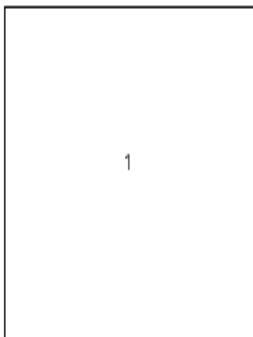
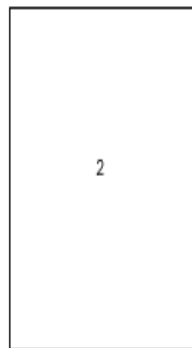
Frank Phillips College – Rahll Campus

2890 FM 281

Dalhart, TX 79022

Main: 806-244-7669

- 1. Frank Phillips College Rahll Campus** - Provost Office, Student Resource Center, Administrative Offices, general classrooms, Distance Learning (DLR) classrooms, Conference Center, Testing Services, Allied Health Facilities
- 2. Vocation Training Center** - Administrative Offices, CDL classroom and dispatch, Welding Shop and classrooms, Diesel Mechanic Shop and classrooms, and I&E classroom and lab



Sexual Assault and Sex Crimes Prevention

Campus Sex Crimes Prevention Act

In compliance with the “Campus Sex Crimes Prevention Act” (section 1601 of Public Law 106-386) and the Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Act, all persons required to register as part of the State of Texas’s Sex Offender Registration Program are required to provide notice of their presence on campus. This information is available at the local police department or at <http://www.txdps.state.tx.us>.

Policy Statement

Frank Phillips College is committed to a positive and productive learning environment in which students, employees, and visitors are free from any form of sexual misconduct. Sexual assault, dating violence, domestic violence, stalking, and any unwelcome physical conduct is prohibited. Frank Phillips College’s policies regarding inappropriate conduct extend to all members of the community including students, employees, community members, children, vendors, and all other parties visiting any of the college campuses. The policies apply regardless of gender, sexual orientation, gender identity, age, or ethnicity. FPC seeks to eliminate sexual violence and sex crimes through providing adequate resources for all stakeholders. These resources include information on prevention and actions in the event of an incident, support for the victim, a comprehensive investigation, and a fair disciplinary action.

Definitions

Assault: Intentionally or knowingly causes physical contact with another when the person knows or should reasonably believe that the other will regard the contact as offensive or provocative (Texas Penal Code Sec. 22.01)

Sexual Assault: An offense if committed by a person that intentionally or knowingly causes the penetration of the anus or sexual organ of another person by any means, without that person’s consent; or causes the penetration of the mouth of another person by the sexual organ of the actor, without that person’s consent; or causes the sexual organ of another person, without that person’s consent, to contact or penetrate the mouth, anus, or sexual organ of another person, including the actor. (Texas Penal Code Sec. 22.011)

Without Consent:

- The actor compels the other person to submit by the use of violence;
- the actor compels the other person to submit by threatening to use violence against the victim or against any other person;
- the other person has not consented and the actor knows the other person is unconscious or physically unable to resist;
- the actor knows that as a result of mental disease the other person is at the time of the sexual assault incapable of appraising the nature of the act;
- the other person has not consented and the actor knows the other person is unaware that the sexual assault is occurring;
- the actor has intentionally impaired the other person’s power to appraise the victim’s conduct by administering any substance without the victim’s knowledge. (Texas Penal Code Sec. 22.011)

Prohibited Conduct

FPC prohibits sexual assaults including rape, fondling, dating and/or domestic violence, and stalking. Such behavior interferes with the productive learning and working environment valued by FPC and endangers the

welfare of students, employees, and community members. Attempting to engage in sexual assault, encouraging sexual assault, or sexually assaulting a person on the Frank Phillips College property is a violation of college standards of conduct.

Retaliation

All persons are free from retaliation for reporting sexual assault or unwanted sexual aggression against themselves or others.

Reporting Sexual Misconduct and Assault

Any person who has experienced an incident of sexual assault, dating or domestic violence, or stalking should consider reporting the incident to law enforcement and seeking medical assistance. Seeking law enforcement and medical assistance as soon as possible may help preserve any important evidence to be used in a legal investigation. FPC encourages any victim of sexual assault, dating or domestic violence, or stalking to report the incident to college officials. **Employees of Frank Phillips College are required to report sexual misconduct according to the Discrimination/Harassment Policy unless the employee has legal authority of confidentiality.**

Victims of sexual assault should consider the following medical treatments:

- Get Medical Care as soon as possible after the assault.
- Do not shower, douche, or change clothes prior to a medical exam in order to preserve valuable evidence and prohibit contamination of the evidence, which can potentially nullify it as legal evidence at a later time.
- If you have changed clothing, place the clothing worn at the time of assault in a plastic bag and take it to the hospital with you.
- A specially trained sexual assault nurse examiner (SANE) or other approved medical personnel will usually perform an examination in which the information and documentation of evidence will be collected to be used in a possible prosecution case.
- Testing and treatment for possible sexually transmitted diseases may be conducted.

Victims may notify any local law enforcement authorities and receive assistance from FPC personnel in reporting the incident to an officer of the law. A victim may also file a complaint with the Title IX Officer or campus contacts who will notify the Title IX Officer:

Title IX Contacts

Jackie Brand

Title IX Coordinator
VP of Administrative Services
1301 W Roosevelt
Borger, TX 79007
Phone: 806-457-4200 ext. 715
Email: jbrand@fpctx.edu

Dr. Shannon Carroll

Deputy Title IX Coordinator
Executive VP for Academic Affairs
1301 W Roosevelt
Borger, TX 79007
Phone: 806-457-4200 ext. 732
Email: scarroll@fpctx.edu

Kaisha Yeager

Pregnant and Parenting Students Liaison
Director of Counseling & Testing Services
1301 W Roosevelt
Borger, TX 79007
Phone: 806-457-4200 ext. 777
Email: kyeager@fpctx.edu

Contact Information for Agencies Assisting Victims of Sex Crimes

A victim may seek immediate assistance at any time by dialing 911 or the police department at the following numbers:

Frank Phillips College Borger Campus, Borger

Borger Police Department:

430 Deahl St
PO Box 5250
Borger, TX 79007
(806) 273-0930

Hutchinson County Sheriff's Department

1400 Veta
Borger, TX 79007
(806) 274-6343

Golden Plains Community Hospital

100 Medical Drive
Borger, TX 79007
(806) 467-5700

Frank Phillips College Rahll Campus, Dalhart

Dalhart Police Department:

609 Liberal St
Dalhart, TX 79022
(806) 244-5546

Dallam County Sheriff's Department

501 Denver Avenue
Dalhart, TX 79022
(806) 244-5388

Hartley County Sheriff's Department

900 Main St
Channing, TX 79018
(806) 235-3142

Hartley County Sheriff's Department

701 E Texas

Dalhart, TX 79022
(806) 244-5544
Dallam Hartley Counties Hospital District
1411 Denver Ave
Dalhart, TX 79022
(806) 244-4571

Frank Phillips College Allen Campus, Perryton

Perryton Police Department:
21 SE 2nd Ave
Perryton, TX 79070
(806) 435-4002
Ochiltree County Sheriff's Department
511 S Ash St.
Perryton, TX 79070-3131
(806) 435-8000
Ochiltree General Hospital
3101 Garrett Dr.
Perryton, Texas 79070
(806) 435-3606

Regional Hospital

Northwest Texas Healthcare System Hospital
1501 Coulter St.
Amarillo, Texas 79106
(806) 354-1000

Confidentiality

While it is possible that a victim of sexual assault or harassment might wish to remain anonymous, anonymity may not be guaranteed when the investigation would be impeded by keeping the complainant anonymous. In order to investigate a complaint or a discrimination notification, it may be necessary to divulge information that might clearly indicate the victim. FPC personnel assisting the victim in the complaint process will strive to retain confidentiality but will notify the victim if retaining such confidentiality proves to be impossible in moving forward with the investigation.

As in all other instances, Frank Phillips College strives to respect and protect the privacy of students, employees, and community members. However, if a situation of sexual misconduct requires notification of law enforcement or any kind of disciplinary action, the privacy and identity of the accused and the victim may necessarily be revealed.

What is the Clery Act?

The Jeanne Clery Disclosure of Campus Policy and Campus Crime Statistics Act is the landmark federal law, originally known as the Campus Security Act, that requires colleges and universities throughout the United States to disclose information about crime on and around their respective campus.

Because the law is directly tied to participation in federal student financial aid programs, it applies to most institutions of higher education, both public and private. The act is enforced by the U.S. Department of Education.

By October 1 of each year, institutions must publish and distribute their Annual Campus Security Report to current and prospective students and employees. Institutions are also allowed to provide notice of the report, a URL if available, and how to obtain a paper copy if desired. This report is required to provide crime statistics for the prior three years, policy statements regarding various safety and security measures, campus crime prevention program descriptions, and procedures to be followed in the investigation and prosecution of alleged sex offenses.

The "Clery Act" is named in memory of 19 year-old Lehigh University freshman Jeanne Ann Clery, who was raped and murdered on April 5, 1986 while asleep in her residence hall room. Jeanne's parents, Connie and Howard discovered that students hadn't been told about 38 violent crimes on the Lehigh campus in the three years before Jeanne's murder. They joined with other campus crime victims and persuaded Congress to enact this law, which was originally known as the "Crime Awareness and Campus Security Act of 1990."

The law was amended in 1992 to add a requirement that schools afford the victims of campus sexual assault certain basic rights. It was amended again in 1998 to expand the reporting requirements. The 1998 amendments also formally named the law in memory of Jeanne Clery.

The law was most recently amended in 2000 to require schools, beginning in 2003, to notify the campus community of where the public "Megan's Law" information regarding registered sex offenders on campus could be obtained.

Pregnant and Parenting Students

It is important for all members of the Frank Phillips College community to know that pregnant and parenting students have certain rights under Title IX of the Education Amendments of 1972 (known as "Title IX"). This federal legislation prohibits discrimination on the basis of sex in educational programs and activities which includes pregnancy and parental status.

Based on Title IX, not discriminating against a pregnant student means granting her leave "for so long a period of time as deemed medically necessary by the student's physician," and then effectively reinstating the student "to the status which she held when the leave began."

This generally means that pregnant students should be treated as if they had a temporary disability and then given an opportunity to make up missed work wherever possible. Extended deadlines, makeup assignments, and incomplete grades that can be completed at a later date. While retroactive requests will be considered, making arrangements in advance is preferred, and requests that are untimely may be denied on that basis. To the extent possible, pregnant students should be placed in the same position of academic progress that they were in when they took leave. The plausibility of doing so is not governed by an individual faculty member's class rules or policies, but by the nature of the work. Whenever the class work is of a type that it can be completed at a later date - such as papers, quizzes, tests, and even presentations - that option must be made available to the student.

In situations where the temporal particularities of the task do not allow for a "break," such as clinical rotations, large performances, and some lab or group work, the institution should work with the student to devise an alternative path to completion.

Ideally, students will always work with their instructors, as well as any support systems that the institution has in place, to come up with a plan for how to handle their absence and get back on track as quickly and comfortably as possible. In order to encourage this, the institution should post conspicuous notices directing students to a clear pregnancy policy and any responsible offices, including the office of disability services (or its equivalent), the Title IX Coordinator, and the Section 504/ADA Coordinator.

If you have any questions regarding your rights as a pregnant or parenting student, please contact the Frank Phillips College Section 504/ADA Coordinator:

Kaisha Yeager, Director of Counseling & Testing Services
Office Location: ACE Building
Phone: (806) 457-4200 ext. 777
Email: kyeager@fpctx.edu

Admission & Registration

College Entrance Test

Students who are entering college for the first time and enrolling in academic-transfer courses are required to demonstrate proficiency at the college level by taking an assessment test prior to registration or meeting an exemption as outlined below. Beginning August 26, 2014, the TSI Assessment is the entrance test used in the state of Texas. The scores are utilized in advising and placement of students in appropriate course work in accordance with the Texas Success Initiative (TSI). Scores are not used as admission criteria. The assessment tests measure strengths and weaknesses in reading, mathematics, and writing. If test scores indicate a weakness in any or all of the skill areas, the student will complete a skill-building, college-preparatory program. The TSI Assessment test is administered at Frank Phillips College and at other Texas colleges on established dates. Students who are classified as “out-of-state” will have the opportunity to take an assessment test at designated times during registration. A scored writing sample must be included in the writing section of the test in order to determine placement. Certain students may be exempt or waived from the provisions of the assessment. TSI scores are good for 5 years. Specific exemptions and waivers are listed in the following sections.

Exemptions

There are several types of TSI exemptions. Some are blanket exemptions which exempt students from TSI requirements in all sections (math, reading, and writing). This includes students with the requisite military service (honorably discharged, retired, or released) or students with an earned associate or baccalaureate degree. Others provide exemption on a section by section basis. This includes students taking ACT/SAT tests and students who have completed college-level courses, such as transfer students. For these exemptions, students may be excused from one, two, or all TSI sections depending on test performance (ACT, SAT) or the determination of the receiving institution. When qualifying test scores are achieved on more than one test, the reporting institution may choose which scores to report.

Earned degrees: A student who has graduated with an associate or baccalaureate degree from an accredited institution of higher education.

ACT, SAT: A student who meets the exemption standards and whose ACT, SAT scores are active (have not expired). Appropriate ACT and SAT test scores are valid for exemption purposes for exactly five years from the qualifying test date.

ACT, SAT exemption standards are:

ACT: For active tests, a composite score of 23 with a minimum of 19 on the English and/or the mathematics tests shall exempt a student for the corresponding section(s).

SAT: Scores for TSI purposes must come from either the old SAT (administered prior to March 2016) or the revised SAT (administered March 5, 2016 or later), but not a combination of old SAT scores and revised SAT scores.

For active tests administered prior to March 2016, a combined critical reading and mathematics score of 1070 with a minimum of 500 on the critical reading test and/or the mathematics tests shall exempt a student for the corresponding section(s).

For active tests administered March 5, 2016 or later, a minimum evidenced-based reading and writing (EBRW) score of 480 and a minimum math score of 530. A combined score is no longer needed with this new test.

AP/Dual Credit Grades: A student who has satisfactorily completed college-level coursework in a related field using AP scores or dual-credit grades is exempt from the corresponding section(s). See section on AP credits.

Transfers: a student who transfers to a Texas public institution of higher education or an accredited out-of-state institution of higher education and who has satisfactorily completed college-level coursework is exempt from the corresponding section(s).

Military: A student who on or after August 1, 1990 was honorably discharged, retired, or released from (a) active-duty as a member of the armed forces of the United States or the Texas National Guard or (b) service as a member of a reserve component of the armed forces of the United States.

Waivers

Students may be waived from TSI requirements under the following circumstances:

Non-degree-seeking or non-certificate seeking students may be waived from TSI requirements for the first six hours of credit. Once a student enrolls in the 7th hour of credit, he or she becomes TSI affected. Students who are enrolling in summer courses in between semesters at an out-of-state institution of higher education may be waived from TSI requirements for all summer courses provided they submit a transcript with evidence of enrollment during the previous spring semester. Waivers for non-credential-seeking students must be approved by the Executive Vice President for Academic Affairs or the Registrar.

Certificate programs of one year or less: TSI requirements do not apply to students in Level-One certificate programs.

Military: A student serving on active-duty as a member of the armed forces of the United States or the Texas National Guard; or A student serving as a member of a reserve component of the armed forces of the United States who has been serving for at least the three-year period preceding enrollment.

College-Prep Course: Students are waived if they have taken a college prep course (under TEC, Sec 28.014) that FPC developed with a local ISD or agreed to accept via MOU from another institution. Please contact the Office of Educational Services for more information.

Testing Standards and College-Preparatory Education

Academic degree and transfer students scoring below the state determined level must participate in appropriate preparatory education until all standards are met. Keep in mind that TSI scores are good for 5 years.

For tests taken prior to November 1, 2021:

Minimum standards for the TSI Assessment test are:

Mathematics – 350

Reading – 351

Writing – Placement score of at least 340 and an essay score of at least a 4; OR

Placement score of less than 340, and an ABE diagnostic level of at least 4, and an essay score of at least 5.

For tests taken November 1, 2021 and later:

	State TSIA2 ELAR Standard (Reading and Writing)	State TSIA2 Math Standard
TSIA2 Assessment	ELAR Score of 945+ AND Essay Score of 5-8 OR ELAR Score under 945 AND ELAR Diagnostic Level of 5-6 AND Essay Score of 5-8	950+ OR Math Score Under 950 AND Math Diagnostic Level of 6

A student wishing to withdraw from a mandated preparatory course may be required to withdraw from all college-level courses.

Students seeking certificates are not required to take an academic assessment, but participation in development of skills will be determined by the program director and may include tutoring, coursework, and/or career testing. However, if at any time the student changes enrollment to include seven or more hours in academic courses that require TSI completion, the student will be considered a non-certificate seeking student and will enroll in preparatory courses as required by the Texas Success Initiative (TSI). Students enrolled in both a certificate and a degree program must satisfy the requirements of the degree program.

No student may graduate from an associate degree program without meeting the standards of proficiency on the assessment test (unless exempt) or through completion of the applicable college-preparatory courses. A student may not enroll in any junior- or senior-level course at a Texas public college or university until proficiency is achieved.

Students who enroll in preparatory courses because of below-standard mandated scores must attend class regularly. Failure to meet attendance standards in a mandated course will result in the withdrawal from all courses. For more information on the College-Preparatory Program at FPC refer to the Educational Services section of the *Catalog*.

Application and Certificate of Residence

Prospective students will complete a State of Texas Common Application for Admission to Texas Public Colleges & Universities (www.applytexas.org) or appropriate FPC application and must provide or have on file documentation appropriate to the method of admission as listed below. Failure to disclose all previous institutions of higher education is considered dishonest and may result in the administrative withdrawal of the student with no refunds.

The Admissions Application includes the oath of residency. To be considered Texas residents, students must clearly establish residence in Texas for the twelve months preceding their enrollment. The student is responsible for registering under the proper residence classification and for providing documentation as required. If there is any question about the right to classification as a resident of Texas, it is the student's obligation, **prior to the time of enrollment**, to raise the question for official determination by the administrative staff of Frank Phillips College. Students classified as Texas residents must affirm the correctness of that classification as part of the admission procedure. If

classification should change, it is the responsibility of the student to notify the Registrar. Failure to notify the institution constitutes a violation of the oath of residency and will result in disciplinary action.

Bacterial Meningitis Vaccination (SB 1107)

The 77th Texas Legislature requires that all public institutions of higher education notify all new students about bacterial meningitis and to obtain confirmation from the students that they received the information. Visit the Texas Higher Education Coordinating Board website, www.thecb.state.tx.us, for additional information.

Who Must Have the Bacterial Meningitis Vaccination?

All new or returning students (not enrolled in the previous fall or spring term) must be vaccinated for bacterial meningitis. Vaccinations must be administered no fewer than 10 days prior to the student's first day of class. **Students will not be permitted to enroll until a full 10 days have passed since the date of the vaccination.**

What Proof is Needed?

- A copy of an immunization record is an acceptable form of proof of vaccination and can be mailed, faxed, e-mailed or hand delivered to the Office of Educational Services, Student Central, or to the director at the off-site locations in Dalhart, Dumas, Hereford, and Perryton.
OR
- A "Refusal of Immunization for Medical Reasons" signed by a physician who is licensed and registered to practice medicine in the United States which states the physician's opinion that the required vaccination would be injurious to the health and well-being of the student. **OR**
- An approved "Texas Department of State Health Services Conscientious Exemption" signed by the student stating that the student has declined the vaccination for reasons of conscience, including religious belief. For Public Junior College Students only: to access the DSHS secure on-line exemption form click here: <https://webds.dshs.state.tx.us/immcojc/> A copy of the form must be submitted to the designated school official at the institution the student will be attending. These documents are valid for 2 years after the signature date of the notary. For the initial filing, the form must be turned into the school within 90 days of being notarized or it is no longer valid. These forms are not transferable and cannot be photocopied as they are specific to the public junior college.

Students Who Are Exempt:

- Any student 22 years of age or older by the first day of the start of the semester.
- Students enrolled only in online courses.
- Students enrolled in a continuing education course or program that is less than 360 contact hours, or continuing education corporate training.
- A student who is enrolled in a dual- credit course which is taught at a public or private K-12 facility not located on a higher education institution campus.
- A student who is incarcerated in a Texas prison.

Where Should I Send My Proof of Vaccination?

E-mail to admissions@fpctx.edu **OR**

Mail to: Frank Phillips College, Attn: Student Central

PO Box 5118

Borger, TX 79008

Deliver documents in person to Student Central at the Borger campus or the main office at the off-campus locations in Dalhart and Perryton.

Methods of Admission

High School Graduation

A graduate of an accredited high school may enter Frank Phillips College. An accredited high school (including high schools designed for home schooling) is one that is recognized by the education agency of the state in which the high school is located.

The student is required to have an official high school transcript forwarded to Student Central. Transcripts and testing results or proof of exemption should be sent immediately following the close of the last semester of attendance in high school. Though students may be admitted and advised using unofficial transcripts, the enrollment is provisional until all official documents are received by the Registrar. Students who fail to provide an official transcript and/or proof of exemption will not be allowed to enroll in subsequent semesters until the official transcript is received, nor will official FPC grades and transcripts be released until all required documents are received. Students should verify the receipt of the official transcripts through document tracking in their Plainsmen Portal account.

Certificate of High School Equivalency

Individuals who have attained passing scores on the GED test, the HiSET exam, or the TASC test are eligible for admission to Frank Phillips College.

The individual is required to submit an official score report or certificate of high school equivalency to the Registrar. Though students may be admitted and advised using unofficial test scores available through the database, the enrollment is provisional until all official documents are received by the Registrar. Students who fail to provide official reports of scores before the end of the first semester of enrollment will not be allowed to enroll in subsequent semesters, nor will official FPC grades and transcripts be released until all required documents are received. Students should verify the receipt of the official transcripts through document tracking in their Plainsmen Portal.

College or University Transfer

- Certificate- and degree-seeking students must submit official transcripts from all institutions of higher education previously attended to the FPC Registrar. Transcripts become the property of the college and will not be returned to the student or forwarded to another school.
- Electronic transcripts sent from another institution of higher education to Frank Phillips College must be sent directly to the Admissions Office at admissions@fpctx.edu. Transcripts received by any other office at any location are considered unofficial.

- The transcripts must be evaluated by the Registrar upon receipt at FPC via the completion and approval of the appropriate degree-plan form. In the event that a conditional registration is processed without official transcripts or formal evaluation, the evaluation must be completed prior to the end of the first academic semester or session in which the student is enrolled.
- Transfer students who are not on academic probation or suspension at the institution most recently attended will be admitted in good standing.
- Transfer students who are on academic probation or suspension at the institution most recently attended must meet the criteria for readmission disclosed in the Academic Policies section.
- If a transcript is received that shows academic suspension from the last school attended after the student has completed enrollment at Frank Phillips College, the student will be subject to administrative withdrawal with forfeiture of tuition and fees. Likewise, a student may be administratively withdrawn if a transcript is received that shows testing information contrary to information provided by the student.

Students may be provisionally admitted with unofficial transcripts, but students who fail to provide an official transcript and/or proof of exemption before the end of the first semester of enrollment will not be allowed to enroll in subsequent semesters, nor will official FPC grades and transcripts be released until all required documents are received.

Students should verify the receipt of the official transcripts through document tracking in their Plainsmen Portal.

Dual-Credit Enrollment

The dual-credit enrollment program allows high-school students the opportunity to enroll in college courses while still in high school provided they have:

- Achieved the Texas Higher Education Coordinating Board testing standard on ACT, SAT or TSI;
- Been granted permission from the high-school principal or counselor; and
- Been evaluated by the Registrar for admission based on demonstrated ability for the courses in which they seek enrollment.

Certain courses are approved through dual-credit partnerships between the college and local independent school districts for dual-credit high-school and college credit. Dual-credit students enroll in college courses while in high school and earn college credit that the high school will convert to high-school credit for graduation purposes.

To be admitted, dual-credit students must demonstrate college-level proficiency through a standardized test noted above and provide the Registrar with written approval of the high-school principal or counselor, an official high-school transcript, and state-mandated test scores or proof of exemption.

HB 505, effective immediately, states the Texas Higher Education Coordinating Board may not limit: 1) The number of dual credit courses or hours in which a student may enroll while in high school; 2) The number of dual credit courses or hours in which a student may enroll each semester or academic year;

or 3) The grade levels at which a high school student may be eligible to enroll in a dual credit course.

Dual-credit students must adhere to all college policies and procedures set forth in the catalog, including, TSI rules, email, Anthology Student, rules of plagiarism, concerns and complaints, grade appeals, probation and suspension, and disciplinary action and appeals.

A high-school student is eligible to enroll and does not need to demonstrate additional college readiness for Level 1 Certificate coursework.

Prospective students who have questions regarding dual-credit enrollment should contact their high school counselor.

Special Admission Requirements

In addition to the admission methods listed above, special admission requirements apply to select programs and students as described in the following areas.

Nursing Program

Admission to the Vocational Nursing Program is competitive. Final admission determination and assignment to clinical sites is based on comparative scores on the HESI Entrance Exam. A background verification is required for all students entering the Vocational Nursing Program. The sanction screen, background verification, and drug screen will be performed at the student's expense. The outcome may disqualify a student from continuing in the nursing program. For further information contact the Vocational Nursing Department.

1. Any individual applying to the Frank Phillips College Vocational Nursing Program must have completed high school or have a General Education Development Test Certificate (GED). An official transcript/copy of certificate must be on file in Registrar's Office.
2. Students must meet all the requirements for entrance to the college including taking the college entrance exam and achieve the minimum score set by the college.
3. An official transcript from all colleges attended must be on file in the Registrar's Office and a copy of all transcripts on file in the Vocational Nursing Department.
4. The Texas Board of Nursing now requires students to be Board approved before entering a Nursing program. Therefore, the FPC Vocational Nursing Program will require all students to undergo their DPS/FBI criminal fingerprint background check during the Spring/Summer, so results can be obtained before October 1st.
5. All Applicants must take the HESI nursing entrance test and achieve the acceptable scores.
6. Two letters of reference must be submitted. Reference letters **should not** be from friends or relatives and **should not** be hand delivered. One letter from a former teacher (college or high school) and the second letter from a former employer or coworker.

7. Upon acceptance, applicants shall present evidence of being in good physical and mental health and show proof of a physical examination, dated not more than three months prior to acceptance. (See page 6 of the Nursing Application)
8. Required immunizations must be completed and submitted to the Borger Campus Vocational Nursing Department by October 1st.
9. WECM courses with equivalent or greater clock hours may be transferred to Frank Phillips College Nursing Program if a minimum grade of C was obtained. The Director of RNEC will consult with the Registrar to determine awarding of credits.
10. Five (5) prerequisite courses will be required with a grade of C or higher or other acceptable earned credit by exam before acceptance into the Nursing portion of the course. These include:
 - General Psychology
 - Anatomy and Physiology I
 - Anatomy and Physiology II
 - Nutrition
 - Medical Terminology
11. Transfer students will be considered for acceptance to the Frank Phillips College Vocational Nursing Program. All courses to be accepted must have a minimum grade of C. The transfer courses must have equivalent or greater clock hours and content compared to the FPC course. In addition, the student will be expected to take HESI exams for each course being transferred.

Students may be granted probationary admission with the understanding that they will have completed all prerequisite courses with a C or higher before beginning the nursing classes. Students who do not earn credit for the prerequisite courses may not be admitted officially into the program.

Athletes

Prior to the first practice for each collegiate year in which they compete, all student athletes participating in NJCAA certified sports must pass a physical examination administered by a qualified health care professional licensed to administer physical examinations. This is an NJCAA rule outlined in Article 5 section 9.

International Students

Frank Phillips College recognizes the educational importance of a continuous international cultural exchange to both the local and world communities. International students receive the same educational opportunities as other Frank Phillips College students. In addition to general application requirements, the college requires that international applicants provide:

- Online International Application
- Evidence of satisfactory completion of appropriate secondary education.
- Complete academic records, including official secondary and post-secondary transcripts,

indicating an average of a B or above. **All transcripts must be translated into English.**

- Evidence of English Language Proficiency on TOEFL or IELTS. The minimum total score on TOEFL is 70. The minimum overall band score on IELTS is 6.0.
- An affidavit of financial support that includes the source of support and an international bank letter that bears the official seal of the verifying bank.
- Provide a copy of passport
- Provide proof of bacterial meningitis
- Provide evidence of personal health insurance

Once admitted, international students must:

- Reside in campus housing.
- Post \$11,356.00 bond one month prior to the first class day and an additional \$11,356.00 one-month prior to the beginning of the second year of study.
- Enroll in a minimum of 12 credit hours each semester and show satisfactory academic progress towards completion of a program of study at Frank Phillips College.
- Maintain the same academic and attendance standards as other students.
- Cooperate with all school personnel.

Questions concerning the admission of international students should be directed to the Associate Vice President of Student Affairs at (806) 457-4200, ext. 742. Extensive information concerning international admissions can be found on the College's web site, www.fpctx.edu, under the Admissions tab.

Ability to Benefit

Students who have not earned a high-school diploma or a GED may be admitted under special circumstances if they have an ability to benefit from college courses. Students may be allowed to enroll in welding courses while simultaneously enrolled in a GED preparation program. Interested students should contact the Registrar's Office for more information.

Transfer Transcript Evaluation

Disclosed in the admission guidelines for transfer students is the requirement for submitting all official transcripts from any institutions of higher education previously attended. Failure to note all previous institutions is considered a violation of the application, and students violating this process may be administratively withdrawn with no refunds. It is the intent of Frank Phillips College to evaluate all incoming transcripts at the time of receipt. However, should a conditional registration be processed without official transcripts or formal evaluation, the evaluation will be completed prior to the end of the first academic term in which the student is enrolled.

The Registrar shall determine transfer of credits and may contact a student's advisor for recommendations of credits to be accepted; when an advisor or counselor recommends a course that is not listed in the *Academic Course Guide Manual* (ACGM), the Registrar will notify the Executive Vice President for Academic Affairs for final approval. Approval for transfer of credits not listed in the ACGM will require documentation that the course is equivalent to the course for which credit is awarded. This documentation may include a course description or a course syllabus from the transfer

institution. The Executive Vice President for Academic Affairs will determine the appropriateness of the course for transfer.

Quarter Hour to Semester Credit Hour Conversion

Quarter credit hours are converted to semester credit hours by multiplying the number of quarter hours by two-thirds (or .67). Since a fraction of a credit hour cannot be awarded, the remaining fraction of semester hour credit is rounded to the nearest whole number from the tenth's position of the decimal. For example, 5 quarter hours are equivalent to 3.4 semester hours, which in turn would be rounded to 3 semester hours of credit: 5 quarter hours x .67 = 3.4 semester hours = 3 semester hours.

Advising Protocol

During their first semester, first-year students should meet with a Student Central Specialist on the Borger Campus, or an advisor at the Rahll Campus in Dalhart or Allen Campus in Perryton. Students who are enrolled in a Career and Technical program can see their program advisors as needed.

Students enrolled in only online courses can meet virtually with an advisor at their home campus. Students enrolled in cosmetology programs at the Allen Campus in Perryton will be advised by their Cosmetology Faculty. Regardless of location, however, students may meet with an advisor virtually.

Students who are undecided about a major should see an advisor at their home campus, who can assist the student in determining an appropriate degree plan through a variety of means including interest and career assessments.

Advisors not only work closely with the student in making satisfactory adjustments to the academic and co-curricular activities of the college, but they can also help with obtaining credit by exam, transfer equivalencies, and preparing a degree plan. This will help ensure the student is taking courses in the proper sequence for orderly and timely progress toward specific educational goals.

As a part of the advisement program, students are guided in the proper selection of courses to transfer to a four-year college or university, a professional school, or a vocation. For more information on and assistance with advising, contact Student Central at (806) 457-4200.

Department	Point of Contact	Phone Ext	Email
Agriculture	Mary Minchew-Johnston	784	mminchew@fpctx.edu
Rodeo	Kaylee Gregg	783	kmoyer@fpctx.edu
Allen Campus	Cassi Laxton	607	claxton@fpctx.edu
Allen Campus	Monica Hernandez	649	mhernandez@fpctx.edu
Allied Health	Laura McIntire	746	lmcintire@fpctx.edu
Biology (Anatomy & Physiology)	Lisa Duncan	246	lduncan@fpctx.edu
Biology (General)	Emily Martinez	763	emartinez@fpctx.edu
Chemistry	Dr. Glen Green	793	ggreen@fpctx.edu
Preparatory Education			
Continuing/Community Education	Jeanette Tracy	138	itracy@fpctx.edu
Cosmetology	Juan Avila	747	javila@fpctx.edu

Cosmetology Borger	Jodie Gandy	747	jgandy@fpctx.edu
Cosmetology Borger	Misty Sullivan	747	msullivan@fpctx.edu
Cosmetology Perryton	Kevin Harrison	672	kharrison@fpctx.edu
Cosmetology Perryton	Misty Stockton	672	mstockton@fpctx.edu
Rahll Campus, Dalhart	Christy Dovel	806-244-7669 806-457-4200, ext 512	cdovel@fpctx.edu
Rahll Campus, Dalhart	Courtney Corrales	806-244-7669 806-457-4200, ext. 512	ccorrales@fpctx.edu
Dual-Credit	Kamron Britten	775	kbritten@fpctx.edu
Dual-Credit (Channing, Dalhart, Hartley, and Texline High Schools)	Christy Dovel	806-244-7669 806-457-4200, ext. 511	cdovel@fpctx.edu
Dual Credit (Perryton High School)	Karen Metzger	613	kmetzger@fpctx.edu
Economics	Dr. Glen Green	793	ggreen@fpctx.edu
Education	Cheryl Webster	635	cwebster@fpctx.edu
Engineering	David Brink	793	dbrink@fpctx.edu
Engineering	Beth Summers	766	bsummers@fpctx.edu
English/Humanities	Catherine Hodges	767	chodges@fpctx.edu
First Year Institute	Krista Wilson	742	kwilson@fpctx.edu
Geology	Malcolm Tripp		mtripp@fpctx.edu
Government	Lydia Howell	773	lrinehart@fpctx.edu
History	John Jordan	808	jjordan@fpctx.edu
History	Marcus Miers	248	mmiers@fpctx.edu
Humanities and Fine Arts	Melissa Miers		mdmiers@fpctx.edu
Instrumentation & Electrical	Don Smith	776	dssmith@fpctx.edu
Instrumentation & Electrical	John LaCour	776	dssmith@fpctx.edu
Instrumentation & Electrical	Tim Fangman	817	tfangman@fpctx.edu
Mathematics	Beth Summers	766	bsummers@fpctx.edu
Mathematics	Craig Yerger	752	cyerger@fpctx.edu
Nursing	Mary Blackwell, RN, BSN	745	mblackwell@fpctx.edu
Pre-Nursing	Laura McIntire	746	lmcintire@fpctx.edu
Physics	David Brink	793	dbrink@fpctx.edu
Pre-Pharmacy	Lisa Duncan	246	lduncan@fpctx.edu
Psychology	Dr. Lora Baggerman	113	lbaggerman@fpctx.edu
Sociology	Dr. Lora Baggerman	113	lbaggerman@fpctx.edu
Speech	Dr. Renee Laney	754	rlaney@fpctx.edu
DigiTex/Online Coordinator & Course Sharing	Michele Stevens	707	mstevens@fpctx.edu
Welding	William Easley	792	weasley@fpctx.edu

Student Records/Tuition & Fees

Student Records

In compliance with the Family Educational Rights and Privacy Act of 1974 (P. L. 93-380 Education Amendments of 1974), Frank Phillips College provides information concerning the student records maintained by the college. Student records may be collected in a variety of locations, but Student Central maintains ownership of permanent records. Records may be stored electronically in a student's virtual account, and paper copies of some records are maintained. Student records are maintained in the following areas:

Academic Records

- Student Central
- Office of Educational Services
- Dual-Credit Office
- Counseling, Testing and Career Services Office
- Allen Campus, Perryton
- Rahl Campus, Dalhart
- Faculty Offices
- Moore County Campus (Amarillo College, Dumas, TX)
- Everett and Mabel McDougal Hinkson Memorial Campus (Amarillo College, Hereford, TX)

Student Affairs Records

- Student Central
- Counseling, Testing and Career Services Office
- Office of Educational Services
- Allen Campus, Perryton
- Rahl Campus, Dalhart
- Faculty Offices
- Moore County Campus (Amarillo College, Dumas, TX)
- Everett and Mabel McDougal Hinkson Memorial Campus (Amarillo College, Hereford, TX)

Financial Records

- Business Office
- Student Financial Services Office
- Student Central
- Allen Campus, Perryton
- Rahl Campus, Dalhart
- Office of Educational Services

Directory Information

Under P. L. 93-380, the college is authorized to release directory information to the general public without the written consent of the student. A student may request that all or any of the general information be withheld from the public by making a written request to the Office of Educational Services by the last official day to register for a given semester. The request will apply only to the current enrollment period. The following information is considered directory information:

- Name
- Dates of Attendance
- Student Classification
- Degrees and certificates received
- Awards received, the type of award received (academic, technical, Tech-Prep, or continuing education)
- Field of Study
- Enrollment Status (full-time, part-time, undergraduate, etc.)
- Current address, includes email address
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams

Release of Information

It is the intent of Frank Phillips College to comply fully with The Family Educational Rights and Privacy Act (FERPA) of 1974 which protects the privacy of educational records, establishes the rights of students to inspect and review their education records, and provides guidelines for correction of inaccurate or misleading data.

Other than directory information or legally required releases of information, the College will not permit release of educational records without the student's written consent. The consent must be signed and dated by the student and must indicate which records are to be released, the purpose of the release, and the name of the agency to which the records will be released.

Permission Release Form

A permission release form can be filed in Student Central, Allen Campus in Perryton, or Rahl Campus in Dalhart as the written consent of the release of educational records to any person or persons listed on the permission release form. The permission release form stays on the student's record as long as the student is continuously enrolled at FPC. It becomes null and void once the student misses one long semester (fall or spring). If students would like to change the form at any time, it is their responsibility to notify Student Central, Allen Campus, or Rahl Campus.

Request for release of student information or for additional information concerning FERPA should be directed to the Registrar.

Review of Records

Students are entitled to review information contained in their permanent educational records. Any student who desires to review his or her record may do so upon written request to the office

immediately responsible for the record. After review, students are entitled to challenge the accuracy of records through informal and formal hearings.

Hold Placed on Records

A hold is placed on a student's records, when the student fails to resolve financial obligations with the college, as well as when the student fails to provide required transcripts from prior educational institutions. The hold remains in effect until all obligations have been resolved. Students may not register for classes until all holds have been resolved.

Transcript Service

Students may request copies of their academic records accumulated while at Frank Phillips College. Transcripts are available through Student Central. A transcript request can be made by filling out a transcript request form, by e-mail (if going to another college/university), or through the Parchment service for electronic delivery. There is a fee of \$3.00 payable to Parchment for this service. Transcript requests CAN NOT be made over the phone. Transcript requests being made through e-mail (admissions@fpctx.edu) need to include the student's name, last four of their social security number, birthday, and a full mailing address. Transcripts will be available within 3 business days after requests are received. This turnaround time on requests does not include official closings of the campus. A fee of \$75 will be charged for transcripts to be overnight; otherwise, there is no charge.

Change of Address and/or Name

Every student is required to keep Student Central informed of his or her current address or change in name in order to avoid problems in maintaining permanent records.

Tuition and Fees

Tuition rates at Frank Phillips College are set by the Board of Regents of the College in accordance with the provisions of Texas statutes. Tuition rates are subject to change without notice by the action of the State Legislature or the Board of Regents.

Tuition and fees are payable in full before the first day of class unless the student has signed up for the Payment Plan Option. A student is not officially registered until full payment of tuition and fees is made or a Payment Plan is on file. Payment may be made by cash, check, money order, or credit card approved by the Business Office.

All students must pay tuition according to their resident classification as follows:

A resident of the Borger Junior College District is a student who resides within the Borger Junior College District and is not classified as a Non-Resident of Texas as explained in this section.

A resident of Ochiltree County is a student who resides within Ochiltree County and is not classified as a Non-Resident of Texas as explained in this section.

A resident of Dallam or Hartley Counties is a student who resides within Dallam or Hartley Counties and is not classified as a Non-Resident of Texas as explained in this section.

A Non-resident (of a Taxing District) is a student that neither resides within the Borger Junior College District, Dallam, Hartley or Ochiltree Counties nor is classified as a Non-resident of Texas.

A Non-resident of Texas is a student younger than 18 years of age who does not live with his or her family and whose family resides in another state or whose family has not resided in Texas for the 12 months preceding the date of registration or a student of 18 years of age or over who resides out of state or who has not been a resident of the state 12 months after his 18th birthday or for 12 months immediately preceding the date of registration.

A student 18 years of age or older may be exempt from being classified as a Non-Resident of Texas if he or she owns property which is subject to ad valorem taxation by either the Borger Junior College District, Dallam, Hartley or Ochiltree Counties.

On June 4, 2025, a federal judge blocked the Texas Dream Act (HB 1403), a state law which allowed eligible undocumented students to pay in-state tuition. Based on this recent court order and have documentation demonstrating your lawful presence in the United States, please submit it to the Registrar's office.

See Tuition & Basic Fee tables on the following pages.

Tuition & Basic Fees

Credit Hour	Resident of Borger Junior College District	Resident of Dallam/Hartley County	Resident of Ochiltree County	Non-Resident of Taxing District	Non-Resident of State or Country
1	\$173.00	\$188.00	\$188.00	\$203.00	\$414.00
2	\$290.00	\$320.00	\$320.00	\$350.00	\$472.00
3	\$407.00	\$452.00	\$452.00	\$497.00	\$530.00
4	\$524.00	\$584.00	\$584.00	\$644.00	\$680.00
5	\$641.00	\$716.00	\$716.00	\$791.00	\$836.00
6	\$758.00	\$848.00	\$848.00	\$938.00	\$992.00
7	\$875.00	\$980.00	\$980.00	\$1,085.00	\$1,148.00
8	\$992.00	\$1,112.00	\$1,112.00	\$1,232.00	\$1,304.00
9	\$1,154.00	\$1,244.00	\$1,289.00	\$1,424.00	\$1,505.00
10	\$1,271.00	\$1,376.00	\$1,411.00	\$1,571.00	\$1,661.00
11	\$1,388.00	\$1,508.00	\$1,542.00	\$1,718.00	\$1,817.00
12	\$1,505.00	\$1,640.00	\$1,673.00	\$1,865.00	\$1,973.00
13	\$1,622.00	\$1,772.00	\$1,804.00	\$2,012.00	\$2,129.00
14	\$1,739.00	\$1,904.00	\$1,935.00	\$2,159.00	\$2,285.00
15	\$1,856.00	\$2,036.00	\$2,066.00	\$2,306.00	\$2,441.00
16	\$1,973.00	\$2,168.00	\$2,197.00	\$2,453.00	\$2,597.00
17	\$2,090.00	\$2,300.00	\$2,328.00	\$2,600.00	\$2,753.00
18	\$2,207.00	\$2,432.00	\$2,459.00	\$2,747.00	\$2,909.00

<i>For each hour over 18 add:</i>					
	\$117.00	\$132.00	\$132.00	\$147.00	\$156.00

This Tuition and Basic Fee Schedule does not include Lab Fees, Course Fees, or Miscellaneous Fees.

Tuition and fees are subject to change based on Board of Regents' determination.

The fees included in the tuition and fee schedule above encompass a \$48.00 per credit hour General Use Fee and \$10.00 per credit hour Student Services Fee. A Student Information Processing (IP) Fee of \$56.00 per semester is included in each student's Basic Fees. A fee of \$45.00 for Activity Center usage is included for students enrolled in 9 or more credit hours. Students living in one of the three residential halls will pay a \$50, non-refundable fee each semester. Residential students must also purchase a meal plan for each long semester (fall/spring) at a cost of \$2,056.75.

Dual Credit Tuition and Fees

Dual-credit students pay tuition only except when enrolled in on-campus Cosmetology, Diesel Mechanic, I&E, Welding, and lab-sciences courses. Dual-credit students will pay \$58.52 per credit hour. This fee is determined by the State of Texas on a yearly basis and may change on a yearly basis.

Tuition and fees are subject to change based on Board of Regents' determination.

Course/Lab, Book, and Online Fees

Agriculture	\$25.00	Diesel Mechanic Courses	\$47.00
Biological Sciences	\$47.00	Diesel Mechanic Books	\$20.00
Chemistry	\$25.00	Instrumentation & Electrical Technology Courses	\$77.00
P.E. (Activity)	\$18.00	Process Technology Courses	\$77.00
Online Courses	\$62.00	Welding Courses	\$90.00
DigiTex Online Fee	\$62.00		

Miscellaneous Fees and Expenses

TSI Placement Testing (<i>per section for mathematics, reading, and writing</i>)	\$10.00
Activity Center (<i>Optional for students enrolled in fewer than 9 credit hours</i>)	\$45.00
Student Payment Plan Enrollment Fee (<i>per semester</i>)	\$35.00
Late Payment	\$25.00
Returned Check	\$35.00
Overnighted Transcripts	\$75.00

Cosmetology Program Fees (One-Time Payment)

Cosmetology Kit (CSME 1310)	\$1130.95
Nail Tech Kit (CSME 1330)	\$716.15
Student Instructor Kit (CSME 1434)	\$254.00
Barber Kit (BARB 1404)	\$740.57
Barber Cross Over Kit (BARB 1404)	\$824.46

Fees for books and kits are charged to the student upon enrollment of the first semester in classes in schedule above. Students receiving financial aid may apply the aid towards these fees. Dual-credit students will not pay these fees while enrolled in the high school dual credit program. Once the dual-credit student graduates from high school, they will be responsible for paying the Cosmetology Program Fees. In addition, all students must purchase black shirts and pants to be worn daily.

Nursing Program Fees

Nursing Student Liability (fall & spring)	\$70.00
Nursing Clinical Fee (fall & spring)	\$262.00
Nursing Lab Pack (fall)	\$175.00
Nursing Pinning Fee (spring)	\$90.00
Nurse Book Pack (fall)	\$2050.00

Activity Center Fee

All Borger-campus students enrolled in nine (9) hours or more will be required to pay a \$45.00 per semester Activity Center Fee for use of the BCAC's facilities. Students who can verify a current BCAC membership will not be required to pay this fee. Students enrolled in fewer than nine (9) hours have the option of paying a \$45.00 per semester Activity Center Fee for use of the BCAC's facilities. All Borger campus students enrolled in 9 credit hours or more, this does not include dual-credit students, will be issued a BCAC ID and must present it to enter the facility.

All Perryton Allen Campus students enrolled in nine (9) hours or more will be required to pay a \$45.00 per semester Activity Center Fee for use of the Perryton Activity Center (PAC) facilities. Students who can verify a current PAC membership will not be required to pay this fee. Students enrolled in fewer than nine (9) hours have the option of paying a \$45.00 per semester Activity Center Fee for use of the PAC's facilities. All Allen Campus students enrolled in 9 credit hours or more, this does not include dual-credit students, will be issued a PAC ID and must present it to enter the facility.

Student Information Processing (IP) Fee

All students will be assessed a \$56.00 per semester Student IP Fee. This fee is for all student information processing that is done throughout the semester enrolled.

General Use Fee

All students will be assessed a \$48.00 per credit hour General Use fee each semester. This fee is assessed to cover other fees associated with attending FPC that are not included in other tuition and fee areas.

Laboratory Responsibilities

Students will be held responsible for damage, breakage, and loss of equipment in the laboratory facilities and will be charged the replacement cost of such damage, breakage, or loss. Transcripts will be frozen and withheld until such charges have been paid.

Library Obligations

The charge for damaged, lost, or unreturned library resources will be the replacement cost. Students with overdue materials and/or unpaid fines will have transcripts frozen until unpaid library obligations have been cleared.

Replacement Activity Center Card

Replacement card fees may apply for any lost membership cards to access the BCAC and PAC facilities.

Returned Check Policy

Students must exercise care when paying the college by check. A \$35.00 charge will be assessed for all returned checks. Returned checks that were submitted for payment of tuition and fees must be redeemed in cash by the tenth-class day, or the student will be suspended from all courses. All other checks must be redeemed within five days after notice, or the student will not be permitted to attend class until the returned check and "Return Check Charge" are paid.

Student Accounts

All accounts (fees, loans, books, equipment, etc.) must be paid when due. Each student is responsible for ensuring that all accounts have been paid in full before the end of the semester. In the event of non-payment of any such account, students will not be allowed to register for classes until all accounts are paid in full.

FPC Payment Plan

FPC offers a payment plan for tuition, fees, housing and food through the Payment Plan option listed in their Plainsmen Portal. Students may view the options and enroll online through the student's Plainsmen Portal. Different payment options and methods are available.

Non-funded Course Tuition

If students enrolling in a course which they have previously taken two or more times and have received a grade of A-F or any type of W (W, WP, or WF) will be charged an additional \$56 per semester credit hour (SCH) for the course. This charge will be added to the students' account the

business day following the registration session. These additional charges must be paid prior to the end of late registration or the account will be put on hold. Exceptions may be made by the Assistant Vice President of Institutional Research and approved by the Executive Vice President for Academic Affairs. The following groups of students are exempt from this Non-funded Course Tuition charge:

1. Those who have already received a Bachelor's degree.
2. Those who have course work prior to Fall 1996.
3. Preparatory courses.
4. Technical courses.

Tuition and Fee Refunds

No refunds can be awarded until after the third week of classes. Processing refunds for the fall and spring semesters usually requires four to six weeks.

Tuition and fees paid directly to Frank Phillips College by a sponsor, donor, or scholarship shall be refunded to the source rather than directly to the student unless the donor has given written permission for it to be paid to the student. Students who receive financial assistance should refer to the Student Financial Services section of this Catalog for refund information.

Classes Canceled by the College

Students will be refunded 100% of their tuition and fees if a class is canceled by the College.

Withdrawals and Drops

If a student withdraws from college prior to the first day of the semester, tuition and fees will be refunded.

Students who officially withdraw or reduce their course enrollment after the first day of classes will have their tuition and mandatory fees refunded according to the following schedule:

Fall, Spring, and Summer Long Semesters Refund

Prior to the first day of class	100%
During the first 15 class days	70%
During the 16th through 20th class days	25%
After the 20th class day	None

Summer I and Summer II Semesters Refund

Prior to the first class day	100%
During the first 5 class days	70%
During the 6th and 7th class days	25%
After the 7th class day	None

Mini-terms (December/January or May) Refund

Prior to the first class day	100%
During the first 2 class days	70%
After the 2nd class day	None

Because withdrawing from classes can have an impact on students' financial aid, **all students should check with Student Financial Services staff before withdrawing from classes.**

Flex-Entry and Non-semester Length Courses

Students enrolled in classes during times other than regularly scheduled full-term semesters will have the same refund rules except that the time frame for refunds will be adjusted according to the length of the course and withdrawal dates.

Class Days

Class days are counted beginning with the first calendar day of the semester (not the first day an individual class meets) and counting each day, Monday through Thursday, except holidays.

Residential Living Expenses

Residential Housing	
Single Occupancy (per semester)	\$430.00
Residential Housing Fee	\$51.00
Mail Services (per semester)	\$30.00
Meal Plan (per semester)	\$2056.75

Residential Living Expenses

All residential living reservations are made for at least one semester, and the entire semester's rent is due and payable prior to registration. Students are not charged for double-occupancy housing and pay \$430.00 for private housing in any of the three resident halls.

Cafeteria Plan

Students residing in a residence hall during the fall or spring semesters are required to purchase a meal ticket at the cost of \$ 2056.75 per semester, which includes a \$156.75 tax per semester, which includes 19 meals per week, Monday through Sunday. No meals will be served during holiday breaks or between semesters. Students not residing on campus or attending summer sessions may utilize the cafeteria facility at a cost per meal to be determined by the College's dining service.

Student Mail Services

A fee of \$30.00, per semester, is charged to each student residing in Residential Housing. All student mail is processed in Student Central. Students will be notified via their student email if any mail has been received.

Living Expenses Refunds

If a student withdraws from college prior to the first day of the semester, living expenses will be refunded 100%. A student will be responsible for any dorm damages or meals available while living in

the residence hall. If a student moves out of college housing for any reason after the semester begins, there will be no refund on dorm housing fees.

Refunds for meal plans are made only to students who willingly withdraw from college. Refunds during the first nine weeks are prorated based on meals unused for the remainder of the semester. No refunds are made after the ninth week of a fall or spring semester.

If a student is asked to leave the College due to disciplinary action, the student forfeits the right to any refund. The student has twenty-four hours in which to remove all personal belongings from college property and vacate the premises. In cases in which the students may be a threat to others, he or she will be asked to vacate immediately and will be given assistance in packing and arranging to leave campus. Students who are engaged in an appeal process have the right to remain in residential housing during the appeal, provided that they do not pose any kind of threat to others. Students who are removed from residential housing due to discipline may be subject to complete withdrawal from all courses.

If a student damages college property and is allowed to remain in a residence hall, any damages must be paid by the student as outlined in the *Housing Handbook*.

Educational Services

In support of the overall mission of the College, the Office of Educational Services provides a network of services designed to enhance the instructional programs of the College. A comprehensive program of student services is also provided that addresses the needs of a diverse student body. This network of services contributes to the total academic experience at the College and enhances the quality of student life outside the classroom.

James W. Dillard Library

The primary mission of the James W. Dillard Library is to provide friendly service and quality educational materials and programs to enhance the instructional goals of Frank Phillips College. In accordance with its mission, the Library strives to assist each patron in acquiring the skills needed to become a lifelong learner. We subscribe to local newspapers and house a book collection that contains approximately 10,000 volumes. Desktop computer workstations are available on the bottom floor of the Library as well as desks and tables throughout for personal device use with access to wireless internet and online research databases. Additionally, Frank Phillips College commonly hosts community events in the James W. Dillard Library.

All Library online databases and related electronic resources are available remotely by accessing the James W. Dillard Library webpage through the FPC website. Some electronic resources require a username and password, which can be obtained by contacting a Dillard Library staff member. The electronic research resources available are the Harrington Library Consortium (HLC) online catalog, TexShare, JSTOR, and Science Direct.

TexShare is a program developed by the Texas State Library and Archives Commission. TexShare offers a comprehensive collection of full-text articles from an extensive list of online publications covering all subject areas and topics of interest. EBSCO eBooks, an online resource offered by TexShare, provides access to over 200,000 eBooks and media resources.

The James W. Dillard Library is a member of the Harrington Library Consortium (HLC), which consists of over 130 libraries located in the Panhandle/North Texas region. Membership in the HLC allows FPC students access to all resources at any of the member libraries both directly as well as through Interlibrary Loan Services (ILL). ILL services are offered as a free benefit for both FPC students and community patrons using the Library. All patrons need an active library card through Frank Phillips College to use the ILL services.

For extended education or homebound students without Internet access, resources are available through the Library and may be obtained by calling (806) 457-4200 extension 787. Depending on availability, arrangements can be made to receive materials by mail.

Student Computer Access

Any FPC student or community patron is welcome to use the Library's computers, located on the library's main floor. The computers have high-speed Internet access and software to accommodate all coursework at Frank Phillips College and are available for use during the library's posted hours.

Students and all patrons must adhere to all computer usage rules. Students may also use the Academic Co-curricular Essentials (ACE) building computers for course work. The ACE's hours are posted at the beginning of each semester. Students in the Perryton vicinity can use computers in the Student Resource Center located at the Allen Campus in Perryton. Students in Dalhart may use open computers at the Rahll Campus in Dalhart.

College-Preparatory Program

The College Preparatory Program is designed to assist students in acquiring the necessary skills required for college-level study. The program is designed to serve students who:

- did not have adequate exposure to these skills,
- have been out of the academic setting for some time,
- feel their skills in these areas are not as strong as needed, **and/or**
- score below the passing level on the TSI test or other TSI-accepted test.

The curriculum of the program is centered on the basic abilities to write, read, perform fundamental mathematics, and study effectively. The courses include:

- ENGL 0101 Co-requisite Reading\Writing
- ENGL 0312 Developmental Writing
- MATH 0114 Co-requisite Math Lab
- MATH 0303 Intermediate College Algebra

All students may take advantage of free tutoring in the James W. Dillard Library at the Borger Campus. The college provides tutoring for math and English but will accommodate all students' needs in any subject whether through specialized tutoring or working individually with faculty. The Library avails computers for students working on their courses, researching, or utilizing Brightspace. Additionally, students may print assignments at no cost in the Library. The Library hours are 7:00 am to 5:00 pm on Monday through Thursday. However, faculty and students may request extended hours at any time for academic purposes. Students may also use the computer lab in CLC 15 for independent work and printing.

The Student Resource Center (SRC) at the Allen Campus was developed with the student in mind. Through this facility students have access to computers and the internet as well as access to Harrington Consortium Library resources. The SRC also offers students access to tutoring as well as assistance with admissions testing and processes, and the FAFSA.

Students in Dalhart may access computers and the internet along with library resources. Tutoring is available via distance technology through the Borger campus.

Students enrolled only in online courses may access their courses and library services through their Brightspace portal. In addition, tutoring is available free of charge via distance technology. Students should contact the Director of Library Services at the Borger campus at lmoore@fpctx.edu or (806) 457-4200, ext. 787.

Testing Services

Testing Services are provided to assist students, prospective students, and members of the community in fulfilling academic, personal, and vocational goals. These services include administration of standardized tests as listed below. Available testing includes:

ACT—American College Testing Program
TSI – Texas Success Initiative Assessment
GED—General Educational Development Test

ACT testing information, including available dates and registration instructions, can be found at www.actstudent.org.

TSI Testing

Drop-in testing (no appointment necessary) is available throughout the month of August, in January prior to the spring semester, and multiple days during the summer. Students may also make appointments for testing on other dates by contacting the Testing Coordinator at (806) 457-4200 ext. 751. No tests will begin after 3:00 pm (2:00 pm during summer hours) to ensure that students have adequate testing time. **GED testing** is administered at various times throughout the year at Borger, Dalhart, and Perryton sites. To register for the GED, go to <https://ged.com/>. After creating an account, search this site for testing locations and available dates.

For more information on testing, contact the Director of Counseling, Testing and Career Services at (806) 457-4200, ext. 777.

Online Education

All online students are welcome to access online courses from the Academic Co-Curricular Essentials center (ACE) or the Library Resource Center during scheduled hours. Students enrolled in the Perryton area may access online courses in the Student Resource Center at the Perryton site, and students in the Dalhart area may access online courses through the computer lab at Dalhart. Online courses are also accessible from any Internet-ready computer, regardless of location. Frank Phillips College will not supply or purchase computer equipment or programs for online student home use. Students taking online courses from home are responsible for their own computers and software. All students are required to follow copyright laws and must not copy or distribute any material contained in online courses. **Frank Phillips College is a Microsoft Office campus, and students enrolling in online classes must have access to Office software and must complete assignments in Word, Excel, or PowerPoint in the Office software.**

Students are responsible for their own learning. Online learning requires a tremendous amount of self-motivation. Students are responsible for accessing the class and staying current on all assignments. It is the student's responsibility to contact the instructor regarding any difficulties experienced. Courses are divided into units with assigned deadlines. If a student experiences a legitimate problem and falls behind, he or she should contact the instructor immediately. The online platform allows instructors access to student documentation such as the number of times a student has accessed the course, chat logs, email documentation, and other student tracking documentation.

Immediately upon registration, a student should contact the online instructor with his or her email address and inquire about first class meeting. Even though no face-to-face interaction is required,

students who have the ability to meet with faculty in person should feel free to make an appointment with the faculty member. Students may also arrange meetings via TEAMS.

Students taking online courses are required to use either Respondus (a lock-down browser testing program assigned by the instructor) or a proctor for major tests. It is the student's responsibility to secure an appropriate and acceptable proctor, and any cost associated with proctoring tests is the responsibility of the student.

Proctors must be approved by the course instructor, and the appropriate documentation must be submitted with the test. Failure to utilize a proctor will result in a zero for the test, and any instances of dishonesty that occur in the test settings will be considered cheating. Irregularities must be reported to the instructor immediately. Students residing in the Borger, Dalhart, or Perryton areas may contact their instructors to make arrangements to take tests at a college site.

Frank Phillips College does not charge students additional monies associated with verification of student identity.

Services for Students

In support of the overall mission of the College, the Office of Educational Services provides a comprehensive program of student services that addresses the needs of a diverse student body. A network of services, programs, and policies has been established to contribute to the total academic experience at the College and enhance the quality of student life outside the classroom.

Student Orientations

Prospective students are encouraged to experience Frank Phillips College in person by scheduling a campus visit through Student Central. During their visit, students have the opportunity to meet with an academic advisor or program sponsor in their area of interest to begin planning their academic journey.

Residential students participate in a mandatory Residential Housing Orientation, while student-athletes attend sport-specific orientations led by their respective teams. These sessions are designed to foster connection, clarify expectations, and support a smooth transition into college life.

All new students, including dual-credit, transfer, and career and technical education (CTE) students—are required to complete a college orientation course designed to build essential skills for academic success. The course provides training on critical technologies such as student email, the learning management system (Brightspace), and cybersecurity awareness to ensure students can confidently navigate the digital learning environment. Additional modules focus on student responsibilities and expectations, including academic policies, the ethical use of artificial intelligence, and effective communication with faculty and peers. Students also explore strategies for overcoming common barriers to success and developing productive academic habits. The orientation introduces key campus resources—such as advising, tutoring, and wellness services—to help students access the support they need. Other components include goal setting, career alignment, pathway-specific content, and structured early advising checkpoints—all designed to promote deeper engagement and long-term achievement.

Alternatively, students may choose to enroll in FYIS 0301, a three-credit hour (48-contact-hour) course that satisfies the orientation requirement and counts toward financial aid eligibility and athletic compliance. FYIS 0301 offers a more in-depth, instructor-supported experience and includes additional planning and advising components aligned with long-term student success.

Counseling Services

Frank Phillips College is dedicated to supporting students' mental health and emotional well-being. Counseling Services, located in the ACE Building, offers confidential support from licensed mental health professionals. Services include individual counseling sessions, crisis intervention, and support groups available during the Fall and Spring semesters.

Students experiencing emotional challenges such as anxiety, depression, grief, relationship issues, or other ongoing stressors are encouraged to seek support. You are not alone, help is available.

In addition, virtual mental health support is available through telehealth, by appointment only.

For more information or to schedule an appointment, please contact Kaisha Yeager at (806) 457-4200 Ext. 777 or kyeager@fpctx.edu, or you can visit our website at [Care Referral Form - Frank Phillips College](#).

Academic Advising

The College is committed to ensuring that students are taking the proper courses in proper sequence to meet their educational objectives. Students are encouraged to seek advising prior to initial enrollment and prior to registration each semester. Students are assigned advisors during the first semester of enrollment. Please see Advising Protocol section of the catalog for more information.

Career Services

Career Services provide guidance to students who seek help in formulating and implementing career plans. Assessments, counseling, and a variety of resources are available for all students. For more information, students can contact the Director of Counseling, Testing and Career Services or consult the Workforce Solutions website at www.wspanhandle.com.

Special Services

Special Services make available additional support services to select populations of students. Students are assisted in developing independence and self-reliance so that they may function in the college setting. The ultimate goal of these services is to provide opportunities to help students reach their full potential and become productive and effective members of the work force, contributing to the well-being of themselves, their families, and their community. Students can contact either the TRiO Student Support Services or the Director of Counseling, Testing and Career Services for additional information. Special services are available to all students, regardless of location or method of enrollment, with an identified need, and the counselors at the Borger campus will work with students via distance technology or face-to-face to provide appropriate support.

Pregnant and Parenting Students

It is important for all members of the Frank Phillips College community to know that pregnant and parenting students have certain rights under Title IX of the Education Amendments of 1972 (known as "Title IX"). This federal legislation prohibits discrimination on the basis of sex in educational programs and activities which includes pregnancy and parental status.

Based on Title IX, not discriminating against a pregnant student means granting her leave "for so long a period of time as deemed medically necessary by the student's physician," and then effectively reinstating the student "to the status which she held when the leave began."

This generally means that pregnant students should be treated as if they had a temporary disability and then given an opportunity to make up missed work wherever possible. Extended deadlines, makeup assignments, and incomplete grades that can be completed at a later date. While retroactive requests will be considered, making arrangements in advance is preferred, and requests that are untimely may be denied on that basis. To the extent possible, pregnant students should be placed in the same position of academic progress that they were in when they took leave. The plausibility of doing so is not governed by an individual faculty member's class rules or policies, but by the nature of the work. Whenever the class work is of a type that it can be completed at a later date - such as papers, quizzes, tests, and even presentations - that option must be made available to the student.

In situations where the temporal particularities of the task do not allow for a "break," such as clinical rotations, large performances, and some lab or group work, the institution should work with the student to devise an alternative path to completion.

Ideally, students will always work with their instructors, as well as any support systems that the institution has in place, to come up with a plan for how to handle their absence and get back on track as quickly and comfortably as possible. In order to encourage this, the institution should post conspicuous notices directing students to a clear pregnancy policy and any responsible offices, including the office of disability services (or its equivalent), the Title IX Coordinator, and the Section 504/ADA Coordinator.

If you have any questions regarding your rights as a pregnant or parenting student, please contact the Frank Phillips College Section 504/ADA Coordinator:

Kaisha Yeager, Director of Counseling & Testing Services

Office Location: ACE Building

Phone: (806) 457-4200 ext. 777

Email: kyeager@fpctx.edu

Special Populations

Special Population Services are available to individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional training and employment; single parents, including single pregnant women; displaced homemakers; and individuals with other barriers to educational achievement, including individuals with limited English proficiency. A variety of services are available to meet the needs of individuals who qualify as "Special Populations." These services include, but are not limited to:

- Academic Assessment & Advising
- Travel Assistance for CTE students
- Personal Counseling
- Child Care Assistance for CTE students
- Tutoring
- Career Counseling
- Note-taking Assistance
- Individualized Testing Accommodations
- Equipment to Meet Identified Needs

Any student who has a need for such help is encouraged to contact the Counselor at ext. 777. Special services are available to all students, regardless of location or method of enrollment, who demonstrate a documented need, and the counselors at the Borger campus will work with various social service providers to secure appropriate support for students.

Accommodations for Students with Disabilities

Parking is available at all sites for students who are permanently disabled and who have a state issued plate or windshield card. All facilities on campus are equipped with ramps, and all program areas and living facilities are accessible to students with physically limiting conditions.

The College is committed to making additional accommodations for any student who provides adequate documentation verifying his/her disability and who has requested, in writing, specific services. Any student who anticipates a need for special accommodations should contact the 504/ADA Coordinator in the Office of Educational Services.

Accommodations for qualified students with disabilities may include note takers, extended time for tests, separate testing locations, and other appropriate assistance. Accommodations are provided on an individual basis following presentation of documentation that confirms the presence of a disability that results in a substantial limitation of a major life function as defined under Section 504 and the ADA.

Requests for accommodations should be made four weeks prior to initial enrollment to allow time for review and adequate coordination of services. Students will be provided accommodations but not class content modifications. No classroom work or graded assignments will be reduced or modified in any form. Special services are available to all students, regardless of location or method of enrollment, who demonstrate a documented need, and the counselors at the Borger campus will work with various social service providers to secure appropriate support for students. Please refer to the sections on Non-Discrimination for further information.

TRiO Student Support Services

Student Support Services is a TRiO program funded under Title IV Grant of the Higher Education Act of 1965. It provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their college education. The goal of SSS is to increase the college retention and graduation rates of students and facilitate the process of transition from one level of higher education to the next.

How do I qualify for TRiO?

Students are eligible for TRiO Student Support Services if they meet at least one of the following qualifications and are able to demonstrate academic need:

1. **First Generation College Student** – neither of the student's parents (natural or adoptive) has a 4-year college degree before the student's 18th birthday.
2. **Limited-Income Household** – student qualifies under federal financial guidelines, similar to those required for Pell Grant.
3. **Documented disability or Impairment** – any condition that is documented that may require additional

support.

What services does TRiO provide?

- Tutoring – free to all TRiO students
- Mentoring
- Academic and Career Advising Services
- Career and Personality Testing
- Career and Technology Workshops
- Seminars – including study skills, stress management, budgeting finances, etc.
- Cultural and Social Activities – including concerts, plays, museums, workshops, etc.
- Community Service Activities
- Computer Lab – open to all TRiO students with extended hours
- Scholarship Opportunities – to students who are currently receiving Federal Pell Grants and are currently participating in SSS program.

For more information, call (806) 457-4200, ext. 733.

Residential Living System

Frank Phillips College is committed to providing an environment that is conducive to learning. To help fulfill this commitment, the College operates safe, secure, and well-maintained residential living facilities at the Borger campus. Residence halls are located on the western slope of the campus, west of the Classroom Learning Complex, and one block south of the main campus at 200 Tyler Street. Ample parking is available in front of each residence hall.

Students desiring residential living accommodations should make reservations for such accommodations before registration begins. Housing applications may be obtained from the students Plainsmen Portal or on the web site at www.fpctx.edu.

W.G. Stephens Hall

Stephens Hall, built in 1967, is an air-conditioned hall for men with a capacity of 120 students. This hall has two wings adjoined by a central lobby. Each wing has its own lobby with kitchen facilities, bathing facilities, and laundry rooms. Student rooms are typically double, with single occupancy on a space-available basis.

Stephens Hall has:

- | | |
|----------------------------------|--------------------------------|
| • Fully air-conditioned rooms | • 24 Hour central heat and air |
| • Cable access in room | • Free laundry facility |
| • Mini Blinds | • Community kitchen |
| • Built in and movable furniture | • Microwave |
| • New mattresses | • TV in main lobby |
| • Ice Machine | |

Student rooms are typically double, with single occupancy on a space-available basis. Single room availability will be awarded to returning sophomores who have resided in FPC housing for at least 1 year. Students allowed to reside in Goins Hall must be full-time (enrolled in 12 credit hours per semester) and purchase a meal plan.

Maxine Goins Hall

Maxine Goins Hall, built in 1967, is an air-conditioned hall for women with a capacity of 80 students. This hall has two wings adjoined by a central lobby. Each wing has its own lobby with kitchen facilities, bathing facilities, and laundry rooms.

Goins Hall has:

- Fully air-conditioned rooms
- Cable access in room
- Vanity Area in room
- Built in and movable furniture
- Spacious Closets
- Study Tables
- 24 Hour central heat and air
- Free laundry facilities
- Community kitchen
- Microwave
- TV in main lobby
- Community showers & bathroom area

Student rooms are typically double, with single occupancy on a space-available basis. Single room availability will be awarded to returning sophomores who have resided in FPC housing for at least 1 year. Students allowed to reside in Goins Hall must be full-time (enrolled in 12 credit hours per semester) and purchase a meal plan.

Tyler Street Hall

Tyler Street Hall, renovated in 2005, is an air-conditioned facility with a capacity of 49 students. This hall is equipped with a lobby, kitchen facilities, bathing facilities, and laundry rooms. Student rooms are typically double, with single occupancy on a space-available basis.

The Associate Vice President of Student Affairs assigns rooms in this hall based on the occupancy of Goins and/or Stephens.

Tyler Street Hall has:

- Fully air-conditioned rooms
- Cable access in room
- Internet access in room
- Movable furniture
- Wood Blinds
- Handicap accessible rooms
- 24 Hour central heat and air
- Entrance Doors locked 24 hours
- Laundry Facility
- Microwave
- TV room
- Computer lab

Student rooms are typically double, with single occupancy on a space-available basis. Single room availability will be awarded to returning sophomores who have resided in FPC housing for at least 1

year. Students allowed to reside in Tyler Street Hall must be full-time (enrolled in 12 credit hours per semester) and purchase a meal plan.

Resident Responsibilities

Upon being assigned a room in a residence hall, each student will be held responsible for all property in that room. An inventory of the property should be made by the student at the beginning of his/her occupancy to determine the extent of his/her responsibility. All hall residents are expected to be familiar with and to abide by the hall regulations. Students who violate hall regulations are subject to review of their status as a student in the residence hall and/or the College.

No changes in the room reservations or room assignments may be made without permission of the hall director. Students who wish to move at the end of the semester should give two weeks' notice before moving. Goins, Stephens, and Tyler St. Halls will be closed during all holidays and during the recess between semesters; there is no reduction in rent for these periods. The College is under no obligation to furnish housing for any student during holidays, during the recess between semesters, or during the summer. Concessions may be made for international students.

Student Organizations

Frank Phillips College provides a variety of activities, organizations, and programs to foster the social, cultural, physical, and intellectual growth of students. All students are encouraged to participate. Unless otherwise noted, the organizations meet at the Borger campus.

Art Club

FPC Art Club is a student organization designed to foster an appreciation for the creative arts. The group meets monthly during Fall and Spring semesters to explore a specific technique in the visual arts. For more information, contact Lisa Duncan at lduncan@fpctx.edu or Jan Moore at jmoore@fpctx.edu.

EDUClub

FPC EDUClub is an organization for students exploring or pursuing careers in education. Activities include educator workshops at WTAMU and Region XVI ESC, as well as service projects and college events. The purpose of the club is to promote networking opportunities with recent FPC alumni, area educators, and university advisors, as well as peer mentorship, program information, and service. The club meets on the first Monday of each month during Fall and Spring semesters. For more information about our Education Club or information on how to join contact Cheryl Webster at cwebster@fpctx.edu ext. 635.

Julia Ann Kasch Honors Academy

Frank Phillips College is committed to quality and integrity in the educational experience. The College is dedicated to providing unique and appropriate facilities for learning, and faculty and staff are relentless in their pursuit to improve the students' experience in and out of the classrooms. Part of the pursuit includes meeting the needs of high-risk learners who best succeed by embracing their pursuit for knowledge independently yet collectively in a setting conducive to the kind of ownership of their education that creates life-long learners and productive contributors to society. The Academy is not a program based on grades alone, but instead a program in which student scholars create a community of like-minded learners in which the environment fosters creative and critical thinking in an application

of the knowledge. Students enrolled in the Academy enjoy the flexibility of participating in the creation of the honors courses and take pride in the ownership of their own education. Faculty members who participate in the Academy are partners in learning and mentors to students. Their focus is not on teaching the students but on helping students find the wonderment in their own discoveries. The Academy embraces those learners who learn in nontraditional ways and who best demonstrate their understanding and mastery of information through projects and applied learning. Students in the program have often struggled in the traditional classroom because they do not feel challenged and because they do not have the opportunity to demonstrate what they really know in ways other than tests.

Phi Theta Kappa Fraternity

Phi Theta Kappa is the national community and junior college honor fraternity. Its purpose is to recognize and encourage scholarship among two-year college students. Working toward this goal, Phi Theta Kappa provides opportunity for the development of leadership for scholars and stimulation of interest in continuing academic excellence. To be eligible for membership, a student must be regularly enrolled in college, carrying a full-time load, and have completed at least one semester. At least 12 hours of this work must be in courses leading to a recognized degree in a fully accredited university or four-year college. In addition to these requirements, a student must also be of good moral character and possess recognized qualities of citizenship as judged by the faculty and be within the upper scholastic ten percent of the regularly enrolled student body. To maintain active membership, a student must have a grade point average of not less than a three-point on a four-point system, which is a "B," at the end of any given term. For more information, contact Student Central. Membership is open to all students, regardless of location.

Student Senate (SGA)

The Student Senate is composed of students representing all areas of Frank Phillips College. The student body elects an Executive Council, which includes the President, Vice President, Secretary, Treasurer, and Parliamentarian. To serve on the Senate, a student must maintain a 2.0 GPA and be enrolled in at least 12 semester hours. Among the services the Senate provides are: (1) to act as a liaison between the student body and the faculty and administration; (2) to host social activities; (3) to have jurisdiction over all Senate elections; (4) to assist the administration in matters of student relations such as tours, recruiting events etc.; and (5) to develop the art of democratic self-governing. Scholarships are available for active members. For more information, contact the Office of Educational Services or the faculty sponsor.

Student Vocational Nursing Club

The purposes of the Student Vocational Nursing Club are: (1) to promote professional and social unity among students of this association; (2) to aid in the development and growth of the individual student by fostering good citizenship; (3) to provide financial assistance to current and future vocational nursing students; and (4) to provide fun and fellowship for vocational nursing students. For more information, contact the Nursing Department.

Student Pre-Nursing Majors Club

The purpose of the Student Pre-Nursing Majors club is (1) to connect pre-nursing students with one another to form a cohort that will matriculate into the nursing program; (2) to participate in activities relevant to the nursing field; (3) to socialize with students currently enrolled in the nursing program

who will serve as mentors; and (4) provide a foundational support as students move through the pre-requisite courses in preparation for applying for entrance into the nursing certificate program. For more information, contact the Nursing Department.

Student Financial Services

Student Financial Services (SFS) is part of an interrelated series of programs and services committed to supporting the mission of Frank Phillips College. The College philosophy supports educational opportunities of capable students, and students should not be limited by their financial resources. The primary purpose of the College's financial aid programs is to provide assistance for students who otherwise might find it difficult or impossible to attend college. All students are encouraged to apply for financial assistance. Assistance is available to students through institutional, state, and federal government programs. Students receiving assistance and/or awarded scholarships must complete a Free Application for Federal Student Aid (FAFSA) or Texas Application for State Financial Aid (TASFA). Please refer to the section **How to Apply for Financial Assistance** for further instructions. Dual-credit students do not need to fill out a FAFSA or TASFA as they are not eligible for Title IV or state funds; however, some scholarships are available to dual-credit students. Please contact the Institutional Advancement Specialist at 806-457-4200, ext. 714 for more information.

Types of Federal and State Aid Programs

Federal Pell Grant

The Federal Pell Grant is designed to provide eligible students with financial assistance to help defray the cost of education. Funds awarded through this program do not have to be repaid. Eligibility is determined on the basis of a formula developed annually by the U.S. Department of Education. Students apply for financial aid using the Free Application for Federal Student Aid (FAFSA). When applications are processed, students receive a FAFSA Submission Summary, which is the official notification of eligibility for Title IV programs. The school will receive this information electronically if the student lists Frank Phillips College's Title IV School Code (003568). Students should contact Student Financial Services to determine the actual amount of their award. If the FAFSA Submission Summary states the student is not eligible for Federal Pell Grant, he/she may be eligible for other aid.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The Federal Supplemental Educational Opportunity Grant (FSEOG) is awarded to undergraduate students with exceptional financial need. Students can receive between \$100 and \$1,000 a year, depending upon financial need, the amount of other aid received, when application is received, and the availability of funds allocated to Frank Phillips College. This program is administered by the Director of Student Financial Services.

Texas Educational Opportunity Grant (TEOG)

The Texas Educational Opportunity Grant provides grant aid to students with financial need who are enrolled in a Texas public two-year college. To be eligible for a TEOG award, a student must be classified by the institution as a Texas resident, be registered with Selective Service (or be exempt), have financial need, be enrolled at least half-time, not have attempted more than 30 semester credit hours (excluding credits for dual enrollment or by examination), not have earned an associate or baccalaureate degree and not have been convicted of a felony or crime involving a controlled substance. The grant is renewable if the student continues to meet all eligibility requirements. This program is administered by the Director of Student Financial Services.

Federal Work-Study

Federal Work-Study provides part-time jobs for students with financial need, allowing them to earn money to help pay educational expenses. The program encourages community service work and work related to the student's program of study. Work hours are flexible and must fit into the student's class schedule. Students employed through this program are paid biweekly. Employment through this program does not make the student eligible for unemployment compensation when the job is terminated and/or the school term ends. This program is administered by the Director of Student Financial Services Federal Direct Loan Program.

The U.S. Department of Education's federal student loan program is the William D. Ford Federal Direct Loan Program. Under this program, the U.S. Department of Education serves as the lender. Direct Subsidized Loans are made to eligible undergraduate students who demonstrate financial need to cover the costs of higher education. Direct Unsubsidized Loans are loans made to eligible students, but eligibility is not based on financial need. Before students take out a loan, it's important to understand a loan is a legal obligation making the student responsible for repaying the amount borrowed with interest. Even though students do not begin repaying federal student loans right away, students need to understand their responsibilities as a borrower.

Other Sources of Aid

Workforce Investment Act

The Workforce Solutions Office helps individuals obtain employment and training and assists with meeting related expenses. Information is available at www.wspanhandle.com.

Vocational Rehabilitation

The Texas Rehabilitation Commission offers assistance for tuition and non-refundable fees to students who have certain disabling conditions provided their vocational objectives have been approved by a TRC Counselor. Examples of such conditions are blindness and deafness. Other services are also available to assist the handicapped student to become employable. Application for such services should be made at the Texas Department of Assistive and Rehabilitation Services. Information is available at www.dars.state.tx.us.

Veterans

Frank Phillips College is fully approved to offer instruction to students attending college under the provisions of the laws commonly referred to as the GI Bill®. Veterans and eligible dependents of veterans should contact the Director of Student Financial Services prior to registration. In order to qualify for benefits toward a certificate and/or degree program, the veteran or dependent must submit the following:

1. A copy of VA form DD 214.
2. Letter of Eligibility. Veterans must apply on the website www.gibill.va.gov.
3. A complete official transcript of previous college work and military transcripts.
4. Frank Phillips College Veteran Enrollment Form.

Students seeking a certificate and/or degree who receive VA educational benefits must maintain a

minimum cumulative GPA of 2.00. Students who fail to achieve a cumulative GPA of 2.00 or above shall be placed on warning for one semester. If the student on warning fails to achieve a semester GPA of 2.00 or above, the student shall be reported to the Veterans Administration Regional Office as making unsatisfactory progress. If the student on warning achieves a semester GPA of 2.00 or above but has not achieved a minimum cumulative GPA of 2.00, the student may be continued on warning for one additional semester. Students who fail to achieve a cumulative GPA at the end of the second probationary semester shall be reported to the Veterans Administration Regional Office as making unsatisfactory progress.

Hazelwood Act

A Veteran who entered active duty in the U.S. Armed Forces in Texas, or designated Texas as Home of Record and is a current Texas resident, is eligible for the Hazlewood Act benefits including tuition and some fees. They must have served at least 181 days of active duty serviced and also have an honorable discharge from the service. Hazlewood benefits may be assigned and/or transferred to the veteran's children.

In order to qualify for benefits under the Hazelwood Act, the veteran must file the following documents with the Student Financial Services Office:

1. A copy of the DD214.
2. A complete transcript of college and military transcripts prior to the end of the first semester of registration.
3. A signed document disclosing the number of semester credit hours funded by Hazelwood Act.
4. Hazelwood Application.
5. Maintain a minimum GPA of 2.0 and adhere to the Student Financial Services Satisfactory Academic Progress Policy.

Waivers/Exemptions

Texas offers various programs which are exempt or waive tuition, fees, and other expenses related to attending public institutions of higher education.

- Blind/Deaf Student Exemption
- Children of Disabled or Deceased Firefighters & Law Enforcement Officers
- Children of Professional Nursing Program Faculty and Staff
- Competitive Scholarship Waiver
- Education Benefits for Certain Survivors
- Firefighters Enrolled in Fire Science Courses
- Foster Care Exemption
- Peace Officers & Firefighters Disabled in the Line of Duty
- Peace Officers Enrolled in Law Enforcement or Criminal Justice Courses

How to Apply for Financial Assistance

Students may apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA) or Texas Application for State Financial Aid (TASFA). The FAFSA is available online at www.fafsa.ed.gov. The TASFA is available online at through the Texas Higher Education Coordinating Board - <https://www.highered.texas.gov/students-families/tasfa/>. The Student Financial Services Office staff will assist students with filling out the FAFSA or TASFA. For the FAFSA, students must list the Title IV School Code number for all schools they are considering. The Title IV Code for Frank Phillips College is 003568. All applicants must apply every academic year.

Application should be made early (students are encouraged to start early spring each year) so completed forms may be submitted to the Student Financial Services Office for early awarding. To ensure that the application is processed in a timely manner, all forms must be fully and accurately completed. Any forms submitted that are incorrect or incomplete will delay the process. Applications will be considered at all times and will be processed so that students who are eligible for grant funds may apply those funds at registration. If the student is eligible for financial assistance and completes his/her file after registration, awarding and payment will be made during the semester.

To be eligible to begin receiving student financial assistance at Frank Phillips College, a student must meet the following criteria:

- The student must have a High School Diploma or GED. The approved test used
- by Frank Phillips College is the TSI Test. Contact the Registrar for details on the approved test.
- The student must be enrolled in credit-bearing courses, which count toward a declared degree or certificate program that is at least 24 credit hours in length.
- The student's previous history and grade average at Frank Phillips College will be considered when awarding aid. The total number of hours attempted cannot exceed 150 percent of the published length of the student's major.

Award Process

Awards at Frank Phillips College are made on the basis of financial need and/or academic achievement. When the student applies for federal financial aid, the information reported is used in a formula established by the U.S. Department of Education. The formula determines the student's Student Aid Index (SAI), an estimated amount the student and his/her family are expected to contribute toward his/her education. The financial need of a student is the difference between the Cost of Attendance (COA), which includes direct expenses, such as tuition, fees, books, course materials, supplies and equipment, and indirect expenses, such as housing and food, transportation and miscellaneous expenses, and the SAI.

Student Financial Services Officers will process complete files and package aid based on the student's financial need. Awards can be a combination of different types of aid. A student's enrollment status will normally be set at the time the student registers. If a student enrolls less than full time (12 credit hours) the student's awards will be adjusted accordingly. Notification of aid awarded will be posted to eligible students on their Plainsmen Portal financial aid ledger.

Release of Funds

Financial aid funds will be released according to federal and state guidelines and the Business

Office/Student Financial Services Disbursement Schedule, available from the Student Financial Services Office. Students with incomplete applications should make arrangements to pay their initial expenses (e.g., tuition, books, etc.) from their own resources. Students may also access the FPC payment plan available through the **My Payment Plan** link in the Plainsman Portal. Please see the College's website www.fpctx.edu for access information. Financial Assistance Payments are made in two forms:

- A charge to the appropriate grant or loan account for costs (tuition, books, etc.)
- A deposit to the student's ID/Debit card or their personal bank account for the balance of funds.

A deposit will be made to the student's account as per the Disbursement Schedule. Federal employment earnings are paid biweekly. Any financial aid funds issued will first be applied to the balance due Frank Phillips College before being used for educational expenses.

Refunds/Repayments

Refunds will be given to financial aid students as per college policy. Students who receive Title IV aid (Pell, FSEOG, & Federal Direct Loans) and withdraw from, fail to begin classes, or cease to attend all classes will be subject to a Return of Title IV calculation and may be required to repay a portion of their Title IV aid to the Department of Education.

Student Financial Services Satisfactory Academic Progress Policy

Frank Phillips College is required by the U.S. Department of Education to apply reasonable standards for measuring whether a student is making progress toward a degree as a standard for participating in any federal student aid program. The State of Texas also requires students to meet satisfactory academic progress to receive any state-funded student assistance. Updates to this policy are published on the Student Financial Services website - <https://fpctx.edu/financial-services/>

Student financial aid programs were created and funded to help students achieve access to higher education and accomplish academic goals. To receive funds administered by Student Financial Services, students must complete a degree plan and be making measurable progress toward completion of an eligible degree or certification. Federal regulations require evaluation of both quantitative and qualitative progress. The concept of SAP is about more than enrollment; it is about student success and accountability.

- Consistent application of standards is provided to all students within all categories of the student population.
- Satisfactory Academic Progress (SAP) is administered for all students at the end of each payment period.
- For students without a SAP history, the student's total history is analyzed. Federal and State requirements are met and apply to Frank Phillips College institutional financial aid eligibility by measuring SAP (at the end of each payment period of an academic year) against qualitative and quantitative standards whether or not financial aid was applied for or received during any academic period in which the student was previously enrolled. Both standards, qualitative and quantitative, must be met for a student to be eligible for Title IV aid. The academic year includes the fall, spring, and summer semesters.
- This policy will be reviewed during the fall semester of every year.

- The maximum number of appeals a student may submit is two.
- This policy is as strict or stricter as the policy Frank Phillips College applies to students not receiving Title IV aid.
- Beginning May 11, 2023, there are no longer flexibilities for SAP relating to COVID-19.
- Any exceptions to this policy will require approval from the Director of Student Financial Services.

Note that the Student Financial Services SAP policy differs from [Frank Phillips College's Academic Status Policy](#) for students. The Student Financial Services SAP policy reviews both pace and maximum time frame, in addition to GPA, and all attempted credit hours are included in reviewing student eligibility. These two policies also have separate appeal procedures.

Required Minimum Cumulative Grade Point Average (GPA or Qualitative Standard)

- 2.0 cumulative grade point average
- Financial aid GPA includes all attempted course work
- Rounding is not used when calculating GPA
- The college GPA may be different than the financial aid GPA as some grades may be excluded from the college GPA

Completion Percentage (Pace or Quantitative Standard)

(Note that both pace and maximum time frame are measured in credit hours only, regardless of full time or part time attendance.) In reference to SAP flexibilities established in new regulations (34 CFR668.34), Frank Phillips College will continue to calculate or measure maximum time frame in credit hours.

- *Maximum Time Frame*
 - Attempted credit hours may not exceed 150% of the educational program.
 - For students who exceeded the maximum time frame of their educational program, submitted an appeal and were approved at 150%, and still have not graduated will be ineligible for Title IV aid at 175% of the published educational program.
 - For students who have been approved for being over hours for their published educational program will not be allowed to change programs prior to graduating.
- *Pace*
 - At least 67% of all credit hours attempted must have successfully passing grades. All students must complete coursework with successfully passing grades by the end of each period of enrollment or put both current and future financial aid eligibility at risk. Successfully passing grades are D- and higher; all others (F, I, W) count as unsuccessful credit hours attempted.
 - Pace is calculated by dividing all passed hours (including repeat and transfer) by all attempted hours (including repeat and transfer). Rounding is not used when calculating pace rate.
 - Note for pace calculation: Pace is calculated as (passed hours)/(attempted hours). This is slightly different than how the academic side treats this as a course can count as attempted but not earned, or other combinations.

Elements Affecting GPA and Pace

- **Change of Program**
 - Change of program can result in a possible overage of attempted credit hours which would impact the maximum time frame component.
- **Conflicting Information**
 - All conflicting information is reviewed for SAP monitoring. For example, late posted grades or grade changes will not automatically change a student's current status. Students may request their SAP status be recalculated after confirming with the Registrar that the grade change has been posted to the academic record. The student must submit a SAP appeal and that SAP appeal must be approved. The SAP appeal approval must make the student SAP-eligible retroactively to the start of a payment period within the current award year/academic year. A student may have to re-pay unearned financial aid.
- **Consortium**
 - For consortium agreements, students will be reviewed, and SAP calculated at the next normally scheduled SAP review.
- **Course Repetition**
 - Students are allowed to repeat a course and have it count toward enrollment for financial aid eligibility only once. However, all attempts will count toward a student's pace, GPA and maximum time frame. A passing grade will be treated as such. A student who scores a C, but retakes it to get an A, both count as passing.
- **English as a Second Language (ESL) Courses**
 - ESL courses are reviewed and included as part of the SAP calculation at the next normally scheduled SAP review.
- **Incompletes**
 - At the time of evaluation, Incompletes (grade of "I") do not affect a student's cumulative GPA for SAP but count as credit hours attempted toward both pace and maximum time frame.
- **Pass/Fail Courses**
 - For pass/fail courses which count towards graduation requirements, a "pass" does not count in the GPA but does count towards attempted hours and impacts progression. A grade of "fail" impacts both the GPA and progression.
- **Remedial Courses**
 - Remedial coursework will be counted in determining financial aid eligibility, enrollment status, and satisfactory academic progress. These courses will initially be included in maximum timeframe calculations. Exclusions may be considered in some cases. Remedial courses do not count towards the total number of credits needed for graduation. Students will be limited to no more than thirty (30) remedial credits for financial aid eligibility.
- **Students Who Receive All Failing Grades (Unofficial Withdrawals)**
 - If a student receives all failing grades (a combination of 'F', 'I', and 'W') attendance in all classes will be reviewed. If attendance cannot be confirmed via official Registrar records, Student Financial Services personnel will apply the federally mandated calculation for the return of federal financial aid funds. Unearned federal financial aid (Title IV) will be returned to the programs from which the money was paid the student (or parent) and it is possible repayment could be owed to the college.
- **Transfer Credits**

- Transfer credits, including dual credit attempted at either Frank Phillips College or another institution which are accepted by Frank Phillips College towards the student's program will count toward a student's cumulative GPA, pace and maximum time frame for SAP. Transfer credit hours will be calculated for the term the Registrar's office has entered them.
- **Withdrawals, Dropped Courses, or Backdated Withdrawals**
 - Withdrawals or dropped courses do not affect a student's cumulative GPA for SAP, but count as credit hours attempted, but not passed, toward both pace and maximum time frame. Classes dropped prior to the 12th class day (first census) do not count as attempted hours.
- **Waivers and Exemptions**
 - Legislative requirements state a student receiving certain waivers/exemptions must meet the GPA requirement portion of this SAP policy. Students may or may not have a FAFSA on file.
- **Fresh Start/Academic Amnesty**
 - For students who have been granted academic amnesty under the state legislative "Academic Fresh Start" program, all attempted coursework, even those granted amnesty, will still be included in the SAP calculation, per federal Department of Education guidelines.
 - For students who do not wish to appeal and who successfully meet the minimum standards without state or federal aid must notify Student Financial Services to be considered for financial aid for their next semester of enrollment.
 - Financial aid is not provided for a term in which a SAP appeal was not processed and approved; after that term has ended.

Evaluation

All students enrolled at Frank Phillips College are evaluated for SAP at the end of each payment period, after the Registrar's office has released official grades. Students can find their SAP status within the Plainsmen Portal.

Status Definitions

- **SAP Met** – Student is eligible for financial aid. This category may include students with no SAP issue at all or students who have appealed successfully.
- **SAP - Suspension** - Failure to make SAP; however, student is eligible to appeal. If the appeal is approved, the student can continue financial aid eligibility for another period of enrollment under a SAP – Warning status. Students may also choose not to appeal and attempt to regain financial aid eligibility by meeting SAP while paying out of pocket (without any financial aid). Students on suspension may not receive financial aid unless an appeal is approved.
- **SAP Warning-** Failure to make SAP. Alert to inform students if SAP standards are still not met. At the end of the warning period, the student is placed on SAP suspension. Also applies to student whose appeal is approved in which the student is financial aid eligible for one more period of enrollment before going on SAP Suspension.
- **SAP Not Met** - Failure to meet SAP. A student is not eligible for financial aid until the SAP Appeal is approved.

Appeal Procedure

- All students who have their financial aid eligibility suspended may appeal to Student Financial Services by completing the [Satisfactory Academic Progress Request to Appeal Form](#).
- The appeal must be submitted by the 12th class day of the current term.
- For students receiving military benefits, exemptions, or waivers (Hazelwood, GI Bill, etc.), appeals will continue to be accepted past the published deadline for the purpose of receiving applicable military benefits, exemptions, and waivers only. The student will not be eligible for federal, state, or institutional financial aid eligibility if an appeal is submitted after the deadline. These students must submit the appeal and have completed the necessary exemption/waiver applications by the last class day of the term.
- Students who submit their FAFSA on or after the first class day will have two weeks to submit an appeal but no later than the last class day of the term.
- GPA, pace, and maximum time frame are all appealable.
- If a student appeals on the basis of one circumstance and wants to appeal again based on the same circumstance, updated documentation must be provided about what has changed to permit the student to make SAP at the next evaluation. Appeals are reviewed on a case-by-case basis.
- The student is responsible for submitting the complete SAP Appeal.
- Basis on which student may file an appeal:
 - **Medical:** Illness, accident, or injury experienced by you or an immediate family member. (Documentation required: proof of office visit, police report, hospital bill statement, etc.)
 - **Death:** Death of an immediate family member. (Documentation required: obituary, death certificate or funeral program.)
 - **Divorce:** You or your parents. (Documentation required: divorce decree (last page only – decree legality, lawyers' statement, etc.)
 - **Military Service:** If you withdrew due to military service, provide documentation.
 - **Exceeding timeframe:** If you are in a dual-degree program or have changed your program.
 - **Other Circumstances:** Please clearly state your reason and provide documentation.
- COVID-19 related circumstances are reviewed on a case-by-case basis based on normal SAP authority.
- Include information describing why SAP minimum standards have not been met and how the situation has changed so that SAP will be met at the next evaluation.
- Detail any mitigating circumstances, including supporting documentation from a 3rd party (e.g., police reports, hospital bill or proof of office visit, death certificate, etc.).
- Demonstrate understanding why student failed to make SAP and explain what has changed that will allow the student to make SAP at the next evaluation.
- Include enrollment plans for the next period of enrollment (e.g., number of credit hours, change in major, any other academic-related documentation, etc.)

Consistent application of standards is provided to all students within all categories of students for purposes of appeal review and basis upon which students may file an appeal. Students are notified of their SAP appeal decision via their Frank Phillips College email account. All appeals are reviewed outside of Student Financial Services, and decisions are considered final. Students whose appeals are not approved may reestablish financial aid eligibility only by meeting the SAP standards.

How a student can get reinstated should appeal be denied:

To regain financial aid eligibility, you must meet Satisfactory Academic Progress standards as outlined in the Frank Phillips College Student Financial Services SAP policy. Students denied for exceeding the maximum number of appeals will be evaluated at the end of each Spring. If a student believes they have regained eligibility after a Fall or Summer semester, they will need to self-identify and request to have progress evaluated.

Simply sitting out or paying cash for a period of time does not alter the student's SAP status. A student's SAP status is changed by improving their individual measurements over time so they can meet the general SAP standards outlined in the SAP policy.

Students Rights and Responsibilities

Students have the **right** to ask:

- What financial assistance is available?
- What the deadlines are for submitting applications?
- What the cost of attending is and refund policies?
- What criteria are used to select financial aid recipients?
- How financial need is determined?
- What criteria are used to determine the amount of student's award?
- What satisfactory progress is and how it affects you?

It is the student's **responsibility** to:

- Be informed about the institution before you enroll.
- Complete all forms accurately and submit them on time.
- Read and understand the forms you are asked to sign.
- Know and comply with deadlines.
- Report all changes in address, telephone number, name, grants, scholarships, and school status to the Student Financial Services Office.
- Accept responsibility for all agreements you sign.

Scholarship Services

The scholarship programs administered by Frank Phillips College are generally awarded on the basis of academic achievement, need, skill, special population, or a combination of each. Scholarships are designed to encourage and assist students in pursuing academic excellence, skills, and leadership roles. Prospective students who plan to enroll at Frank Phillips College and current students are encouraged to make application.

How to Apply for Scholarships

Scholarship applications can be obtained via the college website, www.fpctx.edu.

- Students should carefully complete all scholarship applications answering all questions to the best of their abilities.
- Scholarship applicants must be eligible for admission to the college in accordance with existing policies found in the admission section of the Catalog.
- Scholarship applicants must have submitted the free application for financial aid for need based scholarships.

General Guidelines for Scholarship Recipients

- Recipients must be enrolled or plan to enroll in a minimum of 12 hours per semester, unless otherwise stated.
- Recipients must maintain a minimum 2.0 cumulative grade point average, unless otherwise stated.
- Once enrolled, scholarship recipients are expected to fulfill and maintain the semester hour and grade point requirements specified for the scholarship.
- Scholarship recipients are subject to random drug testing.

Deadlines to Apply for Scholarships

In an effort to best serve our students, as well as promote responsible stewardship of scholarship funds, the following priority dates have been established. This allows applications to be submitted at any time, with all awards being made based on the availability of funds.

Fall Priority Date 1: Applications are due by April 15

- Selections are made by the end of April
- Notifications to students are sent by May 15 or earlier

Fall Priority Date 2: Applications are due by July 15

- Selections are made by the end of July
- Notifications to students are sent by August 15 or earlier

Spring Priority Date: Applications are due by November 15

- Selections are made by the end of November

- Notifications to students are sent by December 15 or earlier

Types of Scholarships

FPC Development Corporation Presidential Scholarships

Presidential scholarships are a competitive one-year award of \$1,000.00 (\$500 per semester) given to incoming freshmen from high schools in the College's service area (top nine counties of the Texas Panhandle) who demonstrate academic excellence and leadership in extracurricular high school and community activities. A minimum 3.5 high school grade point average is required. Recipients are selected by the FPC Scholarship Committee.

FPC Development Corporation Dean's Scholarships

Dean's scholarships are a competitive one-year award of \$600 (\$300 per semester) given to students who demonstrate academic excellence and leadership in extracurricular high school/college and community activities. A minimum 3.0 grade point average is required. Recipients are selected by the FPC Scholarship Committee.

FPC Development Corporation Re-Entering Adult Learner Scholarships (REAL)

REAL scholarships are a competitive one-year award of \$400 (\$200 per semester) given to incoming students who have been out of high school for at least one year and demonstrate an initiative in pursuing a degree or certificate to help them fulfill professional goals. A minimum 2.0 grade point average is required. Recipients are selected by the FPC Scholarship Committee.

Athletic Scholarships

Athletic scholarships are awarded by the Athletic Department and are based on performance, skill, and ability. Scholarships awarded in men's and women's basketball, men's baseball, women's volleyball, and women's fast pitch softball are administered according to Western Junior College Athletic Conference and National Junior College Athletic Association guidelines. Information concerning these scholarships can be obtained in the Athletic Department.

Athletic scholarships are awarded for men and women's rodeo in accordance with the Southwest Region of the National Intercollegiate Rodeo Association and for livestock judging in accordance with the National Junior College Coaches Association. Information concerning these scholarships can be obtained in the Agriculture Department.

Cheerleading scholarships are available for students interested in promoting school spirit. Recipients are selected by tryouts and/or recruitment by the sponsor. Information concerning these scholarships can be obtained on the College website.

Endowed, Private, and Outside Scholarships

Many endowed, private and outside scholarships are available to FPC students. Certain scholarships are open only to students who meet specified requirements, which may include selection of a particular major, participation in a designated program, or graduation from a select high school. A complete list of available scholarships, along with specific criteria for each, is located on the college website, www.fpctx.edu. The individuals and organizations listed below contribute significantly to the scholarship opportunities of Frank Phillips College students. The list includes scholarships awarded

by Frank Phillips College as well as those awarded and administered by outside agencies. To set up a scholarship program at FPC, please contact the Office of College Advancement at (806) 457-4200 ext. 714.

- Altrusa Club
- Clay Bolin Memorial Rodeo
- Borger Bank, GED
- Rotary Club of Borger
- Brumley Foundation
- Dale & Joyce Chadwick Scholarship
- Doug & Wanda Adkins Concurrent Scholarship
- Gloria Rummel
- Greater Texas Foundation
- The Jane Phillips Society
- Jimmy Jones Memorial
- Phillips High School Alumni Association
- Amarillo Area Foundation – Malouf and Iris Abraham Scholarship
- Joel Douglas Adkins Memorial Scholarship
- Bobby Counts Memorial Scholarship
- W.W. “Bill” Cornelius Memorial Scholarship
- Hutchinson County Cornelison Scholarship
- Ernie Shira Memorial Nursing Scholarship
- Louise Forman Scholarship
- Mickie Gassaway Memorial Scholarship
- H & H Federal Credit Union FPC Scholarship
- Harrington Regional Medical Campus Scholarship
- Donna Haygood Sarchet Memorial Scholarship
- Dr. and Sue Ann Hicks Dual-Credit Scholarship
- Evelyn Hubbard Memorial Scholarship
- Harold Hudson Family Memorial Scholarship
- The Hutchinson County Retired School Personnel Association Scholarship
- Kiwanis Club of Borger Tri-City Education Fund
- Joseph Levi “Joey” Killins Memorial Scholarship
- Inez & H.C. McCarley Foundation Trust Scholarship
- Wes McElreath Memorial scholarships
- Kevin McKinney Memorial Scholarship
- Pam Maxwell Memorial Scholarships
- Nell K. Mitchell Memorial Scholarship
- Pantex Federal Credit Union FPC Scholarship & Pantex Federal Credit Union Scholarship Contest
- Pay It Forward Scholarship
- Leadership Perryton Alumni Troy Barclay Memorial Scholarship
- Phillips 66 – Marketable Skills
- Chevron Phillips Mentor Scholarship
- Provenance Dual Credit Scholarship
- Mike R. Richardson Memorial Scholarship
- Rotary Club of Perryton

- Kim & Dr. I.Q. Sewell Memorial Scholarship
- Gene and Dot Sizemore Memorial
- Sherman Smith Memorial Scholarship
- Elaine Sowder Memorial Scholarship
- Roy & Robbie Tilson Memorial Scholarships
- Fritz & Peggy Thompson Memorial Scholarship
- D. Russell Weston Engineering & Business Management Memorial & Wilma Weston Education Scholarships
- Julia Williams Charitable
- Roy & Dixie Young Memorial Scholarship

Policies Governing Students

The Executive Vice President for Academic Affairs is charged with the primary responsibility of administering policies and procedures relating to students. It is the responsibility of the student to understand all policies and procedures found within the Catalog.

Official Summons

Administrative officers of the College may request that a student come 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.

Standards of Student Conduct

Frank Phillips College students are both citizens and members of the academic community. As citizens, they enjoy the same freedom of speech, peaceful assembly, and right of petition that other citizens enjoy, and as members of the academic community, they are subject to the obligations, which are theirs by virtue of this membership. The college expects its students to conduct themselves in such a way as to reflect upon the institution they represent. There are four basic standards of conduct required of all students:

1. They shall assume the obligations of performance and behavior imposed by the College relevant to its lawful missions, process, and functions.
2. They shall adhere to laws and ordinances of the Nation, the State of Texas, and the community in which they reside.
3. They shall conduct themselves peaceably in espousing changes they consider necessary.
4. They shall respect the rights and freedoms of others.

Specific violations which are contrary to these standards include, but are not limited to, the following: violations of civil laws, theft, possession of intoxicants, possession of narcotics or other drugs, excessive absences, scholastic dishonesty, disrespect for constituted authority, threat of any type to cause harm to another person, improper entrance into a residence hall, destruction of College property, hazing, unlawful assembly and other acts out of harmony with the ideals of the institution. Students who witness any violation of a college regulation must report it to a college official. Standards of conduct extend to off-campus activities sponsored by the College as well as other situations in which a student's behavior is likely to have an adverse effect on the College or educational process.

Students are subject to federal, state, and local laws as well as College regulations and policies. A student is not entitled to greater immunities or privileges before the law than those enjoyed by other citizens generally.

Student Rights and Responsibilities

Rights:

- Students shall have the right to participate in a free exchange of ideas, speech, expression, petition, and peaceful assembly as set forth in the United States Constitution.
- Students have the right to equal treatment in all aspects of college life regardless of race, color, religion, sex, age, national origin, sexual orientation, or educational disabilities.
- Students have the right to privacy according to the law and the right to give access to personal information to a third party upon the written and documented request of the student.
- Students have the right to appeal disciplinary action through judicial hearings.
- Students have the right to a quality education through competent instruction, fair assessment, and prompt feedback.
- Students have the right to be free from ridicule, discrimination, and harassment and the right to express concerns regarding violations of these freedoms to the Executive Vice President for Academic Affairs or his/her designee.
- Students have the right to appeal course grades through a fair and timely process.

Responsibilities:

- Students have the responsibility of respecting the rights, freedoms, and property of other students, faculty, staff, and administration.
- Students have the responsibility to comply with College policies and local, state, and federal laws.
- Students have the responsibility to abstain from any activities that are disruptive to the learning of other students.

Student Intellectual Property Rights

Intellectual property, such as research papers, essays, inventions, discoveries, creations, and new technologies, conceived or first reduced to practice by a College District student as a coursework product shall be owned by the student. The College District shall not claim ownership over this intellectual property.

Campus Carry Policy

Texas Senate Bill 11 (84R Texas Legislature), also known as the “Campus Carry” law, allows concealed handgun license holders to carry concealed handguns on the campus of Texas Higher Education institutions. The effective date for Texas community colleges is August 1, 2017.

To review S.B. 11, click on this link:

<http://www.capitol.state.tx.us/tlodocs/84R/billtext/pdf/SB00011F.pdf#navpanes=0>

To learn about Texas Department of Public Safety handgun procedures, click on this link:

<https://www.dps.texas.gov/rsd/chl/>

In accordance with state law, the licensed carry of concealed handguns will be allowed at all Frank Phillips College locations/facilities beginning on August 1, 2017. A license holder may carry a concealed handgun on the campus of Frank Phillips College or in a college vehicle, unless prohibited by state or federal law. A license holder is responsible for complying with the applicable state law prohibitions.

The college president established this policy after consulting with Frank Phillips College students,

staff, and faculty about the nature of the student population, specific safety considerations, and the uniqueness of the campus environment. The policy was reviewed and approved by the Frank Phillips College Board of Regents as required by law. This policy can be changed and amended as deemed necessary by the college president. All changes and amendments will have Board of Regent approval and proper notice will be provided.

By law, the open carrying of handguns is prohibited on all campus premises. Licensed peace officers are authorized by law to carry firearms at all time.

Employees who are license holders are permitted to store a handgun in their office space so long as the gun is secured in a locked drawer or compartment. All licensed holders must secure their handgun when it is not on or about their person.

Any resident of campus housing who is a license holder and wants to store a handgun in his/her room must securely store it in a safe approved by the Associate Vice President of Student Affairs.

Approved by the Frank Phillips College Board of Regents on March 20, 2017.

Student Discipline

Every student is responsible to the College for his or her actions. In cases where a student's actions violate college policy, the Executive Vice President for Academic Affairs or his or her designee will administer student discipline. Students are subject to such reasonable disciplinary action as considered appropriate. Disciplinary action may include a verbal warning, probation, dismissal from college housing, enforced withdrawal, suspension, or expulsion from the College. When flagrant violations of policy cause major disruption, tension, or danger to the order, safety, or well-being of the institution or other persons, students may be suspended immediately pending formal investigation and hearing to determine final action. Any student who is suspended will forfeit any refunds or deposits. A student who is suspended may not attend classes or use College resources. However, if the disciplinary action is overturned, the student will be allowed to complete all missed assignments with no penalty and will be provided adequate instruction for the missed class days.

The steps involved in the Disciplinary Procedure are as follows:

1. The Executive Vice President for Academic Affairs or his or her designee will advise the student of the charges verbally and/or in writing. Information supporting the charges may be verbal or written and the student will be advised of the information.
2. The student may present information in his or her defense and request witnesses are heard in his or her behalf concerning the charges.
3. The Executive Vice President for Academic Affairs or his or her designee will take appropriate disciplinary action, if required. A disciplinary report will be completed and filed as deemed appropriate.
4. The student has the right to appeal decisions resulting in suspension or expulsion to the Disciplinary Committee. The committee is comprised of the Executive Vice President for Academic Affairs or his or her designate, two to three faculty members, one to two staff members and the president of the Student Senate or his/her designee. The committee members may be changed prior to the hearing if membership on the committee presents a conflict of interest with the involved student(s). The student must file a written request for a hearing within 48 business hours to the Executive Vice President for Academic Affairs or

his or her designee.

5. The Executive Vice President for Academic Affairs will review the appeal and determine whether there is sufficient reason for a hearing.
6. If there is sufficient reason, the committee will be convened as soon as administratively possible, but no later than two weeks after receipt of the student's written appeal.
7. The student will be notified by the Executive Vice President for Academic Affairs of the date, location and time set for the hearing.
8. The student must provide the names of any witnesses who will appear on his or her behalf at least 24 hours prior to the hearing. Neither the student nor the institution is allowed to have an attorney present during the proceeding. No electronic recording or participation is permitted.
9. During the hearing, the Executive Vice President for Academic Affairs or his or her designee will present charges and supporting information. The student and the Executive Vice President for Academic Affairs may each call witnesses and cross-examine witnesses.
10. The committee will review the information in closed session and make a final determination of the action to be taken. The decision of the committee will be verbally presented to the student with a written decision available within two weeks of the hearing.

Compliance with Federal Laws Regarding Discrimination

Frank Phillips College complies with federal laws that prohibit discrimination and ensure equality including:

1. Title VI of the Civil Rights Act of 1964
2. Title IX, Education Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973
4. The Civil Rights Act of 1991

The College prohibits discriminatory practices towards students on the basis of membership of age, race, religion, color, national origin, sex, or disability in its programs, services, or activities.

Retaliation against a student who has filed a grievance regarding discrimination, participated in an investigation, or opposed practices in which discriminate against others is forbidden.

A grievance is an allegation of discrimination based on age, race, religion, color, national origin, sex, or disability in the college's programs, services, or activities. A grievance may also be based on sexual harassment or sexual misconduct.

A student may file a grievance against another student(s), an employee(s), or a community member. Grievances may also be filed against the college for failure to provide an adequate and appropriate environment to accommodate the needs and safety of students. Furthermore, a student does not have to be the direct recipient of the discrimination or harassment in order to file a grievance.

All aspects of the student grievance procedure are confidential with information protected as much as possible without compromising the integrity of the process. In some steps of the process, it is necessary for the person about whom the grievance has been filed to become aware of the allegations. In the case of sexual harassment or sex crimes, the college will notify law enforcement as required by law.

The college has adopted a process through which a student may file a grievance (informally or formally, verbally or in writing) regarding discrimination or sexual conduct.

Student Grievances

The College views certain individual rights as fundamental in its commitment to provide an atmosphere that enhances the opportunities for success of all students. Serious consideration is given in instances where these rights may have been violated. A procedure has been established to address all complaints brought by students **alleging discrimination** on the basis of age, race, religion, color, national origin, sex, or disability. Students are not required to make direct contact with the alleged harasser.

The steps involved in the Student Grievance Procedure are as follows:

1. The student must contact Jackie Brand, Title IX Officer, to discuss with the student the allegations and the right to proceed with the grievance. In order for the college to quickly and fairly resolve the grievance, the student should notify the Title IX Officer within four (4) weeks of the inciting situation. If the grievance regards a violation of Section 504/Americans with Disabilities, the student will be referred to the Section 504/ADA Coordinator, Becky Green, who will conduct the initial interview and serve as a resource for the student during the appeal process. If a student contacts any employee other than the aforementioned, the employee will notify the Title IX Officer about the situation. In any situation that involves The Title IX Officer or Section 504/ADA Coordinator, the student should contact Dr. Glendon Forgey, President. Dr. Forgey will hear the grievance only when it involves the Title IX Officer or 504/ADA Coordinator.
2. After discussing the allegations and the student's rights to proceed, a student may decide to write a formal grievance statement within twenty-one (21) days of the initial meeting. A student is not required to make a formal, written statement in order for the Title IX Officer to investigate the allegations. However, students are encouraged to do so as part of the record-keeping process should a hearing be necessary. During all conferences, however, the Title IX Officer will make notes about the situation.
3. After receiving a grievance statement, either verbally or in writing, from a student, the Title IX Officer will contact the person against whom the allegation has been made and request a written statement regarding the situation.
4. Within fourteen (14) days of receiving the grievance statement from the student, the Title IX Officer will schedule a meeting with both parties in an effort to resolve the grievance. In the case of harassment, the student may request separate meetings in order to avoid direct contact with the alleged harasser. Both parties may present witnesses and other evidence during the meeting; however, no attorneys or other advisors may be present to represent either party. This meeting may not be recorded. After the meeting concludes, the Title IX Officer will complete any further investigation, make a determination regarding the violation of college policies, and render a written decision statement to both parties within fourteen (14) days of the meeting.
5. If the student is not satisfied with the decision made by the Title IX Officer, the student may appeal to a committee by notifying the Title IX Officer in writing within fourteen (14) days of receipt of the previous determination.
6. The Title IX Officer or his or her designee will convene the Student Grievance Committee, which consists of two faculty members, one staff member, and the president of the Student Government Association or his/her designee with the approval of the Title IX Officer or his or her designee. If any of the committee members are named in the allegation of

discrimination, an alternate member will be appointed. The committee will choose a chairperson from its membership, and the chairperson will vote only in the case of a tie. If a student can present reasons why any regular member would be biased, the chairperson may choose an alternate.

7. The student will be notified in writing of the time and place of the formal hearing.
8. The Student Grievance Committee will convene for the formal hearing within 14 business days following the receipt of the written appeal for a committee hearing. The student will testify and may present evidence or call witnesses to support the allegations. Neither the student nor the institution is allowed to have an attorney present during the proceeding. No electronic recording or participation is permitted.
9. The committee will make a decision based on a majority vote. The chairperson of the committee will prepare a written document outlining the findings and making a determination about the allegations within seven (7) days of the convening of the hearing. The decision will be given in writing to the Title IX Officer, who will notify the student.
10. The Title IX Officer will act on the request within 10 days. The Title IX Officer may affirm or overrule the decision in its entirety or may affirm or overrule the decision in part. The student will be notified of the final decision in writing.
11. Upon receipt of the final decision, the student appeal process is exhausted with no further opportunity to appeal within the college's policies.

The Title IX Officer may consult with the Executive Vice President for Academic Affairs or the Title IX 504 Coordinator at any time during the process.

Student Complaints

Guiding Principles

Informal Process

The College District encourages students to discuss their concerns with the appropriate instructor or other campus administrator who has the authority to address the concerns.

Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students are encouraged to seek informal resolution of their concerns. A student whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

Freedom from Retaliation

Neither the Board nor any College District employee shall unlawfully retaliate against any student for bringing a concern or complaint.

Notice to Students

The College District shall inform students of this policy through appropriate College District publications.

Complaints

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

Other Complaint Processes

Student complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FLD after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, sex, gender, national origin, disability, age, or religion. [See FFDA and FFDB]
2. Complaints concerning retaliation relating to discrimination and harassment. [See FFDA and FFDB]
3. Complaints concerning disciplinary decisions. [See FMA]
4. Complaints concerning a commissioned peace officer who is an employee of the College District. [See CHA]
5. Complaints concerning the withdrawal of consent to remain on campus. [See GDA]

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, electronic communication, including email and fax, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling Conferences

The College District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student fails to appear at a scheduled conference, the College District may hold the conference and issue a decision in the student's absence.

Response

At Levels One, Two, and Three, "response" shall mean a written communication to the student from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's email address of record, or sent by U.S. Mail to the student's mailing address of

record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean College District business days. In calculating time lines under this policy, the day a document is filed is "day zero." The following day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by the student to represent the student in the complaint process.

The student may designate a representative through written notice to the College District at any level of this process. If the student designates a representative with fewer than three days' notice to the College District before a scheduled conference or hearing, the College District may reschedule the conference or hearing to a later date, if desired, in order to include the College District's counsel. The College District may be represented by counsel at any level of the process.

Consolidating Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student, at any point during the complaint process. The student may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the College District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student unless the student did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refile is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the student first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students shall file Level One complaints with the department chairperson or student services counselor. If the only administrator who has authority to remedy the alleged problem is the Level Two or Level Three administrator, the complaint may begin at Level Two or Level Three, respectively, following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the student did not receive the relief requested at Level One or if the time for a response has expired, the student may request a conference with the academic dean or dean of students to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the College District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Level Two administrator shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student may provide information concerning any documents or information relied on

by the administration for the Level One decision. The Level Two administrator may set reasonable time limits for the conference.

The Level Two administrator shall provide the student a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Level Two administrator may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Level Two administrator believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the student did not receive the relief requested at Level Two or if the time for a response has expired, the student may request a conference with the College President or designee to appeal the Level Two decision.

The appeal notice must be filed in writing, on a form provided by the College District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

After receiving notice of the appeal, the Level Two administrator shall prepare and forward a record of the Level Two complaint to the Level Three administrator. The student may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The written response issued at Level Two and any attachments.
3. All other documents relied upon by the Level Two administrator in reaching the Level Two decision.

The Level Three administrator shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level Two. At the conference, the student may provide information concerning any documents or information relied on by the administration for the Level Two decision. The Level Three administrator may set reasonable time limits for the conference.

The Level Three administrator shall provide the student a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Level Three administrator may consider the Level One and Level Two records, information provided at the Level Three conference, and any other relevant documents or information the Level Three administrator believes will help resolve the complaint.

Recordings of the Level One, Level Two, and Level Three conferences, if any, shall be maintained with the Level One, Level Two, and Level Three records.

Level Four

If the student did not receive the relief requested at Level Three or if the time for a response has expired, the student may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the College District, within ten days after receipt of the written Level Three response, or, if no response was received, within ten days of the Level Three response deadline.

The College President or designee shall inform the student of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The College President or designee shall provide the Board the record of the Level Three complaint. The student may request a copy of the Level Three record.

The Level Three record shall include:

1. The Level One record.
2. The Level Two record.
3. The written response issued at Level Three and any attachments.
4. All other documents relied upon by the administration in reaching the Level Three decision.

The appeal shall be limited to the issues and documents considered at Level Three, except that if at the Level Four hearing the administration intends to rely on evidence not included in the Level Three record, the administration shall provide the student notice of the nature of the evidence at least three days before the hearing.

The College District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BD]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Four presentation. The Level Four presentation, including the presentation by the student or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If for any reason the Board fails to reach a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Three.

Academic Policies

Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism. Any of these offenses is considered serious and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty"

Faculty members have the right to assign a failing grade to a student who is guilty of academic dishonesty at any point during a semester. Faculty members may prohibit a student from dropping a course when academic dishonesty is discovered. However, if a student has dropped the course in accordance with the rules and dates applied to dropping a course and prior to the discovery of academic dishonesty, the grade of W will stand. Students currently enrolled in a course and students who have completed a course (A, B, C, D, CT, and I) may have a grade changed to an F if academic dishonesty is discovered. The faculty member must notify the student of the change to the final grade within one week of facilitating the change. The student will have the opportunity to appeal the final grade change according to the college policy stated in the catalog.

Policy on Use of Artificial Intelligence (AI) in the Classroom

Frank Phillips College maintains a strong commitment to academic integrity and the development of students' independent critical thinking, writing, and problem-solving skills. As such, the use of artificial intelligence (AI) tools (including but not limited to ChatGPT, GrammarlyGO, Google Gemini, and other AI-generated content platforms) is strictly prohibited in the completion of all assignments, quizzes, exams, projects, and other graded coursework **unless explicitly authorized by the instructor**. All other use is considered academic dishonesty. If no instructions are provided the student should assume that the use of such software is disallowed.

Any submission found to contain AI-generated content will be considered a violation of the College's Academic Integrity Policy and may result in any of the academic penalties, including but not limited to the following:

- Failing grade on the assignment
- Failure in the course
- Academic Dishonesty listed on the student's transcript

Students are encouraged to seek appropriate help through approved academic support services and to consult with instructors if they have questions about acceptable resources or practices.

This policy is in place to ensure a fair and honest academic environment for all students. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Credit for Courses

Academic credit at Frank Phillips College is granted on the basis of credit hours. A credit hour represents the passing work accomplished by a class meeting one hour a week for sixteen weeks. In a class meeting three hours a week, therefore, three credit hours are earned. Laboratory classes may require additional contact hours per credit hour.

Explanation of Course Number

All college courses include a prefix indicating the field of study in which they are classified and a four-digit number.

- The first digit of the number indicates the classification of the course.
1 = first-year level; 2 = sophomore level
- Courses with the first digit of "0" do not satisfy requirements for a degree from Frank Phillips College or any other state-supported college or university.
- The second digit represents the number of credit hours earned in the course.

Explanation of Course Type

- CTE = Career/Technical Education, typically does not transfer to a university.
- TRAN = Typically transfers to a university as an elective course.
- Core Curriculum = Counts towards fulfillment of core curriculum component area and is guaranteed to transfer to a public university or college in Texas.
- DEV = College-preparatory course, does not transfer, does not count toward a degree.

Explanation of Course Lecture-Lab Hours

The numbers located in the course description refers to the number of lecture hours per week and the number of lab hours per week for the course (3-3-4).

- The first number indicates the number of lecture hours per week.
- The second number indicates the number of lab hours per week.
- The third number indicates the credit hours given for the course.

Credit Hours

A full-time student is defined as a student enrolled in a minimum of twelve (12) credit hours in each fall/spring semester. In most programs of study, a normal credit hour load is sixteen (16) credit hours per semester. To enroll in nineteen (19) or more total credit hours per semester or eight (8) credit

hours per summer session (maximum of eighteen [18] credit hours for both summer sessions and the mini-term), students must present a signed recommendation from their advisors to the Associate Vice President for Institutional Research and the Executive Vice President for Academic Affairs for approval. Approval is granted only when a student has demonstrated the academic excellence in previous coursework. All student load calculations will include any special sessions, e.g., mid- and mini- sessions that are figured into the three primary semesters: fall, spring, and summer.

Students who are employed or who plan to seek employment are cautioned to consider carefully the amount of college work they attempt in relation to the number of hours they are employed each week and to the student activities in which they participate. Students who overload themselves in these areas are likely to have scholastic difficulties. Students should remember that, as a rule, three hours of preparation outside of class are necessary for each hour of class time.

Prerequisites

Prerequisites, listed at the end of each course description when applicable, are designed to ensure the students' preparation for the course is adequate. Prerequisites might include demonstration of proficiency in reading, writing, math, or computer technology or might include a course(s) that, when successfully completed with a grade of C or better, assists the student with the preparation necessary to succeed in the next class. Prerequisites for each course are noted in the course's description in this catalog.

Students enrolled in courses without having met the prerequisites may be administratively withdrawn and notified via their student email in the Student Portal accounts. If withdrawal occurs, the student must replace the course with a suitable alternative and should seek the advice of the appropriate advisor. Because pre-registration takes place before final grades are calculated in the same semester, ***students are responsible for changing schedules when their grades do not qualify them to take a particular course.*** If students fail to change their schedules, they will be administratively withdrawn from the course at the end of the first week of classes. Students will be entitled only to the refunds applicable to all other withdrawals on the same date.

Degree Plans

All students should file a degree plan with the Registrar by the end of their first enrolled term. This can be done through their FYIS course or by speaking to Student Central or their program Director. The Director of Dual Credit can supply dual credit students with their degree plans. The student can file a new degree plan at any time during their enrollment at FPC. Questions about degree plans can be forwarded to the Registrar in Student Central.

Alternative College Credit

Credit by Exam

Frank Phillips College offers students an opportunity to earn college credit by examination. Students must petition for credit through Student Central, the Allen Campus in Perryton, or the Rahl Campus in Dalhart. Credit earned through examination will be placed on the student's permanent record when the number of hours earned in residence equals the number of credits earned by examination following the semester in which these conditions are met. Course credit will be listed on the student's transcript along with the course number, title, and the grade "CE." A footnote will indicate that the credit was obtained by examination. In Career/Technical Programs, credit may be awarded based on

an exam developed, delivered, and proctored by the program director. Credit will not be awarded for any exams taken more than five years prior to a student's enrollment at Frank Phillips College. Complete information concerning the program of credit by examination may be obtained through the Office of Educational Services. Students intending to transfer should contact the transfer institution regarding alternative college credit as each institution determines its policy individually and may not accept alternative college credit from another institution.

Advanced Placement (AP)

The College Board Advanced Placement (AP) Program examinations are offered in participating secondary schools. Frank Phillips College may accept AP test scores for comparable course work within an academic discipline. Credit may be granted for a score of three or above. The student is responsible for forwarding an official report from Educational Testing Services (ETS) to accompany the request for Credit by Exam. Credit earned through examination will be placed on the student's permanent record when the number of hours earned in residence equals the number of credits earned by examination following the semester in which these conditions are met.

Minimum Scores for AP Credit

FPC Course		AP Test	Score
BIOL 1406	Biology for Science Majors I	Biology	3-5
BIOL 1407	Biology for Science Majors II	Biology**	3-5
CHEM 1405	Introductory Chemistry I	Chemistry	3-5
CHEM 1407	Introductory Chemistry II	Chemistry**	3-5
ECON 2301	Principles of Macroeconomics	Principles of Macroeconomics	3
ECON 2302	Principles of Microeconomics	Principles of Microeconomics	3
ENGL 1301	Composition I	English Language & Composition	3 or 4
		OR English Literature & Composition	3 or 4
ENGL 1302	Composition II	English Language & Composition**	
		OR English Literature & Composition**	
ENGL 2332	World Literature I	English Literature & Composition	3 or 4*
* Provided student has earned credit for Composition I and II through the English Language & Composition score of 4			
ENGL 2333	World Literature II	English Literature & Composition	3 or 4*
* Provided student has earned credit for Composition I and II through the English Language & Composition score of 4			
GOVT 2305	Federal Government	US Government & Politics	3
HIST 1301	United States History I	US History	3-5
HIST 1302	United States History II	US History**	3-5
MATH 2312	Pre-Calculus	Calculus AB	3
MATH 2412	Pre-Calculus	Calculus BC	3
MATH 2413	Calculus I	Calculus BC**	4
PHYS 1415	Physical Science I	Physics B	3-5
PHYS 1417	Physical Science II	Physics B**	4-5
PSYC 2301	General Psychology	Psychology	3
SPAN 1411	Beginning Spanish I	Spanish/Spanish Language	3-5
SPAN 1412	Beginning Spanish II	Spanish**	4-5

When a student scores higher than a 3, the exam may allow for additional credit. For example, a 3 on the Spanish exam gives credit for Beginning Spanish I, and a 4 or 5 on the same exam gives credit for Spanish I and Spanish II.

College Level Examination Program (CLEP)

Frank Phillips College accepts the subject examinations of the CLEP in most areas. Effective August 1, 2003, Frank Phillips College will grant credit on subject examinations with the following scores:

CLEP Subject Required	FPC Examination	Score Course
Accounting, Principles of	50	ACCT 2301 & 2302
American Government	50	GOVT 2305
Biology, General	50	BIOL 1406 & 1407
Calculus with Elem. Functions	50	MATH 2413 & 2414
Chemistry, General	50	CHEM 1411 & 1412
College Algebra	50	MATH 1314
English Literature	50	ENGL 2332 & 2333
Freshman College Composition	50	ENGL 1301
History of the United States I	50	HIST 1301
History of the United States II	50	HIST 1302
Macroeconomics, Principles of	50	ECON 2301
Microeconomics, Principles of	50	ECON 2302
Psychology, Introductory	50	PSYC 2301
Sociology, Introductory	50	SOCI 1301 SPAN1411, 1412, 2311, 2312
Spanish Language, College Level	50	
Trigonometry	50	MATH 1316

All CLEP required scores and hours granted are subject to revision. Credit earned through examination will be placed on the student's permanent record when the number of hours earned in residence equals the number of credits earned by examination following the semester in which these conditions are met.

Armed Forces Credit

Frank Phillips College may award credit for military experience and training. Credit may be awarded when learning achieved through military experiences is consistent with the educational objectives of the student and the requirements of the curriculum. ACE credits must align adequately with FPC course credits for all Armed Forces credits to be awarded. Students who wish to obtain such credit must submit official documentation to Registrar. The Executive Vice President for Academic Affairs will make the final determination about the credit articulations.

International Baccalaureate Diploma Credit

Frank Phillips College will grant a maximum of 24 semester credit hours (SCH) to any new student having an International Baccalaureate Diploma based on the table below. Frank Phillips College may grant fewer than 24 SCH to a student if the student has scored less than 4 on any IBD examination administered as part of the diploma program. Applicants with the IB diploma must provide a completed IB official transcript with exam title and score to the Office of Educational Services before enrolling in order to receive credit.

Students who participate in the International Baccalaureate Program may receive college credit for exam scores of 4 or better on most Higher Level (HL) Exams and for a 5 or better on most Standard Level (SL) Exams. The amount of credit awarded will depend upon the exam scores and the level of the courses.

In compliance with SB 1 11, students will be granted a minimum of 24 hours of credit if they have earned the IB Diploma and have no scores lower than 4 on the Standard Level and Higher Level Exams. Applicants with the IB diploma must provide a complete IB official transcript with exam title and score to the Office of Educational Services before enrollment in order to receive credit. Frank Phillips College includes the IBD Policy in the Catalog and on the College website.

IB Subject SL Score HL Score

IB Subject	SL Score	HL Score	FPC/TCCN	Credit Hours
English A1		4	ENGL1301 or 1302	3
		5+	ENGL1301 & 1302	6
Spanish A2 or B	5	4	SPAN1411 & 1412	8
		5+	SPAN1411 & 1412 & 2311 & 2312	14
Business & Management	5	4	BUSI1301	3
Economics	5	4	ECON2301 & 2302	6
Geography	5	4	GEOG1303	3
History	5	4	HIST1301 or 1302	3
		5+	HIST1301 & 1302	6
Philosophy	5	4	PHIL1301	3
Psychology	5	4	PSYC2301	3
		5+	PSYC2301 & 2314	6
Anthropology	5	4	ANTH2346 or 2351	3
		5+	ANTH2346 & 2351	6
Biology	4	5	BIOL1406	4
Chemistry	5		CHEM1405	4
		6	CHEM1411	4
Physics		6	PHYS1401 & 1402	8
Mathematics (HL only)		5	MATH2413	4
Computer Science	5	4	COSC1301	3
Visual Arts	5	4	HUMA1315	3
Music	5	4	MUSI1306	3
Theatre Arts	5	4	DRAM1310	3

Credit for Experience

Credit will be awarded for learning achieved through experience outside typical educational settings when it is consistent with the educational objectives of the student, the requirements of the curriculum, and the policy on granting credit for experience. Credit earned through examination will be placed on the student's permanent record when the number of hours earned in residence equals the number of credits earned by examination following the semester in which these conditions are met.

Awarding of credit will be considered for the following experience:

- Students who have completed one year of active duty in the Armed Forces of the United

States and who have been discharged or released honorably may receive three semester hours of physical education credit.

- Students who wish to obtain this credit should submit an original copy of their DD-214 and/or DD-2586 to the Office of Educational Services;
- Military training and experience;
- Professional certificates, licenses, and credentials such as FAA licenses, medical field licenses, etc.;
- Learning achieved through proprietary schools, apprenticeship, or other in-house training programs;
- Selected work experiences;
- Learning achieved through noncredit workshops, seminars, and conferences; and/ or
- Other experiences with appropriate documentation.

Students must be enrolled at the time they apply for credit. The credit, if awarded, must apply to the student's declared major. Students should:

- Contact the Office of Educational Services to answer questions and to assist with the request.
- Prepare application for credit by experience identifying course petitioned for credit.
- Each application/portfolio must include a written justification by the student.
- Prepare portfolio documenting experience, which should include, but is not limited to the following:
 - Previous education related to course;
 - Previous work experience, military, etc. including dates, titles, job descriptions; In-service training workshops, including dates, topics, certificates, or transcripts;
 - Professional certificates, licenses; and
 - Letter from employers, volunteer agencies, regulatory agencies supporting experience.
- Return application form to the Executive Vice President for Academic Affairs.

The first three (3) credit hours for experience that are approved will be free. For any credits beyond the first three (3), students will be required to pay \$10 per credit hour granted, which will be transcribed. Only credits that are approved as "credit for experience" will be charged a fee. Credit earned through experience will be placed on the student's permanent record when the number of hours earned in residence equals the number of credits earned by examination. Course credit will be listed on the student's transcript along with the course number, title, and the grade "CR." A footnote will indicate that the credit was obtained by experience. Students are to consult with their advisors regarding "credit for experience" and complete the application form. The Executive Vice President for Academic Affairs will have the final authority in approving credit for experience.

Special Conditions

Transfer Students

Students transferring to FPC will be required to submit an official transcript for evaluation by the Registrar. Academic status (in good standing, probation, or suspension) will be determined based on their official transcripts in the same manner as other FPC students. Students transferring to FPC should refer to the General Admission Requirements for additional transfer requirements. An evaluation of the credits earned at another institution will be completed by the Registrar. No grades of *D*, *F*, *W*, or *I* will transfer from another institution into Frank Phillips College. Students who fail to

provide an official college or high-school transcript by the end of the first semester of enrollment will not be allowed to enroll in subsequent semesters until an official transcript is provided.

Transfer of Credit

Academic courses (specified in the Community College General Academic Course Guide Manual and the FPC core curriculum) successfully completed at FPC are generally transferable to and accepted as comparable degree credit by any Texas public institution of higher education where the equivalent courses are available for fulfilling associate degrees and the lower division portion of baccalaureate degree requirements. **It is the responsibility of the student, however, to determine prior to registration the transferability of any course with the Registrar in Student Central.**

Courses completed with a grade of C or higher that are marked as core courses on the students' FPC transcript and fulfill core requirements are guaranteed to transfer to any public institution of higher education in the State of Texas. No college or university is required to accept courses with a grade of D or courses that are not part of a college's core curriculum. If students find that the transfer institution is not articulating the credit as equivalent core credit, they should contact the Executive Vice President for Academic Affairs at FPC, who will intervene on their behalf to ensure transferability of the courses.

Since transfer of specific courses normally depends upon the applicability of the completed work toward a degree plan specified by the receiving institution, any program of study at FPC should be planned to parallel the requirements of the program at the institution to which the student plans to transfer.

The Office of Educational Services maintains course articulation or conversion charts for many Texas institutions of higher education. These cross-reference charts enable students to determine the course equivalents at senior institutions. Counseling assistance is available to students who want more information about transferring to another institution.

Texas public senior colleges and universities usually accept up to sixty-six (66) hours of credit from a junior college. Students should check with their intended transfer college or university for their policy on acceptance of transfer credit. Some public colleges may deny the transfer of credit in courses with a grade of *D*. Preparatory courses are not transferable. CTE courses generally do not transfer to a four-year college or university.

Resolution of Transfer Disputes

Frank Phillips College encourages its students to take advantage of the Coordinating Board guidelines for the resolution of Transfer Disputes that may exist occasionally between courses earned at Frank Phillips College and another institution in Texas. The Coordinating Board guidelines implement SB 457 of the Texas Legislature and apply to the transferability of all academic courses offered as 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, that institution shall give written notice to the student and the other institution that the transfer of the course credit is denied.
2. The two institutions and the student shall attempt to resolve the transfer of the course credit in accordance with Board rules and/or guidelines.

3. If the transfer dispute is not resolved to the satisfaction of the student or the institution at which the credit was earned within 45 days after the date the student received written notice of the denial, the institution that denies the transfer of the course credit shall notify the Commissioner of its denial and the reason for it. The Commissioner of Higher Education or the Commissioner's designee shall make a final determination about a dispute concerning the transfer of course credit and give written notice of the determination to the involved student and institutions.
 - a. The student who wishes to exercise his or her rights under these provisions needs to notify both the sending and the receiving institution of the intention to ask for a dispute to be resolved within 15 days of being notified that a transfer credit has been denied.

Guarantee for Transfer Credit

Transfer of Credit-Completed Core Curriculum: If a student successfully completes the 42 semester credit hour core curriculum at a Texas public institution of higher education, that block of courses may be transferred to any other Texas public institution of higher education and must be substituted for the receiving institution's core curriculum. 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 Board has approved a larger core curriculum at that institution.

Transfer of Credit-Core Curriculum Not Completed: A student who transfers from one institution of higher education to another without completing the core curriculum of the sending institution shall receive academic credit within the core curriculum of the receiving institution for each of the courses that the student has successfully completed in the core curriculum of the sending institution. Following receipt of credit for these courses, the student may be required to satisfy the remaining course requirements in the core curriculum of the receiving institution.

Substitutions and Waivers: No institution or institutional representative may approve course substitutions or waivers of the institution's core curriculum requirements for any currently enrolled student. For students who transfer to a public institution from a college or university that is not a Texas public institution of higher education, evaluation of the courses the student completed prior to admission should apply to the fulfillment of the core curriculum component areas only those courses the institution has accepted for transfer that can demonstrate fulfillment of the exemplary educational objectives for the appropriate component area or areas.

Transfer Resolution

1. Frank Phillips College will assist students in their efforts to resolve transfer disputes. For students attending public institutions of higher education in Texas, the Texas Higher Education Coordinating Board (THECB) provides arbitration measures on behalf of the student. Transferability means acceptance of credit toward a specific major and degree at a specific institution. These components must be identified by the student in accordance with the application for admission process and during the first semester of enrollment at FPC.
2. Limitations on total number of credits accepted in transfer, grades required, relevant grade point average, and duration of transferability apply as stated in the general undergraduate catalog of the receiving institution.
3. Transferability refers to courses in a written transfer/ degree plan filed in a student's file in

the Office of Educational Services at FPC. This plan must include the institution to which the student will transfer, the baccalaureate major and degree sought, and the date such decision was made.

4. Only college-level courses with the Community College General Academic Course Manual approved numbers are included in this resolution.
5. Credit by examination (such as CLEP, etc.) must satisfy requirements of the receiving institution, and students are responsible for checking with the transfer college for acceptability.

If all the above conditions are met and a course or courses are not accepted by a receiving institution in transfer for similar course or courses as listed in the *Community College General Academic Course Guide Manual*, the student must notify the Executive Vice President for Academic Affairs at FPC within 15 days of first notice of transfer credit denial so that the transfer dispute resolution process can be initiated.

If course denial is not resolved, FPC will allow the student to take tuition-free alternate courses, semester hour for semester hour, which are accepted to the receiving institution within a one-year period from granting of a degree at FPC. The graduate is responsible for payment of any fees, books, or other course-related expenses associated with the alternate course or courses.

Non-Accredited Transfer Credit

Students with college credit from an institution of higher education not accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Accrediting Commission for Community and Junior Colleges (ACCJC), Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), WASC Senior College and University Commission (WSCUC) may submit their transcripts for evaluation. Generally, courses taken from a non-accredited institution will count neither as a general education core requirement nor as an elective at FPC. Students, however, may seek a waiver from the Executive Vice President for Academic Affairs. Students are encouraged to notify their academic advisors as soon as possible to process their requests. The Executive Vice President for Academic Affairs will have the final authority in approving credit from non-accredited institutions of higher education.

Auditing of Classes

Frank Phillips College allows auditing of academic classes only. If you are interested in auditing a course, please contact Student Central. Class instructors must approve the audit, and all approvals are subject to available space. The cost of auditing a class is 100% of the total cost of the tuition and fees for the credit-bearing cost, including out-of-district and out-of-state variances. An audited class bears no grade, nor is completion of assignments required. Audited classes cannot be converted to credit and will not be noted on the student's official transcript, and no CTE courses are auditable.

Class Schedule Revision

Course Cancellation

Frank Phillips College reserves the right to cancel or reschedule any course listed on the schedule for which the number of registered students is too small to justify the offering or for any other reasons in the best interest of the College. If students are unable to find a suitable course replacement, any

tuition and fees paid by the students will be refunded at 100%. The College attempts to cancel classes as soon as it is evident that the enrollment is insufficient, but if the cancellation occurs after the first class day, the College will still refund 100% of the tuition and fees that the student paid.

Adding a Course

To add a course, a student must consult an academic advisor in Student Central, the Allen Campus in Perryton, or the Rahl Campus in Dalhart and complete a schedule revision form. The student must submit the schedule revision form to Student Central or the main office of any other FPC site for final processing. Students should consult the Academic Calendar in the College *Catalog* for final dates for class changes and/or additions. Students enrolled only in online courses may contact Student Central for assistance in schedule revisions.

Withdrawing from a Course

To withdraw from a course, a student should consult the instructor or the appropriate Administrator. The student must also consult an academic advisor at the home location and complete a schedule revision form. The student must also obtain clearance from the instructor or administrator before the schedule change form is taken to Student Central or the main office of any FPC site for final processing. Students enrolled only in online courses may contact Student Central for assistance in withdrawing from courses.

Students who are enrolled in college-preparatory courses for TSI purposes may not withdraw from their only preparatory course unless they completely withdraw from college.

A grade of "W" will be given for withdrawals processed on or before the last day to withdraw. It is the responsibility of the student to withdraw officially from a course. Failure to withdraw officially may result in the student receiving a grade of "F" in the course. Students must comply with the appropriate drop/add dates for each semester and should be aware that a final day to withdraw is posted in the Academic Calendar. Any exceptions to the posted dates must be approved by the Executive Vice President for Academic Affairs.

State Limit on Dropped Courses

Students who enrolled in a Texas public institution of higher education as a first-time freshman in fall 2007 or later are permitted to drop no more than six courses during their entire undergraduate career. This limit includes all transfer work taken at a Texas institution of higher education and to second baccalaureate degrees. This student policy was enacted by the State of Texas in spring 2007 (Texas Education Code 51.907). Any course that a student drops is counted toward 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 indicate 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.

Students affected by this statute that have attended or plan to attend another institution of higher education should become familiar with the institution's policies on dropping courses. This statute applies across all Texas public institutions, but procedures for implementation may vary between institutions. Students affected by this policy may request an exemption to the policy by submitting a "Petition for Exemption to 6-Course Drop Policy" form. Exemptions include: illness, family death,

active duty service and other good cause as determined by the institution. This form is available in the Office of Educational Services. Students who enroll in coursework at more than one institution of higher education have an obligation to keep track of the number of dropped courses across all institutions and ensure that they do not exceed six dropped course limit.

Withdrawal from the College

If for any reason a student must withdraw from all classes, proper withdrawal procedures must be initiated by the student either in person or by written correspondence that includes the student's signature, address, social security number, phone number, and course names and numbers. The withdrawal must be cleared by the instructors involved before it is processed. Students may contact Student Central at the Borger campus or the main office of any FPC site. Students must comply with the appropriate drop/add dates for each semester and should be aware that a final day to drop is posted in the Academic Calendar.

Any exceptions to the posted dates must be approved by the Executive Vice President for Academic Affairs.

Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the College in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the ***instructor*** of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned. Instructors are not required to excuse any absences other than those incurred through official college activities.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent (more than three absences in a class meeting once a week; more than six absences in a class meeting twice a week) is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences. Students are notified via email after each absence in an effort to inform them of the official record of attendance. Students who wish to contest an absence should contact their instructors.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

Procedures for Assuring Identity of Distance-Learning Students

1. **Secure login and password:** each student enters a user name assigned by the college upon enrollment that uses a system-generated number that combines the student's last name with the student's unique identifier information. The student then enters a password he or she created that is not available to other students or college personnel. If the student forgets the password,

The Associate Vice President for Institutional Research or their designee can reset the password but cannot view the student's existing password.

- a. Students accept responsibility for the security of their passwords.
2. **Proctored Examinations:** Students enrolling in distance-learning courses are required to take examinations under the supervision of a proctor. When students enroll in the Virtual College of Texas network of courses, the FPC liaison attempts to find courses that require proctored testing at the Frank Phillips College campus to ensure that the students enrolled are the students receiving credit. Students must identify themselves in the remote location with an acceptable picture ID card. Faculty must approve the testing site and proctor and these locations may include:
 - a. Testing centers at colleges or universities, including Frank Phillips College sites in Borger, Dalhart, and Perryton sites;
 - b. Professional testing centers such as Sylvan; or
 - c. Local independent school districts, proctored by a teacher, administrator, or librarian.

Frank Phillips College does not charge students for proctoring exams and encourages students to find no-cost centers in their remote locations. However, any cost associated with securing a proctor is the responsibility of the student. FPC does not charge students to proctor exams for other institutions of higher education. We need to add a note about our proctoring software here.

3. Faculty members teaching distance-learning courses have a role in ensuring the identity of the students. Through different methods of engagement, faculty members begin to recognize the student's voice in such a way that the personal work can be authenticated. Faculty who suspect the students is not creating his or her own work can contact the Executive Vice President for Academic Affairs for support in proceeding with an investigation into the student's body of work.

Academic Progress

Students are expected to meet certain standards for course work completed at Frank Phillips College. A student must maintain a semester and cumulative grade point average of 2.0 or above to remain in good standing. Any student falling below a 2.0 cumulative grade point average will be placed on academic probation. Please see the section on Academic Probation.

Academic Honors

Frank Phillips College recognizes students with high academic achievement by naming them to the President's Honor Roll or the Vice President's Honor Roll. These lists are published soon after the close of the fall and spring semesters.

President's Honor Roll

To receive this honor, a student must be enrolled in twelve (12) or more credit hours (excluding preparatory courses) and have a grade point average (GPA) of 4.0 for the semester.

Vice President's Honor Roll

To receive this honor, a student must be enrolled in twelve (12) or more credit hours (excluding preparatory courses) and have a grade point average (GPA) between 3.50 and 3.99 for the semester.

Grades & Reports

Students' semester grades in all courses are maintained within BrightSpace (LMS) and Anthology Student (SIS), and these are the official records of the college. Final grades are reported at the end of each semester, and students may check their official final grades through their Plainsmen Portal.

Repeating a Course

When a course is repeated for credit, the higher grade and the credit hours associated with the higher grade will be used to determine the cumulative GP A. The lower grade and the credit hours associated with the lower grade will remain part of the student's permanent record and will remain on the students' transcript but will not be used to determine the cumulative GPA.

Preparatory courses are designed to assist the student in achieving college-level skills. Students who are underprepared for college will be placed according to the Texas Success Initiative (TSI) guidelines, and continued enrollment is necessary to master these skills. Students who drop (other than those administratively withdrawn for attendance) or end the course with an average lower than 70 may receive a semester grade of CT at the instructor's discretion, for continuation of the course. The student must enroll in and pay for the same course the following semester.

Grade Calculations

Grades are calculated in the following manner:

Standard Grade Scale:

90 – 100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
60 and below = F

Cosmetology/Barber Program Grade Scale:

90 – 100 = A
80 – 89 = B
76 – 79 = C
70 – 75 = D
69 and below = F

***Students may be removed from the program if their class averages fall below a 75% at any time during the program. Students must repeat any classes for which the final grade is a D or F.

LVN Program Grade Scale:

90 – 100 = A
80 – 89 = B

74.5 – 79 = C

59.5 – 74.4 = D

59.4 and below = F

*** In order to continue in the nursing program, a grade average of 75 must be maintained in each nursing course. A course grade lower than 75 will result in the student being dropped from the program. In order to take the **final exam in each course**, the student must have a cumulative average of 75.

Remediation

Group and individual remediation will be offered to all students who fall below the major test grade average of 75 and will be REQUIRED to participate in mandatory tutorials until the average returns to passing in any course. Remediation will be offered to the student who REQUESTs extra help by making an appointment with the instructor. All tests will be completed on campus and with a proctor. Everyone will be expected to take a comprehensive final at the end of each course. The Director may at any time due to special circumstances make limited allowances.

Course

Group and individual remediation will be offered to all students and will be REQUIRED for students scoring less than 75 on any exams. Remediation exercises will be determined by the instructor of each course. Weekly tutorials will be required until the student brings the major exam grade above passing. Tutorials will likely be on Friday but can be changed. Remediation is at no cost to students and will be provided through Curriculum used by RNEC faculty.

Standardized Remediation

FPC nursing program changed to Wolters Kluwer (WK) in August 2024 for all standardized testing throughout the academic year. This eliminates the need to use the previous version of HESI testing. The scoring for WK standardized testing is based on a traditional scoring system currently used for class grading and policy. Nursing Grading Scale: A: 90-100 B: 80-89 C: 75-79 D: 5-74.4 F: Below 59.4.

Final Course Grades

Grades are expressed in letters as follows:

A	Superior
B	Good
C	Average
D	Passing
F	Failure
CE	Credit Examination
CR	Credit by Experience
I	Incomplete
W	Withdrawal

Grade Points

A grade point is the numerical value given to letter grades. The following schedule of grade point values is used to compute a student's grade point average:

A	4 grade points per credit hour	CE	not computed
B	3 grade points per credit hour	CR	not computed
C	2 grade points per credit hour	I	not computed
D	1 grade point per credit hour	W	not computed
F	0 grade points		

Grade Point Average (GPA)

Semester Grade Point Average

The semester GPA is calculated by dividing the number of grade points earned in a given semester by the number of credit hours attempted in that same semester, excluding withdrawals and incompletes. This grade point average appears on the official grade report posted at the end of the semester.

Cumulative Grade Point Average

The overall GPA is calculated by dividing the total number of grade points earned by the total number of credit hours attempted. This grade point average appears on the official grade report posted at the end of the semester and the official transcript.

Incomplete Grades

Incomplete grades are strongly discouraged, but an “I” (Incomplete) may be given when a student, for a justifiable reason (such as a documented illness), has failed to complete the requirements for a course. In order for the grade “I” to be assigned, the exact requirements the student is to fulfill must be outlined in a contract and signed by the student and the instructor and submitted to the Executive Vice President for Academic Affairs for approval before the end of the term. Faculty are not required to allow students to receive a grade of “I,” and the opportunity to do so is at the discretion of the instructor and the Executive Vice President for Academic Affairs. The student must complete the specified course requirements before the end of the next full semester unless special permission for an extension is granted by the Executive Vice President for Academic Affairs. The instructor may specify a make-up time of less than the full-semester interval if the time period is noted in the contract. If the course requirements are not completed within the allotted time, the “I” will be changed to an “F” unless otherwise noted.

Grade Changes

A petition to change a final course grade must be filed in writing no later than the end of the semester following the grading period in which the grade was earned. The petition should be filed with the Executive Vice President for Academic Affairs and should include compelling reasons for the change. Once the instructor has submitted the final semester grade, students may not submit or revise work in order to improve the grade. (Refer to the official procedure in the Student Grade Appeal Policy section of the *Catalog*.)

Student Grade Appeal Policy

It is the policy of Frank Phillips College that instructors are solely responsible for assessing and evaluating student work. A student may appeal a **final class grade** by using the following procedures. All timelines refer to the first regular semester after the semester or mini-, mid-, and summer term(s)

in which the grade was awarded (e.g., fall, spring). Grade appeals are not processed during the summer sessions unless the Executive Vice President for Academic Affairs determines that the case warrants immediate review. A Grade Appeal will not be conducted anonymously.

Written verification of the following steps below is critical. Therefore, the written appeal should be either mailed with return receipt or delivered to the Office of Educational Services and have a staff member verify the date and time of delivery.

The Executive Vice President for Academic Affairs has the final decision on whether or not the deadlines have been met and has authority to extend the deadlines. Only in extraordinary circumstances shall the appeal extend beyond the first regular semester.

The student must follow the Student Grade Appeal Policy's steps 1-8 listed below, **first with the instructor and the Executive Vice President for Academic Affairs.**

Step 1: Student's Responsibility

Within the first two weeks of the semester immediately following the grade in question:

- The student must first discuss the concerns with the course instructor, stating the reason(s) for questioning the grade.
- If the instructor is not available or "on-campus," the student should notify the Executive Vice President for Academic Affairs and obtain the mailing address and/or telephone number of the instructor.

Step 2: Student's Responsibility

- If the complaint is not resolved with the instructor, the student must obtain and complete a Student Grade Appeal Form located in the Office of Educational Services.
- This form must be submitted to the instructor and a copy submitted to the Executive Vice President for Academic Affairs within the first three weeks of the semester. The student must attest in writing that the instructor has been informed of the intent to file a grade appeal.

Step 3: Instructor

Within two weeks from the date of receipt of the student's written statement:

- The instructor shall respond in writing to the student and provide a copy to the Executive Vice President for Academic Affairs.
- The instructor should explain the grading procedures and how the grade in question was determined, as well as address any other issues raised in the student's statement.

Step 4: Student's Responsibility

If the instructor is not available or does not resolve the matter within the two-week period:

- The student shall, within one week thereafter, readdress and submit the written appeal to the Executive Vice President for Academic Affairs.

Step 5: Executive Vice President for Academic Affairs

- The Executive Vice President for Academic Affairs has two weeks to consider both the student's and the instructor's written statements and to confer with each.
- The Executive Vice President for Academic Affairs will notify the instructor and the student of her recommendation. If a grade change is recommended, the instructor has the right to refuse the grade change recommendation. The instructor shall notify the Executive Vice President for Academic Affairs and the student in writing of his/her decision.

Step 6: Student's Responsibility

If the Executive Vice President for Academic Affairs does not act on or resolve the matter within a two-week period:

- The student shall, within one week thereafter, readdress and submit the written appeal to the Executive Vice President for Academic Affairs. The student may request a face-to-face hearing to further appeal the decision.

Step 7: Executive Vice President for Academic Affairs

- The Executive Vice President for Academic Affairs shall then convene the Academic Standards and Curriculum Committee to review the case. If the faculty member involved in the dispute is a member of the Academic Standards and Curriculum Committee, he or she will not participate in the hearing as a committee member.
- If feasible, the committee will meet with the student and the instructor together in an attempt to resolve the difference. The committee shall convene in a closed session to consider all aspects of the case before making its recommendation. At the conclusion of the hearing, however, the student will be given, verbally, the recommendation of the committee. The recommendation will then be considered by the Executive Vice President for Academic Affairs within four weeks of the hearing.
- The hearing is not a legal hearing. Therefore, it is not appropriate for the student of the College to bring legal representation to the meeting.
- No electronic recording or participation is permitted.

Step 8: Executive Vice President for Academic Affairs

- The Executive Vice President for Academic Affairs shall make a final decision after full consideration of the committee's recommendation within four weeks of the committee's hearing of the student's appeal. The Executive Vice President for Academic Affairs has the authority to change the grade. The student shall be notified in writing of the Executive Vice President for Academic Affairs' decision.
- The decision made by the Executive Vice President for Academic Affairs is final. No other options for appeal are available to the student. Faculty members may not appeal the decision of the Executive Vice President for Academic Affairs.
- I want to look at this to try to simplify it and allow for enough time to process appeals.

Academic Probation

Placement

In keeping with FPC graduation guidelines, **all** students must maintain a minimum cumulative grade point average of 2.0. Failure to do so will cause the student to be placed on academic probation through the next regular fall or spring semester.

If a student is placed on academic probation, notification by student email and/or mail will be sent to the student. After receiving the notification, the following conditions apply.

Conditions

- The student must meet with the Registrar in the Office of Student Central.
- Failure to contact the Registrar will cause the student to remain on academic probation the following semester, regardless of GPA.
- Failure to contact the Registrar the 2nd semester will cause the student to be placed on academic suspension, regardless of GPA.

Important Information Regarding Academic Probation:

- A student that is on academic probation may continue in succeeding semesters providing at least a 2.0 term GPA is achieved.
- A student placed on academic probation may not enroll in more than 16 hours unless special permission is given.
- A student receiving Veteran's Administration education benefits who is placed on academic probation will be reported to the VA as making unsatisfactory progress according to the criteria disclosed in the Student Financial Services section of the Catalog.

Return to Good Standing

Students will be removed from academic probation when they have raised their cumulative GPA to 2.0 or above and met the conditions of probation.

Academic Suspension

Placement

- A student already placed on academic probation who earns a term grade point average below 2.0 could be placed on academic suspension through the next regular semester.
- A student placed on academic suspension due to extenuating circumstances may petition, in writing, the Registrar to be reinstated under academic probation.
- A student placed on academic suspension in the spring semester may enroll in a summer session. Upon completion of the summer session, the student's academic suspension status will be reevaluated for the fall semester.

Conditions

- A student placed on academic suspension is given time to reconsider academic goals and career plans outside the college setting.
- A student receiving Veteran's Administration education benefits who is placed on academic suspension will be reported to the VA as making unsatisfactory progress according to the criteria disclosed in the Student Financial Services section of the Catalog.

Readmission

After the suspension period of one regular semester, the student is eligible for readmission to FPC and will be automatically placed on academic probation with the requirement of meeting all the conditions previously stated.

Fresh Start

Fresh Start will be applied in accordance SB 365 (HB 1330) (2025) which includes the following section: "If an applicant elects to seek admission under this section, a public institution of higher education, in considering the applicant for admission, shall not consider academic course credit or grades earned by the applicant 5 or more years prior to the starting date of the semester in which the applicant seeks to enroll. An applicant who makes the election to apply under this section and is admitted as a student may not receive any course credit for courses undertaken prior to enrollment under this section." Students should contact the Registrar in Student Central at the Borger campus for more information.

Graduation

Frank Phillips College awards the Associate in Applied Science, Associate in Arts, Associate in Science, Associate of Arts in Teaching, and Associate of Arts in Music Field of Study degrees. In addition, FPC awards Career/Technical certificates.

Graduation under a Particular Catalog

Catalog graduation requirements are based upon the year a student enters Frank Phillips College. These catalog requirements will remain in effect for up to five years as long as the student completes course work in at least one semester of each school year beginning with the fall semester. If the student does not complete courses in any one of the four semesters during the school year, the student's new graduation requirements will be those in effect for the year the student reenters Frank Phillips College. A student may move to a newer catalog, but will be responsible for fulfilling all requirements. No substitutions to core curricula requirements will be made.

General Requirements for Graduation

The student must:

1. Meet the entrance requirements of the College;
2. Complete the specific course requirements for a degree or certificate with a minimum cumulative grade point average of 2.0;
3. Earn at least 25 percent of the required credit hours through Frank Phillips College (excluding course credit obtained through exam and/or experience);
4. Complete an Application for Graduation in Student Central;
5. Discharge all financial obligations to the college prior to graduation;
6. Meet all TSI requirements, if applicable; and
7. Participate in graduation exercises. (All students are encouraged to participate in graduation exercises. Students working toward associate degrees are eligible to participate in graduation exercises when they earn enough credit hours in which they are able to complete all course work by the end of the summer in which they are applying for graduation; awarding of the final degree occurs when all courses are completed.)

Procedures to Apply for Graduation

Students entering their final semester toward completing a degree or certificate should complete an Application for Graduation, on the FPC website, between January 10 and two weeks before the end of the spring semester. Students who do not apply for graduation may still be awarded the earned certificate or degree, but will not be eligible to participate in graduation ceremonies. Application for graduation includes verification of:

- a cumulative grade point average equal to or above 2.0;
- a completed degree plan and transcripts on file for the degree or certificate;
- a determination of the remaining credits that must be earned; and
- all TSI requirements are met, if applicable.

Guarantee of Program Proficiency

If a recipient of a Certificate of Completion or an Associate in Applied Science (A.A.S.) degree is judged by his/her employer to be lacking in workforce job skills identified as exit competencies for his/her specific certificate or degree program, the graduate will be provided up to nine (9) tuition-free credit hours of additional skill training by FPC under the conditions of the guarantee policy. Special conditions that apply to the guarantee are listed below.

1. The graduate must have earned the Certificate of Completion or the A.A.S. degree in a workforce program identified in FPC's Catalog.
2. The graduate must have completed requirements for the Certificate of Completion or the A.A.S. degree at FPC, with a minimum of 75% of credits earned at FPC.
3. The graduate must be employed full-time in the area directly related to the area of the program concentration as certified by the Executive Vice President for Academic Affairs.
4. Employment must commence within 6 months of graduation.
5. The employer must certify in writing that the employee is lacking entry-level skills identified by FPC as program exit competencies and must specify the areas of deficiency within 90 days of the graduate's initial employment with the employer.
6. The employer, graduate, Executive Vice President for Academic Affairs, FPC counselor, and appropriate faculty advisor will develop a written educational plan for retraining.
7. Retraining will be limited to nine (9) semester 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 is responsible for the cost of books, insurance, uniforms, fees and other course-related expenses.
10. The guarantee does not imply that the graduate will pass any licensing or qualifying examination for a particular career.
11. Only course work taken within 5 years prior to graduation will be covered.
12. The guarantee does not include proficiency in computer software upgrades and technology improvements made after a student has successfully completed a course.

A student's sole remedy against FPC and its employees for skill deficiencies shall be limited to nine (9) semester credit hours of tuition-free education under the conditions described above. Activation of this guarantee may be initiated by the graduate by contacting the Executive Vice President for Academic Affairs within 90 days of the graduate's initial employment.

Instructional Programs

Associate in Arts Degree and Associate in Science Degree

The purpose of the Associate in Arts (A.A.) and the Associate in Science (A.S.) degree programs is to provide students with university-parallel or pre-professional courses, which readily transfer to four-year colleges and universities. Upon completing a degree, FPC students generally transfer to area universities with junior class standing. While the curricula suggested in this *Catalog* will satisfy the requirements of most senior institutions, it is the students' responsibility to identify as early as possible the institution to which they will transfer and to ascertain the specific degree requirements of that institution for the freshman and sophomore years. Students should consult with an FPC advisor on a regular basis to ensure enrollment in courses appropriate to the chosen major field of interest. The A.A. and A.S. degrees require completion of a minimum of 60 credit hours, excluding preparatory credits, 25 percent of which must be earned in residence at FPC. Most colleges/universities will accept at least 60 credit hours in transfer to satisfy specific baccalaureate requirements.

No college/university awards a "pre" degree. Students are advised to consult with an academic Advisor at FPC to determine the program of study providing the most appropriate background (freshman/sophomore courses) for the programs listed above and for selected health science fields. Students should carefully check the entrance requirements of the university to which they expect to transfer. Completion of the suggested curriculum along with the appropriate General Education Core will qualify students for an associate degree.

Core Curriculum

The Texas Higher Education Coordinating Board requires that Associate of Arts (AA) and Associate in Science (AS) degrees include a curriculum of general education classes of 42 hours of courses designed to provide a breadth of knowledge to college graduates. Associate of Applied Science (AAS) degrees require a minimum of 15 hours of coursework to provide this breadth of knowledge. Frank Phillips College supports the inclusion of the core courses as they help students to think rationally about the world in which they live, appreciate arts and humanities, and apply mathematical and/or scientific logic to problem-solving. To that end, all degrees require at least one course in communication, humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The State of Texas has also mandated a component in communication, history, and government for AA and AS degrees designed to transfer to a four-year college or university.

The **Foundational Component Areas** in the core curriculum and their applicable **Core Objectives** are:

Communication

- Critical Thinking
- Communication
- Teamwork
- Personal Responsibility

Mathematics

- Critical Thinking
- Communication
- Empirical and Quantitative Skills

Life and Physical Science

- Critical Thinking
- Communication
- Empirical and Quantitative Skills
- Teamwork

Language, Philosophy, and Culture

- Critical Thinking
- Communication
- Social Responsibility
- Personal Responsibility

Creative Arts

Critical Thinking
 Communication
 Teamwork
 Social Responsibility

American History

Critical Thinking
 Communication
 Social Responsibility
 Personal Responsibility

Government/Political Science

Critical Thinking
 Communication
 Social Responsibility
 Personal Responsibility

Social and Behavioral Sciences

Critical Thinking
 Communication
 Empirical and Quantitative Skills
 Social Responsibility

Component Area Option

Critical Thinking
 Communication

Breadth of Knowledge

The completion of a general education component for all associate degrees provides a breadth of knowledge that students possess when transferring to a four-year college or university. Those seeking applied associate degrees designed to prepare them for the workplace upon completion of the degree, will also carry the breadth of knowledge into the workplace. The courses do not focus on the skills, techniques, and procedures specific to a student's particular occupation or profession. However, when students have multiple courses from which to choose, the student's advisor does give consideration to the student's intended goal so that the breadth of knowledge is most applicable. None of the core courses are specific to a single degree path. None of the courses prepare students for a specific occupation. Each degree has at least one course in each of the areas of communication, humanities/fine arts, social/behavioral sciences, and natural science/mathematics. Associate of Arts, Associate in Science, and Associate of Arts, Teaching have a core course requirement of 42 hours. Associate of Applied Science degrees have a minimum of 15 hours.

Additional Degrees

An additional associate degree may be conferred if all requirements for both degrees have been satisfactorily completed and at least 30 additional semester hours credit have been earned above the one requiring the most hours.

Associate in Applied Science Degree Information & Certificates

The Associate in Applied Science degree (A.A.S.) is awarded upon completion of a prescribed two-year program of study designed to prepare students to enter and compete in the job market. A.A.S. curricula are designed to enable the graduate to enter an occupation with marketable skills, an acceptable level of technical competency, and the ability to communicate effectively. The general education core (minimum of 15 hours of coursework exposure to the core curriculum breadth of knowledge) and the total number of hours required for completing an A.A.S. degree varies depending upon the program of study.

Certificate Programs

FPC offers certificate programs designed to meet specific employment needs of the community. Students who enroll in certificate programs are generally interested in reentering the job market after an absence, changing careers, or upgrading job related skills in order to enhance employment

specialization. Although certificates are normally one year in length, the specific number of credit hours varies by program area.

Program Advisory Committees

Advisory committees are used by the instructional divisions in each career/technical program area for program development, evaluation, long-range planning, development of employment opportunities for graduates, and other program issues. These committees provide an essential link between the education institution and the business community to ensure that graduates are adequately prepared for employment. Members of the advisory committees are selected from related industry, prospective employers, and other knowledgeable community representatives.

Occupational Skills Achievement Awards

Advisory committees are valuable resources that assist the instructional divisions in each technical program area to determine which courses constitute an occupational basic-skill. The Occupational Skills Achievement Award provides an additional opportunity for students to enter the workforce with the necessary basic skills in a specific area such as agriculture or welding. These awards range from nine (9) to fourteen (14) credit hours.

General Education Core Curriculum

Frank Phillips College

Component Area (*Core Curriculum Codes)	Required Credit Hours
Communication (*10) ENGL 1301, SPCH 1311, SPCH 1315, SPCH 1318 <i>or</i> SPCH 1321 Choose two (2) courses to fulfill the communication requirement; however, students must realize that ENGL 1301 is a pre-requisite to ENGL 1302, which is also required in the core. It is, therefore, in the best interest of students to choose ENGL 1301 and one speech class.	6
Mathematics (*20) MATH 1314, MATH 1316, MATH 1324, MATH 1325, MATH 1332, MATH 1342, MATH 2312, MATH 2315, MATH 2318, MATH 2320, MATH 2413, <i>or</i> MATH 2414 Choose one (1) course for core requirements.	3
Life & Physical Sciences (*30) AGRI 1407, AGRI 1419, ANTH 2401, BIOL 1406, BIOL 1407, BIOL 1408, BIOL 1409, BIOL 1411, BIOL 1413, BIOL 2401, BIOL 2402, BIOL 2406, BIOL 2421, CHEM 1405, CHEM 1407, CHEM 1411, CHEM 1412, CHEM 2423, CHEM 2425, GEOL 1403, GEOL 1404, PHYS 1401, PHYS 1402, PHYS 1403, PHYS 1404, PHYS 1415, PHYS 1417, PHYS 2425, <i>or</i> PHYS 2426 Choose two (2) courses from the list. The courses do not have to be in the same discipline; however, students should choose courses that best fit their intended majors. The distribution of credits for science will be two six (6) of the hours counting as a Natural Science requirement, and two (2) of the hours counting as a Component Area Option. Fulfillment of both component areas is required to complete the core curriculum.	6
Language, Philosophy & Culture (*40) ANTH 2346, ANTH 2351, ENGL 2321, ENGL 2326, ENGL 2332, ENGL 2333, ENGL 2341, HIST 2311, SPAN 2311, SPAN 2312, SPAN 2313, <i>or</i> SPAN 2315 Choose one (1) course from the list. Students pursuing an Associate of Arts degree are required to have either an anthropology course and a literature course or two literature courses.	3
Creative Arts (*50) ARTS1301, ARTS 1303, ARTS 1304, HUMA 1315, <i>or</i> MUSI 1306 Choose one (1) course from the list.	3

American History (*60)	6
HIST 1301, HIST 1302, or HIST 2301	
Choose two (2) courses from the list.	
Government/Political Science (*70)	6
GOVT 2305 <i>and</i> GOVT 2306	
Both courses are required for fulfillment of the core curriculum.	
Social and Behavioral Sciences (*80)	3
ECON 2301, ECON 2302, PSYC 2301, PSYC 2314, or SOCI 1301	
Choose one (1) course from the list.	
Component Area Option (*90)	6
PSYC 1100 <i>or</i> EDUC 1100	Students must take one (1) of these courses. (1)
AGRI 2317, ARTS 1303,	Students must take one (1) of these courses. (3)
ARTS 1304, BCIS 1305,	
BIOL 1322, BUSI 1301,	(2)
CRIJ 1301, EDUC 1301,	
ENGL 1301, ENGL 1302,	
ENGL 2311, ENGL 2341,	
GOVT 2304, HIST 2327,	
HIST 2328, MATH 1350,	
MATH 1351, PHED 1304,	
PHED 1331, PSYC 2306,	
PSYC 2308, PSYC 2315,	
SOCI 1306, SPCH 1318, or	
SPCH 1321	
*The remaining two (2) hours required to fulfill the component area option are derived from the additional two (2) hours taken under the Life & Physical Sciences component area.	
Total Credit Hours	42

Associate in Arts General Degree

Required Course	Required Credit Hours
Core Curriculum (see Core Curriculum requirements within Instructional Programs)	42
Additional Credit Hours for A.A. Degree	3
Any literature course (in addition to the literature course taken in the core requirements)	
Humanities Elective for A.A. Degree	3
<i>Choose one course from the list below:</i>	
ENGL 1302 Composition II	HIST 2301 Texas History
ENGL 2307 Creative Writing I	HIST 2311 Western Civilization I
ENGL 2311 Technical & Business Writing	HIST 2312 Western Civilization II
ENGL 2342 Forms of Literature I	HIST2321 World Civilization I
ENGL 2343 Forms of Literature II	SPCH 1321 Business & Professional Communication
Approved Electives	12
A.A. Degree Total:	60 Credit Hours

Associate in Science General Degree

Required Course	Required Credit Hours
Core Curriculum (see Core Curriculum requirements within Instructional Programs)	42
Additional Credit Hours for A.S. Degree - Choose one of the options below:	6
1. Students may take two (2) additional college-level mathematics courses; or	
2. Students may take one (1) additional college-level lab science course and one (1) additional college-level mathematics course; <u>or</u>	
3. Students may take two (2) additional college-level lab science courses; <u>or</u>	
4. Students may take one (1) additional college-level mathematics course and one (1) additional social science course from the courses listed below:	
Social Science Elective	
EDUC 1301 Introduction to Teaching Profession	PSYC 2314 Lifespan Growth & Development
GOVT 2304 Introduction to Political Science	PSYC 2319/SOCI 2326 Social Psychology
GOVT 2306 Texas Government	SOCI 1306 Social Problems
GOVT 2311 Mexican American Politics	SOCI 2301 Marriage & the Family
Approved Electives	12
A.S. Degree Total:	60 Credit Hours

Associate of Arts in Teaching

Associate of Arts in Teaching degree has been taken directly from the Texas Higher Education Coordinating Board's (THECB) website as printed.

Leading to Initial Texas Teacher Certification EC-6

AAT Components – Total: 60 SCHs

- ☐ Completed core curriculum (42 SCHs) PLUS:
- ☐ MATH 1350, MATH 1351, or equivalent (6 SCHs)
- ☐ Additional science beyond the core curriculum (6 SCHs)
- ☐ EDUC 1301, EDUC 2301 (6 SCHs)

EC-Grade 6 Certification (areas)

- ☐ EC-6 Generalist
- ☐ EC-6Bilingual Generalist
- ☐ EC-6 ESL Generalist
- ☐ EC-6 other content area teaching fields/academic disciplines/interdisciplinary TBA

4-8, EC-12 Special Education

AAT Components – Total: 60 SCHs

- ☐ Completed core curriculum (42 SCHs) PLUS:
- ☐ MATH 1350, MATH 1351 or equivalent (6 SCHs)
- ☐ Additional science beyond the core curriculum (6 SCHs)
- ☐ EDUC 1301, EDUC 2301 (6 SCHs)

Grades 4-8 Certification (areas)

- ☐ 4-8 Generalist
- ☐ 4-8 Bilingual Generalist
- ☐ 4-8 ESL Generalist
- ☐ 4-8 English Language Arts & Reading
- ☐ 4-8 English Language Arts & Reading and Social Studies
- ☐ 4-8 Mathematics
- ☐ 4-8 Science
- ☐ 4-8 Mathematics and Science
- ☐ 4-8 Social Studies
- ☐ 4-8 other content area teaching fields/academic disciplines/interdisciplinary TBA

EC-Grade 12 Special Education Certification

- ☐ EC-12 Special Education
- ☐ EC-12 other Special Education certificates TBA (i.e. Teacher of the Deaf and Hard of Hearing)

6-12, 7-12, 8-12, EC-12 Other Than Special Education

AAT Components – Total: 60 SCHs

- ☐ Completed core curriculum (42 SCHs) PLUS:
- ☐ EDUC 1301, EDUC 2301 (6 SCHs)

- ☐ content area teaching fields/academic disciplines (12 SCHs)

Grades 8-12 Certification (areas)

- ☐ 7-12 History
- ☐ 7-12 Social Studies
- ☐ 7-12 Mathematics
- ☐ 7-12 Life Sciences
- ☐ 6-12 Physical Sciences
- ☐ 7-12 Science
- ☐ 7-12 English Language Arts & Reading
- ☐ 8-12 Computer Science
- ☐ 8-12 Technology Applications
- ☐ 8-12 Health Science Technology Education
- ☐ 7-12 Speech
- ☐ 7-12 Journalism
- ☐ 6-12 Business Education
- ☐ 8-12 Marketing Education
- ☐ 8-12 Mathematics & Physics
- ☐ 6-12 Agricultural Sciences and Technology
- ☐ 6-12 Technology Education
- ☐ 6-12 Family and Consumer Sciences
- ☐ 8-12 Dance
- ☐ 8-12 Mathematics & Physical Science & Engineering
- ☐ 8-12 Human Development and Family Studies
- ☐ 8-12 Hospitality, Nutrition and Food Sciences
- ☐ 7-12 Other content area teaching fields/academic disciplines TBA (i.e., Chemistry)

EC-Grade 12 Certification other than Special Education

- ☐ EC-12 Music
- ☐ EC-12 Physical Education
- ☐ EC-12 Art
- ☐ EC-12 Health
- ☐ EC-12 Theatre Arts
- ☐ EC-12 Technology Applications
- ☐ EC-12 Languages other than English
- ☐ EC-12 Other non-special education fields

Course Sequences

Frank Phillips College does not award associate degrees in arts or science with any particular concentration. However, the college recognizes that students who fill elective requirements with courses that lend themselves to preparation for a particular university baccalaureate degree often have greater success. While no student is bound to follow a degree plan based on these recommendations, advisors will work with students to help them determine the best course of action for their plans.

Semester Sequence Recommendations

Associate of Arts (AA), General Studies

SEMESTER ONE	Course Number	Course Name	Notes
	ENGL 1301	Composition I	
	HIST 1301	United States History I	
	Creative Arts		
	Mathematics		
	General Elective		
SEMESTER TWO	Course Number	Course Name	Notes
	ENGL 1302	Composition II	
	HIST 1302	United States History II	
	Communication		
	General Elective		
	General Elective		
SEMESTER THREE	Course Number	Course Name	Notes
	Life & Physical Science		
	Additional Credit Hours for AA		
	GOVT 2305	Federal Government	
	Social/Behavioral Science		
	Component Area Option		
SEMESTER FOUR	Course Number	Course Name	Notes
	Humanities Elective for AA		
	Life & Physical Science		
	GOVT 2306	Texas Government	
	Language, Philosophy, & Culture		
	General Elective		

Associate in Science (AS), General Studies

SEMESTER ONE	Course Number	Course Name	Notes
	ENGL 1301	Composition I	
	HIST 1301	United States History I	
	Creative Arts		
	Mathematics		
	General Elective		
SEMESTER TWO	Course Number	Course Name	Notes

	ENGL 1302	Composition II	
	HIST 1302	United States History II	
	Communication		
	Additional Credit Hours for AS		
	General Elective		
SEMESTER THREE	Course Number	Course Name	Notes
	Life & Physical Science		
	Language, Philosophy, & Culture		
	GOVT 2305	Federal Government	
	Social/Behavioral Science		
	Component Area Option		
SEMESTER FOUR	Course Number	Course Name	Notes
	Additional Credit Hours for AS		
	Life & Physical Science		
	GOVT 2306	Texas Government	
	Additional Credit Hours for AS		
	General Elective		

Career & Technical Education Programs

Agriculture Business and Production

Associate in Applied Science Degree & Certificate in Farm & Ranch Management

The Agriculture Program encompasses all key aspects of the progressive agriculture industry and general education courses which when completed will meet the requirements for the Associate in Applied Science Degree in Agriculture (Farm and Ranch Management). The agriculture core course requirements concentrate on agribusiness, plant and soil sciences, and animal and food sciences. General education core courses offer a solid foundation for students whether they plan on transferring to a university or immediately entering the workforce. The majority of the agriculture courses and all of general education courses are **transferable** in this particular degree plan.

A Certificate of Completion may also be earned after completing the required 30-32 credit hours and a Occupational Skills Achievement Award after completing the required 12 credit hours. Learn more about the Agriculture Program by contacting the Agriculture Department at ext. 784.

Career Opportunities

There are endless agriculture career opportunities enhanced by completing the agriculture degree or certificate programs offered. Students entering agribusiness and production occupations can benefit from the technical knowledge and skills gained by taking the required agriculture courses and participating in the cooperative training program. Students receiving an Associate in Applied Science Degree in Agriculture (Farm and Ranch Management) typically enter vocational fields such as those listed below:

- Production Agriculture Operations
- Agriculture Marketing and Business Management
- Natural Resource Conservation
- Public Service in Agriculture
- Industrial Processing and Fabrication in Agriculture

Associate in Applied Science Degree - Farm & Ranch Management

I. First Semester	15 credit hours
• ENGL 1301 Composition I	3
• AGRI 1131 Agriculture Industry	1
• AGRI 1419 Introductory Animal Science	4
• AGCR 1407 Range Management	4
• SPCH 1311 Introduction to Speech Communication	3
○ OR	
• SPCH 1321 Business & Professional Communication	3
II. Second Semester	16 credit hours
• MATH 1314 College Algebra	3
• AGRI 1329 Principles of Food Science	3
• AGRI 1407 Agronomy	4

	• BUSI 1301 Introduction to Business	3
	○ OR	
	• ACCT 2301 Principles of Accounting I	3
	○ OR	
	• WLDG 1204 Fundamentals of Oxy-Fuel Welding and Cutting	2
	○ OR	
	• WLDG 1202 Fundamentals of Gas Metal ARC Welding (GMAW)	
	• ANTH 2351 Cultural Anthropology	3
	○ OR	
	• HUMA 1315 Fine Arts Appreciation	3
III.	Third Semester	17 credit hours
	• AGRI 2317 Introduction to Agriculture Economics	3
	• AGRI 2330 Wildlife Conservation and Management	3
	• AGAH 2313 Principles of Feeds and Feeding	3
	• CHEM 1411 General Chemistry I	4
	○ OR	
	• BIOL 1406 General Biology I	4
	• BCIS 1405 Business Computer Applications	4
	○ OR	
	• WLDG 1428 Introduction to Shielded Metal Arc Welding (SMAW)	2
IV.	Fourth Semester	12 credit hours
	• AGMG 2388 Internship/Ag Business Operations	3
	• AGRI 2321 Livestock Evaluation I	3
	• AGRI 1325 Marketing of Agriculture Products	3
	• GOVT 2306 Texas Government	3
	○ OR	
	• GOVT 2305 Federal Government	3
	Total:	60 credit hours

Students may choose from a variety of courses, but the degree requires sixty (60) credit hours to complete.

Exit Level Certificate of Completion - Farm & Ranch Management

I.	First Semester	18 credit hours
	• AGRI 1131 The Agricultural Industry	1
	• AGAH 2313 Principles of Feeds & Feeding	3
	• AGRI 1419 Introductory Animal Science	4
	• AGRI 2403 Agricultural Construction	4
	OR	
	• AGCR 1407 Range Management	4
	Choose two (2) of the following classes:	
	• AGRI 1325 Marketing of Agricultural Products	3

- AGRI 2321 Livestock Evaluation I 3
- AGRI 2330 Wildlife Conservation & Management 3

II. Second Semester	13 credit hours
• AGRI 1407 Agronomy	4
• AGRI 2317 Introduction to Agriculture Economics	3
• AGRI 1329 Principles of Food Science	3
• AGMG 2388 Agribusiness Operations Internship	3
Total:	31 credit hours

Exit Level Certificate of Completion – Livestock Production Specialist

I. Required Agriculture Core Courses	16 credit hours
• AGAH 2309 Ranch and Feedlot Jobs and Development	3
• AGRI 2321 Livestock Evaluation I	3
• AGAH 1391 Special Topics in Animal Sciences, General	3
• AGRI 1419 Introductory Animal Science	4
• AGAH 1347 Animal Reproduction	3
II. Select a minimum of 12 hours from the following:	14-15 credit hours
• BMGT 1305 Communications in Management	3
• AGMG 2283 Cooperative Education –Farm and Ranch Management	2
• AGMG 2312 Marketing of Agricultural Products	3
• AGRI 1309 Computers in Agriculture	3
• AGAH 1343 Animal Health*	3
OR	
• CETT 1409 DC-Ac Circuits*	4
OR	
• AGAH 2313 Principles of Feeds and Feeding*	3
○ *Students will choose one (1) of these courses	
Total:	30-31 credit hours

Cosmetology

Certificate of Completion

The cosmetology program is designed to incorporate the theory and laboratory experiences required to achieve the basic competencies necessary for a career in cosmetology, nail technology and/or cosmetology instructor. Students are introduced to the most current techniques based on the National Cosmetology Association Trend Releases. Frank Phillips College is dedicated to providing each student with competencies that will meet the demands of today's full-service salons. Satisfactory completion of the total required hours of instruction entitles the student to a certificate of completion. The issuance of this certificate is considered evidence that the holder is qualified to take the examination given by the Texas Department of Licenses and Regulation. The capstone experience for this program of study is the State Board of Cosmetology Exam. Individuals passing the state examination qualify to practice as licensed cosmetologists in the state of Texas.

The demand for cosmetologists in today's market is constant as the working population seeks out cosmetic services more frequently. Cosmetologists may specialize in hair design, cutting, perming, coloring and/or make-up. Although many cosmetologists are self-employed as stylists, business opportunities are also available in the following occupational areas: consultant, supply distributor or instructor.

Admission to the Program

The Cosmetology program accepts students in fall, spring, and summer semesters. Each program has a student to faculty ratio of 25:1, and admission is offered to students who have completed all admission requirements on a first-come, first-served basis. When the program has enrolled students to capacity, the Director will create a wait list for students who may be admitted if space permits.

Students who are admitted into the Cosmetology program must meet all FPC admissions requirements and the following requirements:

1. Provide a birth certificate or driver's license.
2. Provide \$25.00 in money order, debit card, or credit card for the TDLR fee.

Cosmetology Licenses and Criminal Background

Texas Department of Licensing and Regulation (TDLR) has identified general factors that are considered in all cases. Individuals may request TDLR review their criminal background before actually applying for a license. The general factors considered in all cases, including licensure for cosmetologists are:

1. The nature and seriousness of the crime;
2. The relationship of the crime to the purposes for requiring a license to engage in the occupation;
3. The extent to which a license might offer an opportunity to engage in further criminal activity of the same type as that in which the applicant previously had been involved; and
4. The relationship of the crime to the ability, capacity, or fitness required to perform the duties and discharge the responsibilities of the licensed occupation.

In determining the fitness to perform the duties and discharge the responsibilities of the licensed occupation of a person who has been convicted of a crime, the agency will also consider the following:

1. The extent and nature of the person's past criminal activity;
2. The age of the person when the crime was committed;
3. The amount of time that has elapsed since the person's last criminal activity;
4. The conduct and work activity of the person before and after the criminal activity;
5. Evidence of the person's rehabilitation or rehabilitative effort while incarcerated or after release; and
6. Other evidence of the person's fitness, including letters of recommendation from:
 - a. Prosecutors and law enforcement and correctional officers who prosecuted, arrest, or had custodial responsibility for the person.
 - b. The sheriff or chief of police in the community where the person resides; and

- c. Any other person in contact with the convicted person.

Cosmetologists/Barbers

In addition to the above guidelines, certain criminal convictions for persons seeking any licensure may prevent the person from receiving state licensure. In addition, multiple violations of **any** criminal statute may reflect a pattern of behavior that renders the applicant unfit for the license.

Crimes involving prohibited sexual conduct or involving children as victims.

Reasons:

1. Licensees have direct contact with members of the general public often in settings with no one else present.
2. A person with a predisposition for crimes involving prohibited sexual conduct or involving children as victims would have the opportunity to engage in further similar conduct.

Crimes against the person such as homicide, kidnapping, and assault.

Reasons:

1. Licensees have direct contact with persons in situations that have potential for confrontational behavior.
2. A person with a predisposition of a violent response would pose a risk to the public.

Certificate of Completion – Barber

Required Courses

39 credit hours

Fall Semester

- BARB 1402 Barber Styling I 4
- BARB 1391 Special Topics in Barber/Hairstylist 3
- BARB 1404 Introduction to Barber Styling 4
- BARB 1442 Barber Styling II 4

Spring Semester

- BARB 2402 Barber Styling III 4
- BARB 2431 Advanced Barber Styling I 4
- BARB 2441 Advanced Barber Styling II 4

Summer Semester

- BARB 2432 Barber Law and Shop Management I 4
- BARB 2444 Barber Law and Shop Management II 4
- BARB 1491 Special Topics in Barber/Hairstylist4

Certificate of Completion – Cosmetology

Required Courses

34 credit hours

Fall Semester

- CSME 1443 Manicuring & Related Theory (CSME) 4
- CSME 1310 Introduction to Haircutting & Related Theory 3
- CSME 1405 Fundamentals of Cosmetology 4

Spring Semester

- CSME 2310 Intermediate Haircutting & Related Theory 3
- CSME 2237 Advanced Cosmetology Techniques 2
- CSME 2501 Principles of Hair Coloring & Related Theory 5
- CSME 1447 Principles of Skin Care/Facials & Related Theory 4
-

Summer Semester

- CSME 2439 Advanced Hair Design 4
- CSME 2541 Preparation for Texas Cosmetology Examination 5

Certificate of Completion - Nail Technology

Required Courses	19 credit hours
• CSME 1330 Orientation to Nail Technology	3
• CSME 1431 Principles of Nail Technology I	4
• CSME 1441 Principles of Nail Technology II	4
• CSME 1443 Manicuring & Related Theory (Nails)	4
• CSME 2430 Nail Enhancement	4

Certificate of Completion – Cosmetology Instructor

Required Courses	20 credit hours
• CSME 1434 Cosmetology Instructor I	4
• CSME 1435 Orientation to the Instruction of Cosmetology	4
• CSME 2414 Cosmetology Instructor II	4
• CSME 2443 Salon Development	4
• CSME 2449 Cosmetology Instructor III	4

Diesel Mechanic

The mission of the Diesel Mechanics Program is to provide students with an opportunity to master basic skills, transportation practices, and advanced technology and equipment repair such that they are employable in farm and ranching, industrial, educational, and governmental jobs in fleet maintenance and repair.

Certificate of Completion – Diesel Technology, Basic

• First Semester	12 credit hours
• DEMR 1301 Shop Safety and Procedures	3

- DEMR 1305 Basic Electrical Systems 3
- DEMR 1316 Basic Hydraulics 3
- DEMR 1323 Heating, Ventilation, Air Conditioning (HVAC) Troubleshooting and Repair 3
- **Second Semester** **12 credit hours**
 - DEMR 1306 Diesel Engine I 3
 - DEMR 1310 Diesel Engine Testing and Repair I 3
 - DEMR 1317 Basic Brake Systems 3
 - DEMR 1342 Power Train Applications I 3

Students must complete all pre-requisite courses, thus earning a Certificate of Completion in Diesel Technology, Basic prior to enrolling in Advanced certificates.

Certificate of Completion – Diesel Technology & Equipment Advanced

- **First Semester** **12 credit hours**
 - DEMR 2335 Advanced Hydraulics 3
 - DEMR 2332 Electronic Controls 3
 - DEMR 1335 Automatic Power Shift and Hydrostatic Transmissions I 3
 - DEMR 1349 Diesel Engine II 3
- **Second Semester** **9 credit hours**
 - DEMR 2334 Advanced Diesel Tune-Up and Troubleshooting 3
 - DEMR 1330 Steering and Suspension I 3
 - DEMR 2348 Failure Analysis 3
 - OR
 - DEMR 2339 Advanced Electrical Systems 3

Certificate of Completion – Diesel Transportation Advanced

- **First Semester** **6 credit hours**
 - CVOP 1145 Commercial Drivers License Overview 1
 - CVOP 1205 Commercial Drivers License Written Skills 2
 - CVOP 2205 Fundamental Driving Skills 2
 - CVOP 2131 Trucking Environment and Lifestyle 1

Instrumentation & Electrical Technology (I&E)

Associate in Applied Science Degree

The Instrumentation and Electrical Technology (I&E) program is intended to prepare students for positions within the petrochemical and related industries. The degree has distinct areas of concentration in Instrumentation Technology and Electrical Technology. Exit points include certificates of completion in each discipline area, as well as the Associate in Applied Science Degree. An internship experience is incorporated into the degree and the certificate programs to provide practical, relevant on-the-job training. For more information, contact the I&E center at ext. 721 or 875.

The 31 hour certificate of completion in Pump and Engine Technology (P&E) will prepare students for positions in both field and plant operations within the petrochemical and related industries.

Career Opportunities: There are several career options open to students who have completed the Instrumentation and Electrical Technology (I&E) degree program. The job outlook in this area is favorable and employers are actively seeking graduates of this type of program. Many petrochemical plants are now requiring potential employees to have an associate degree prior to the offer of employment. Students receiving an Associate of Applied Science in Instrumentation and Electrical Technology (I&E), or receiving one of the certificates, typically enter the career pathways listed below.

- Instrumentation Technology
- Electrical Technology
- Process Technology
- Pump & Engine Technology

Associate in Applied Science

Instrumentation & Electrical Technology (I&E) (CIP 150404)

• First Semester		15 credit hours
• ENGL 1301 Composition I		3
OR		
• ENGL 2311 Tech Writing		3
• ELPT 1319 Fundamentals of Electricity I		3
• INTC 1305 Introduction to Instrumentation		3
• INTC 1350 Digital Measurement and Controls		3
• PTAC 1308 Safety, Health, and Environment I		3
• Second Semester		15 credit hours
• INTC 1358 Flow and Measurement Calibration		3
• INTC 1355 Unit Operations		3
• INTC 1356 Instrumentation Calibration		3
• INTC 1348 Analytical Instrumentation		3
• MATH 1314 or other College-Level Math		3-4
• Third Semester		15 credit hours
• INTC 2336 Distributed Controls & PLC		3
• ELPT 1341 Motor Control		3
• ELPT 2347 Electrical Testing & Maintenance		3
• SPCH 1311 or 1318 College-level Speech		3

• INTC 2388 Internship-Instrumentation Technology	3
OR	
• INTC Special Topics in Instrumentation Technology	3
• Fourth Semester	15 credit hours
• HUMA 1315 Fine Arts Appreciation	3
• ELPT 2339 Electrical Power Distribution	3
• ELPT 1331 Survey of the National Electrical Code	3
OR	
• ELPT 1357 Industrial Wiring	3
• INTC 2339 Instrument and Control Review	3
• College-level Social or Behavioral Science	3
Total:	60 credit hours

Certificate of Completion - Instrumentation Technology

• First Semester	12 credit hours
• ELPT 1319 Fundamentals of Electricity I	3
• PTAC 1308 Safety, Health, and Environment I	3
• INTC 1350 Digital Measurement and Controls	3
• INTC 1305 Introduction to Instrumentation	3
• Second Semester	12 credit hours
• INTC 1348 Analytical Instrumentation	3
• INTC 1355 Unit Operations	3
• INTC 1358 Flow and Measurement Calibration	3
• INTC 2388 Internship-Instrumentation Technology	3
OR	
• INTC 1391 Special Topics in Instrumentation Technology	3
• Summer Session	9 credit hours
• INTC 1356 Instrumentation Calibration	3
• INTC 2336 Distributed Controls & PLC	3
• INTC 2339 Instrument and Control Review	3
Total:	33 credit hours

Certificate of Completion - Electrical Technology

• First Semester	12 credit hours
• ELPT 1319 Fundamentals of Electricity I	3
• PTAC 1308 Safety, Health, and Environment I	3
• INTC 1350 Digital Measurement and Controls	3
• ELPT 2347 Electrical Testing & Maintenance	3
• Second Semester	12 credit hours

• INTC 1305 Introduction to Instrumentation	3
• INTC 1355 Unit Operations	3
• ELPT 2339 Electrical Power Distribution	3
• ELPT 1357 Industrial Wiring	3
• Third Semester	9 credit hours
• ELPT 1341 Motor Control	3
• INTC 2339 Instrument and Control Review	3
• INTC 2388 Internship-Instrumentation Technology	3
OR	
• INTC 1391 Special Topics in Instrumentation Technology	3
Total:	33 credit hours

Certificate of Completion — Pump & Engine Technology (P&E)

I. First Semester	15 credit hours
• CBFM 2317 Mechanical Maintenance	3
• ENER 1330 Basic Mechanical Skills for Energy	3
• IEIR 1343 Industrial Equipment Maintenance	3
• ELPT 1319 Fundamentals of Electricity I	3
• INTC 1305 Introduction to Instrumentation	3
II. Second Semester	15 credit hours
• ELPT 1341 Motor Control	3
• INMT 2303 Pumps, Compressors & Mechanical Drives	3
• INTC 1355 Unit Operations (Capstone)	3
• HEMR 1304 Natural Gas Compression	3
• INTC 2388 Internship Instrumentation Technology	
OR	3
• INTC 1391 Special Topics in Instrumentation Technology	3
Total:	30 credit hours

Certificate of Completion — Process Technology

I. First Semester	16 credit hours
• INTC 1305 Introduction to Instrumentation	3
• PTAC 1302 Introduction to Process Technology	3
• PTAC 1308 Safety, Health & Environment I	3
• PTAC 1410 Process Technology I - Equipment	4
• MATH 1314 College Algebra	3
OR	
• MATH 1316 Plane Trigonometry	3
OR	
• MATH 2312 Pre-Calculus Math	3

II. Second Semester	14 credit hours
• PTAC 2420 Process Technology II - Systems	4
• PTAC 2438 Process Technology III - Operations	4
• PTAC 2346 Process Troubleshooting	3
• PTAC 2387 Internship-Process Technology	3
OR	
• PTAC 2314 Principles of Quality	3
Total:	30 credit hours

Occupational Skills Achievement Award

Instrumentation & Electrical Technology

- | | |
|---|---|
| • INTC 1305 Introduction to Instrumentation | 3 |
| • INTC 1350 Digital Measurement and Controls | 3 |
| • ELPT 1319 Fundamentals of Electricity I | 3 |
| • PTAC 1308 Safety, Health, and Environment I | 3 |

Total: **12 credit hours**

Occupational Skills Achievement Award

Process Technology

- | | |
|--|---|
| • PTAC 1302 Introduction to Process Technology | 3 |
| • PTAC 1308 Safety, Health, and Environment I | 3 |
| • INTC 1305 Introduction to Instrumentation | 3 |
| • PTAC 1410 Process Technology I - Equipment | 4 |

Total: **13 credit hours**

Licensed Vocational Nursing

Nursing Program

Upon satisfactory completion of a 12-month course of training the vocational nursing student is entitled to receive a Certificate of Completion and is prepared to function in a nursing situation as a graduate vocational nurse. A graduate vocational nurse is eligible to make application to the Texas Board of Nursing to take the NCLEX-PN to become a Licensed Vocational Nurse (LVN). The vocational nursing program at Frank Phillips College is approved by the Texas Board of Nursing and the Texas Higher Education Coordinating Board.

Career Opportunities

A world of opportunity awaits you as a Licensed Vocational Nurse. You will be prepared to function as a vital member of a health care team. For men and women who accept the responsibilities of the

profession, rewards will be plentiful and frequent. Your services will be in immediate demand and job prospects for the future appear excellent.

Special Admission Requirements

Admission to the vocational nursing program is competitive. Final admission determination and assignment to clinical sites is based on comparative scores on the HESI Entrance Exam. A sanction screen, background verification, and drug screen are required for all students entering the Vocational Nursing Program. The sanction screen, background verification, and drug screen will be performed at the student's expense. The outcome may disqualify a student from continuing in the nursing program. For further information contact the Vocational Nursing Department.

- Any individual making application to the Frank Phillips College Vocational Nursing Program must have completed high school or have a General Education Development Test Certificate (GED). An official transcript/copy of certificate must be on file in the Office of Admission and Records.
- Students must meet all the requirements for entrance to the college including taking the college entrance exam and achieve the minimum score set by the college.
- An official transcript from all colleges attended must be on file in Office of Admission and Records and a copy of all transcripts on file in the Nursing Department.
- Students must submit to a background verification which includes criminal history and Medicare/Medicaid Sanction Screen.
- All applicants must take the HESI nursing entrance test and achieve the acceptable scores.
- Must submit two letters of reference. Reference letters **should not** be from friends or relatives and **should not** be hand delivered. One letter should be from a former teacher (college or high school) and the second letter from a former employer or coworker.
- Upon acceptance applicants shall present evidence of being in good physical and mental health and show proof of a physical examination, dated not more than three months prior to acceptance.
- Required immunizations must be completed and submitted to the Borger campus nursing office by August 1st except for a TB test and a flu vaccination, which must be obtained at least 30 days prior to the first clinical day.
- WECM courses with equivalent or greater clock hours may be transferred to Frank Phillips College Nursing Program if a minimum grade of C was obtained.
- Transfer students will be considered for acceptance to the Frank Phillips College Nursing Program. All courses to be accepted must have a minimum grade of C. The transfer courses must have equivalent or greater clock hours and content compared to FPC course. In addition, the student may be asked to pass an exam and/or practicum for each course being transferred.

Licensed Vocational Nursing State Examination Rules Regarding Criminal Background

Student should be aware that the Board of Nurse Examiners may deny a license if the student's criminal background contains certain violations. Please read the statement that follows in order to determine your eligibility to take the exam.

Eligibility for Licensure

Applicants who answer yes to any of the Board of Nurse Examiner's questions must apply for a Declaratory Order through the Texas Board of Nursing, the questions include:

For any criminal offense, including those pending appeal, have you:

- A. been convicted of a misdemeanor?
- B. been convicted of a felony?
- C. pled nolo contendere, no contest, or guilty?
- D. received deferred adjudication?
- E. been placed on community supervision or court-ordered probation, whether or not adjudicated guilty?
- F. been sentenced to serve jail or prison time? court-ordered confinement?
- G. been granted pre-trial diversion?
- H. been arrested or any pending criminal charges?
- I. been cited or charged with any violation of the law?
- J. been subject of a court-martial; Article 15 violation; or received any form of military judgment/punishment/action?

(You may only exclude Class C misdemeanor traffic violations.)

NOTE: Expunged and Sealed Offenses: While expunged or sealed offenses, arrests, tickets, or citations need not be disclosed, it is your responsibility to ensure the offense, arrest, ticket or citation has, in fact, been expunged or sealed. It is recommended that you submit a copy of the Court Order expunging or sealing the record in question to our office with your application. Failure to reveal an offense, arrest, ticket, or citation that is not in fact expunged or sealed, will at a minimum, subject your license to a disciplinary fine. Nondisclosure of relevant offenses raises questions related to truthfulness and character.

NOTE: Orders of Non-Disclosure: Pursuant to Tex. Gov't Code § 552.142(b), if you have criminal matters that are the subject of an order of non-disclosure you are not required to reveal those criminal matters on this form. However, a criminal matter that is the subject of an order of non-disclosure may become a character and fitness issue. Pursuant to other sections of the Gov't Code chapter 411, the Texas Nursing Board is entitled to access criminal history record information that is the subject of an order of non-disclosure. If the Board discovers a criminal matter that is the subject of an order of non-disclosure, even if you properly did not reveal that matter, the Board may require you to provide information about that criminal matter.

Are you currently the target or subject of a grand jury or governmental agency investigation?

Has **any** licensing authority refused to issue you a license or ever revoked, annulled, cancelled, accepted surrender of, suspended, placed on probation, refused to renew a professional license, certificate or multi-state privilege held by you now or previously, or ever fined, censured, reprimanded or otherwise disciplined you?

Within the past five (5) years have you been addicted to and/or treated for the use of alcohol or any other drug?

Within the past five (5) years have you been diagnosed with, treated, or hospitalized for schizophrenia and/or psychotic disorder, bipolar disorder, paranoid personality disorder, antisocial personality disorder, or borderline personality disorder?

If "YES" indicate the condition: [] schizophrenia and/or psychotic disorders, [] bipolar disorder, [] paranoid personality disorder, [] antisocial personality disorder, [] borderline personality disorder

If you answered "YES" to any of the questions listed above, attach a letter of explanation that is dated and signed indicating the circumstance(s) you are reporting to the Board.

Special Attendance Requirements

Vocational nursing students will be required to attend review sessions for the NCLEX state licensure exam after the general student population is dismissed for approximately two weeks.

Clinical Sites

Borger

Golden Plains Community Hospital
Baptist Saint Anthony Hospice and Home Health
Buttercup Day Care
Caprock Nursing Home
Borger Independent School District
Stepping Stones Learning Center
Interim
BSA Compassion
Fritch Medical Clinic

Canadian

Hemphill County Hospital District
Hemphill County Home Care Services / Hospice Services
Canadian Family Physicians
Hope Awakened Counseling
Mesa View Assisted Living
Mesa View Senior Living
Canadian Independent School District

Dalhart

Dallam Hartley Counties Hospital District
Dalhart Independent School District
Dalhart Area Childcare Center
Core Health Clinic

Dumas

Moore County Hospital District
Family Health clinic
Bone and Joint
Adult Medicine
Internal Medicine
Foot and Ankle
Obstetrics & Gynecology
Memorial Nursing & Rehab
General Surgery

Creative Solutions
Great Plains Nursing and Rehab

Hereford

Hereford Health Clinic
Hereford Dialysis
Hereford Regional Medical Center
Hereford Nursing and Rehabilitation Center
Hereford Independent School District

Perryton

Ochiltree General Hospital
Capstone Healthcare - long-term facility
Hansford Manor - long-term facility - Spearman
Perryton Health Clinic - OCHD
Ochiltree General Hospital
OCHD Home Health and Hospice
Perryton ISD
Fresenius Kidney Care - Pampa
Crossroads (mental health) Perryton

Vocational Nursing Certificate of Completion

Satisfactory completion of the curriculum below makes the graduate eligible to apply for licensure as a Licensed Vocational Nurse.

SUMMER (Pre-requisites)	17 credit hours
• PSYC 2301 General Psychology	3
• BIOL 2401 Anatomy & Physiology I	4
• BIOL 2402 Anatomy & Physiology II	4
• HITT 1305 Medical Terminology	3
• BIOL 1322 Nutrition & Diet Therapy	3
FALL	15 credit hours
• VNSG 1402 Applied Nursing Skills I	4
• VNSG 1329 Medical-Surgical I	3
• VNSG 1126 Gerontology	1
• VNSG 1227 Essentials of Medication Administration	2
• VNSG 1231 Pharmacology	2
• VNSG 1360 Clinical-Practical Nurse Introductory	3
SPRING	13 credit hours
• VNSG 1136 Mental Health	1
• VNSG 1230 Maternal-Neonatal Nursing	2
• VNSG 1234 Pediatrics	2
• VNSG 1332 Medical-Surgical II	3

- VNSG 2260 Clinical-Practical Nurse Intermediate 2
- VNSG 2363 Clinical-Practical Nurse Advanced 3

Total: 45 credit hours

Licensure of Persons with Criminal Convictions, Mental Illness, or Treatment and/or Addiction for Alcohol or Drugs.

“The Board may rely solely on the conviction of a crime or probation for a crime, with or without an adjudication of guilt, to limit, deny, suspend, or revoke a license” (Texas Board of Nursing).

Disclosure of Criminal History or Disciplinary Actions

If you have been convicted, adjudged guilty by a court, plead guilty, no contest or nolo contendere to any crime in any state, territory or country, whether or not a sentence was imposed, including any pending criminal charges or unresolved arrests (excluding minor traffic violations), it must be disclosed to the Texas Board of Nursing. * This includes expunged offenses and deferred adjudications with or without prejudice of guilt. Please note that DUI's, DWI's, and PI's must be reported and are not considered minor traffic violations. (One time minor in possession (MIP) or minor in consumption (MIC) does not need to be disclosed).

Individuals who have had any licensing authority refuse to issue you a license or revoked, annulled, cancelled, accepted surrender of, suspended, placed on probation, refused to renew a professional license or certificate held by you now or previously, or ever fined, censured, reprimanded or other imposed disciplined action taken must be disclosed to the Texas Board of Nursing.

Disclosure of Mental Illness

The practice of professional nursing requires current mental fitness. The Board has identified certain disorders, which if occurring within the last 5 years, may indicate a potential lack of fitness. The disorders that must be disclosed to the Texas Board of Nursing include: schizophrenia and other psychotic disorders, bipolar disorder, paranoid personality disorder, anti-social personality disorder, or borderline personality disorder.

Disclosure of Treatment and/or Addiction for Alcohol or Drugs

The practice of professional nursing requires current sobriety and fitness. If you have been addicted to or treated (i.e. attending support groups, out-patient treatment centers) for the use of alcohol or any other drug within the last five (5) years, it must be disclosed to the Texas Board of Nursing.

Welding Technology

Certificate of Completion

The welding program is designed to train the student in the fundamentals of industrial welding processes with emphasis on layout and design. Specific areas of training include welding processes, welding procedures, blueprint reading, welding metallurgy, plate welding, pipe welding, pipe fitting, plate and pipe layout and fabrication, welding inspection and weld testing methods. Preparation for ASME testing is included in the curriculum.

Students that complete a list of required courses then complete a chosen area of specialization receive a certificate of completion. Possible areas of specialization include General Welding Specialist, which is designed to establish a strong foundation utilizing various welding techniques and processes, and Pipe Welding Specialist, which includes carbon steel and stainless steel alloys, utilizing SMAW, GMAW (MIG), and GTAW (TIG) processes in all positions. Also, students that complete the required basic skills courses of fourteen (14) credit hours will receive the marketable skills achievement award.

Special equipment is required of all welding students and includes the following: gloves, hood, goggles, and safety glasses.

Certificate of Completion – Welding Technology (Basic)

I. Required Courses 38 credit hours

FALL

- WLDG 1317 Introduction to Layout Fabrication 3
- WLDG 1204 Fundamentals of Oxy-Fuel Welding and Cutting 2
- DFTG 1325 Blueprint Reading and Sketching 3
- WLDG 1428 Intro. To Shielded Metal Arc Welding (SMAW) 4

SPRING

- WLDG 1337 Introduction to Welding Metallurgy 3
- WLDG 1457 Intermediate Shielded Metal Arc Welding (SMAW) 4
- WLDG 1435 Introduction to Pipe Welding 4
- WLDG 1202 Fundamentals of Gas Metal Arc Welding (GMAW) 2

SUMMER

- WLDG 2488 Internship – Welder/Welding Technologist* 4
- WLDG 2443 Advanced Shielded Metal Arc Welding (SMAW) 4
- WLDG 2506 Intermediate Pipe Welding 5

Students must complete all pre-requisite courses, thus earning a Certificate of Completion in Welding (Basic) prior to enrolling in Enhanced Skills certificates.

Certificate of Completion – Industrial Welding Enhanced Skills

II. Enhanced Skills in Industrial Welding 14 credit hours

- WLDG 1434 Intro. to Gas Tungsten Arc Welding (GTAW) 4

- WLDG 1206 Fund. of Gas Tungsten Arc Welding (GTAW) 2
- WLDG 2451 Advanced Gas Tungsten Arc Welding (GTAW) 4
- WLDG 2453 Advanced Pipe Welding 4

Enhanced Skills in Food-Grade Sanitary Welding

- WLDG 1391 Special Topics: Sanitary Welding 3
- WLDG 1491 Special Topics: Advanced Sanitary Welding 4

Pipe Welding Specialist

- WLDG 2453 Advanced Pipe Welding 4
- WLDG 1206 Fund. of Gas Tungsten Arc Welding (GTAW) 2

Total: 35-38 credit hours

Additional Welding Classes Offered:

- WLDG 1391 Special Topics 3
- WLDG 1305 Art Metals 3
- WLDG 2451 Advanced Gas Tungsten Arc Welding (GTAW) 4
- WLDG 2439 Advanced Oxy-Fuel Welding & Cutting 4
- WLDG 2447 Advanced Gas Metal Arc Welding (GMAW) 4
- WLDG 2452 Advanced Flux Cored Arc Welding 4
- PFPB 1443 Pipefitting Fabrication & Blueprint Reading 4
- PFPB 2408 Pipe Standards & Materials 4
- PFPB 2432 Adv. Pipefitting Standards, Specifications
& Installation 4
- PFPB 2443 Advanced Pipe Practices 4
- PFPB 2449 Field Measuring, Sketching & Layout 4

Certificate of Completion – Pipe Fitting Specialist

I. Required Courses 24 credit hours

- WLDG 1428 Introduction to Shielded Metal Arc Welding
(SMAW) 4
- PFPB 1443 Pipefitting Fabrication & Blueprint Reading 4
- PFPB 2408 Pipe Standards & Materials 4
- PFPB 2432 Adv. Pipefitting Standards, Specs.
& Installation 4

- PFPB 2443 Advanced Pipe Practices 4
- PFPB 2449 Field Measuring, Sketching & Layout 4

Occupational Skills Achievement Award in Basic Welding

I. Required Courses 12 credit hours

- WLDG 1204 Fundamentals of Oxy-Fuel Welding and Cutting 2
- WLDG 1317 Intro. to Layout Fabrication 3
- DFTG 1325 Blueprint Reading and Sketching 3
- WLDG 1428 Intro. to Shielded Metal Arc Welding (SMAW) 4
- WLDG 1202 Introduction to Gas Metal Arc (GMAW) Welding 2

Total: 14 credit hours

Academic Course Descriptions

ACCT 2301—Principles of Financial Accounting **THECB CIP 52.0301.5104**

3-1-3
***TRAN**

This course is an introduction to the fundamental concepts of financial accounting as prescribed by U.S. generally accepted accounting principles (GAAP) as applied to transactions and events that affect business organizations. Students will examine the procedures and systems to accumulate, analyze, measure, and record financial transactions. Students will use recorded financial information to prepare a balance sheet, income statement, statement of cash flows, and statement of shareholders' equity to communicate the business entity's results of operations and financial position to users of financial information who are external to the company. Students will study the nature of assets, liabilities, and owners' equity while learning to use reported financial information for purposes of making decisions about the company. Students will be exposed to International Financial Reporting Standards (IFRS).

Prerequisite: meet TSI college-readiness standard for Mathematics; or equivalent.

Recommended Corequisite: MATH 1324 – Mathematics for Business & Social Sciences

ACCT 2302—Principles of Managerial Accounting **THECB CIP 52.0301.5104**

3-1-3
***TRAN**

This course is an introduction to the fundamental concepts of managerial accounting appropriate for all organizations. Students will study information from the entity's accounting system relevant to decisions made by internal managers, as distinguished from information relevant to users who are external to the company. The emphasis is on the identification and assignment of product costs, operational budgeting and planning, cost control, and management decision making. Topics include product costing methodologies, cost behavior, operational and capital budgeting, and performance evaluation.

Prerequisite: ACCT 2301 (Principles of Financial Accounting) with a grade of C or better.

AGRI 1131—The Agricultural Industry **THECB CIP 01.0103.5201**

1-0-1
***TRAN**

Overview of agriculture and the American agricultural system, including an examination of career opportunities and requirements.

AGRI 1325—Marketing of Agricultural Products **THECB CIP 01.0102.5101**

3-0-3
***TRAN**

Essential marketing functions in the movement of agricultural commodities and products from producer to consumer.

AGRI 1329—Principles of Food Science **THECB CIP 01.1001.5101**

3-0-3
***TRAN**

Biological and scientific aspects of modern industrial food supply systems. Food classification, modern processing, nutritional quality, and quality control.

AGRI 1407—Agronomy **THECB CIP 01.1102.5101**

3-3-4
***CORE (030 Life & Physical Sciences)**

Principles and practices in the development, production, and management of field crops including growth and development, climate, plant requirements, pest management, and production methods. Laboratory activities will reinforce the fundamental principles and practices in the development, production, and management of field crops including growth and development, climate, plant requirements, pest management, and production methods.

(\$25 Course Fee)

AGRI 1419—Introductory Animal Science
THECB CIP 01.09015101

3-3-4
***CORE (Life & Physical Sciences)**

Scientific animal production and the importance of livestock and meat industries. Selection, reproduction, nutrition, management, and marketing of livestock. Laboratory activities will reinforce scientific animal production and the importance of livestock and meat industries. Selection, reproduction, nutrition, management, and marketing of livestock.

(\$25 Course Fee)

AGRI 2317—Introduction to Agricultural Economics
THECB CIP 01.0103.5101

3-0-3
***CORE (Component Area Option)**

Fundamental economic principles and their application in the agricultural industry.

AGRI 2321—Livestock Evaluation I
THECB CIP 01.0901.52.01

2-2-3
***TRAN**

Evaluation and grading of market cattle, swine, sheep, and goats and their carcasses and wholesale cuts. Emphasis will be placed on value determination. Selection and evaluation of breeding cattle, sheep, swine, and goats with emphasis on economically important traits.

(\$25 Course Fee)

AGRI 2330—Wildlife Conservation & Management
THECB CIP 03.0601.5101

3-0-3
***TRAN**

Principles and practices used in the production and improvement of wildlife resources. Aesthetic, ecological, and recreational uses of public and private lands.

ANTH 2302—Introduction to Archeology
THECB CIP 45.0301.5125

3-0-3
***TRAN**

The study of the human past through material remains. The course includes a discussion of methods and theories relevant to archeological inquiry. Topics may include the adoption of agriculture, response to environmental change, the emergence of complex societies, and ethics in the discipline.

ANTH 2346—General Anthropology
THECB CIP 45.0201.5125

3-0-3
***CORE (040 Language, Philosophy & Culture)**

The study of human beings, their antecedents, related primates, and their cultural behavior and institutions. Introduces the major subfields: physical and cultural anthropology, archeology, linguistics, their applications, and ethics in the discipline.

ANTH 2351—Cultural Anthropology
THECB CIP 45.0201.5325

3-0-3
***CORE (040 Language, Philosophy & Culture)**

The study of human cultures. Topics may include social organization, institutions, diversity, interactions between human groups, and ethics in the discipline.

ANTH 2401-Physical Anthropology
THECB CIP 45.0202.5125

3-3-4
***CORE (Life & Physical Sciences)**

The study of human origins and bio-cultural adaptations. Topics may include primatology, genetics, human variation, forensics, health, and ethics in the discipline. Laboratory activities include demonstrations of the major principles.

ARTS 1301—Art Appreciation **3-0-3**
THECB CIP 50.0703.5126 ***CORE (Creative Arts)**

A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts.

ARTS 1303—Art History I (Prehistoric to the 14th century) **3-0-3**
THECB CIP 50.0703.5226 ***CORE (Creative Arts)**

Or (Component Area Option)

A chronological analysis of the historical and cultural contexts of the visual arts from prehistoric times to the 14th century.

ARTS 1304—Art History II (14th century to the present) **3-0-3**
THECB CIP 50.0703.5226 ***CORE (Creative Arts)**

Or (Component Area Option)

A chronological analysis of the historical and cultural contexts of the visual arts from the 14th century to the present day.

BCIS 1305—Business Computer Applications **3-3-3**
THECB CIP 11.0202.5404 ***CORE (Component Area Option)**

Introduces and develops foundational skills in applying essential and emerging business productivity information technology tools. The focus of this course is on business productivity software applications, including word processing, spreadsheets, databases, presentation graphics, data analytics, and business-oriented utilization of the internet. (BCIS 1305 is included in the Business Field of Study.)

BCIS 1405—Business Computer Applications **3-3-4**
THECB CIP 11.0202.5404 ***CORE (Component Area Option)**

Introduces and develops foundational skills in applying essential and emerging business productivity information technology tools. The focus of this course is on business productivity software applications, including word processing, spreadsheets, databases, presentation graphics, data analytics, and business-oriented utilization of the internet.

BIOL 1308—Integrated Science: Biology for Non-Science Majors I **2-3-3**
THECB CIP 26.0101.5103 ***TRAN**

Provides a survey of biological principles with an emphasis on humans, including chemistry of life, cells, structure, function, and reproduction. Laboratory projects are included. This course is designed for elementary education majors transferring to WTA&M University.

BIOL 1322—Nutrition & Diet Therapy **3-0-3**
THECB CIP 19.0501.5109 ***CORE (Component Area Option)**

This course introduces general nutritional concepts in health and disease and includes practical applications of that knowledge. Special emphasis is given to nutrients and nutritional processes including functions, food sources, digestion, absorption, and metabolism. Food safety, availability, and nutritional information including food labels, advertising, and nationally established guidelines are addressed. (Cross-listed as HECO 1322)

BIOL 1406—Biology for Science Majors I **3-3-4**

THECB CIP 26.0101.5103***CORE (Life & Physical Sciences)**

Fundamental principles of living organisms will be studied, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are included. Laboratory activities will reinforce the fundamental principles of living organisms, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Study and examination of the concepts of cytology, reproduction, genetics, and scientific reasoning are included.

Recommended prerequisite: MATH 1314 or 1414 Successful completion of College Algebra or concurrent enrollment in higher-level mathematics is recommended.

(\$47 Course Fee)

BIOL 1407—Biology for Science Majors II**3-3-4****THECB CIP 26.0101.5103*****CORE (Life & Physical Sciences)**

The diversity and classification of life will be studied, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals. Laboratory activities will reinforce study of the diversity and classification of life, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals.

Recommended prerequisite: MATH 1314 or 1414 Successful completion of College Algebra or concurrent enrollment in higher-level mathematics is recommended.

Note: It is recommended that BIOL 1406 Biology for Science Majors I (lecture + lab) be taken before BIOL 1407.

(\$47 Course Fee)

BIOL 1408—Biology for Non-Science Majors I**3-3-4****THECB CIP 26.0101.5103*****CORE (Life & Physical Sciences)**

Provides a survey of biological principles with an emphasis on humans, including chemistry of life, cells, structure, function, and reproduction. Laboratory activities will reinforce a survey of biological principles with an emphasis on humans, including chemistry of life, cells, structure, function, and reproduction.

(\$47 Course Fee)

BIOL 1409—Biology for Non-Science Majors II**3-3-4****THECB CIP 26.0101.5103*****CORE (Life & Physical Sciences)**

This course will provide a survey of biological principles with an emphasis on humans, including evolution, ecology, plant and animal diversity, and physiology. Laboratory activities will reinforce a survey of biological principles with an emphasis on humans, including evolution, ecology, plant and animal diversity, and physiology.

(\$47 Course Fee)

BIOL 1411—General Botany**3-3-4****THECB CIP 26.0301.5103*****CORE (Life & Physical Sciences)**

Fundamental biological concepts relevant to plant physiology, life cycle, growth and development, structure and function, and cellular and molecular metabolism. The role of plants in the environment, evolution, and phylogeny of major plant groups, algae, and fungi. Laboratory activities will reinforce fundamental biological concepts relevant to plant physiology, life cycle, growth and development, structure and function, and cellular and molecular

metabolism. The role of plants in the environment, evolution, and phylogeny of major plant groups, algae, and fungi. (This course is intended for science majors.)

Recommended prerequisite: MATH 1314 or 1414 Successful completion of College Algebra or concurrent enrollment in higher-level mathematics is recommended.

(\$47 Course Fee)

BIOL 1413—General Zoology

THECB CIP 26.0701.5103

3-3-4

***CORE (Life & Physical Sciences)**

Fundamental biological concepts relevant to animals, including systematics, evolution, structure and function, cellular and molecular metabolism, reproduction, development, diversity, phylogeny, and ecology. Laboratory activities will reinforce fundamental biological concepts relevant to animals, including systematics, evolution, structure and function, cellular and molecular metabolism, reproduction, development, diversity, phylogeny, and ecology. (This course is intended for science majors.)

Recommended prerequisite: MATH 1314 or 1414 Successful completion of College Algebra or concurrent enrollment in higher-level mathematics is recommended.

(\$47 Course Fee)

BIOL 2401—Anatomy & Physiology I

THECB CIP 26.0707.5103

3-3-4

***CORE (Life & Physical Sciences)**

Anatomy and Physiology I is the first part of a two-course sequence. It is a study of the structure and function of the human body including cells, tissues and organs of the following systems: integumentary, skeletal, muscular, nervous and special senses. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. The lab provides a hands-on learning experience for exploration of human system components and basic physiology. Systems to be studied include integumentary, skeletal, muscular, nervous, and special senses.

Prerequisite: Passage or exemption from the ELAR section of a TSI approved test or completion of ENGL 0312 with a grade of C or better.

(\$47 Course Fee)

BIOL 2402—Anatomy & Physiology II

THECB CIP 26.0707.5103

3-3-4

***CORE (Life & Physical Sciences)**

Anatomy and Physiology II is the second part of a two-course sequence. It is a study of the structure and function of the human body including the following systems: endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics). Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. The lab provides a hands-on learning experience for exploration of human system components and basic physiology. Systems to be studied include endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics).

Prerequisite: Completion of BIOL 2401 with a grade of C or better.

(\$47 Course Fee)

BIOL 2406—Environmental Biology

THECB CIP 26.1305.5103

3-3-4

***CORE (Life & Physical Sciences)**

Principles of environmental systems and ecology, including biogeochemical cycles, energy transformations, abiotic interactions, symbiotic relationships, natural resources and their management, lifestyle analysis, evolutionary trends, hazards and risks, and approaches to ecological research. Laboratory activities will reinforce principles of environmental systems and ecology, including biogeochemical cycles, energy transformations, abiotic interactions, symbiotic relationships, natural resources and their management, lifestyle analysis, evolutionary trends, hazards and risks, and approaches to ecological research.

Recommended prerequisite: MATH 1314 or 1414 Successful completion of College Algebra or concurrent enrollment in higher-level mathematics is recommended.

(\$47 Course Fee)

BIOL 2420—Microbiology for Non-Science Majors

3-3-4

THECB CIP 26.0503.5103

***TRAN**

This course covers basic microbiology and immunology and is primarily directed at pre-nursing, pre-allied health, and non-science majors. It provides an introduction to historical concepts of the nature of microorganisms, microbial diversity, the importance of microorganisms and acellular agents in the biosphere, and their roles in human and animal diseases. Major topics include bacterial structure as well as growth, physiology, genetics, and biochemistry of microorganisms. Emphasis is on medical microbiology, infectious diseases, and public health. This course covers basic microbiology and immunology and is primarily directed at pre-nursing, pre-allied health, and non-science majors. It provides an introduction to historical concepts of the nature of microorganisms, microbial diversity, the importance of microorganisms and acellular agents in the biosphere, and their roles in human and animal diseases. Major topics include bacterial structure as well as growth, physiology, genetics, and biochemistry of microorganisms. Emphasis is on medical microbiology, infectious diseases, and public health.

Prerequisite: Completion of BIOL 2401 with a grade of C or better.

(\$47 Course Fee)

BIOL 2421—Microbiology for Science Majors

3-3-4

THECB CIP 26.0502.5103

***CORE (Life & Physical Sciences)**

Principles of microbiology, including metabolism, structure, function, genetics, and phylogeny of microbes. The course will also examine the interactions of microbes with each other, hosts, and the environment. Laboratory activities will reinforce principles of microbiology, including metabolism, structure, function, genetics, and phylogeny of microbes. The course will also examine the interactions of microbes with each other, hosts, and the environment.

Prerequisite: Completion of BIOL 2401 with a grade of C or better.

(\$47 Course Fee)

BUSI 1301—Business Principles

3-0-3

THECB CIP 52.0101.5104

***CORE (Component Area Option)**

This course provides a survey of economic systems, forms of business ownership, and considerations for running a business. Students will learn various aspects of business, management, and leadership functions; organizational considerations; and decision-making processes. Financial topics are introduced, including accounting, money and banking, and securities markets. Also included are discussions of business challenges in the legal and regulatory environment, business ethics, social responsibility, and international business. Emphasized is the dynamic role of business in everyday life.

BUSI 2301—Business Law

3-0-3

THECB CIP 52.0101.5104

***TRAN**

The course provides the student with foundational information about the U.S. legal system and dispute resolution, and their impact on business. The major content areas will include general principles of law, the relationship of business and the U.S. Constitution, state and federal legal systems, the relationship between law and ethics, contracts, sales, torts, agency law, intellectual property, and business law in the global context.

Prerequisite: High school coursework in U.S. history and government, or equivalent.

BUSI 2304—Business Report Writing & Correspondence **3-0-3**
THECB CIP 23.1303.5212 ***TRAN**

Theory and applications for technical reports and correspondence in business.

BUSI 2305—Business Statistics **3-0-3**
THECB CIP 52.1302.5104 ***TRAN**

Descriptive and inferential statistical techniques for business and economic decision-making. Topics include the collection, description, analysis, and summarization of data; probability; discrete and continuous random variables; the binomial and normal distributions; sampling distributions; tests of hypotheses; estimation and confidence intervals; linear regression; and correlation analysis. Statistical software is used to analyze data throughout the course. (BUSI 2305 is included in the Business Field of Study.)

Prerequisites: MATH 1324 Mathematics for Business & Social Science Majors or MATH 1314 College Algebra; BCIS 1305/1405 Business Computer Applications

CHEM 1405—Introductory Chemistry I **3-3-4**
THECB CIP 40.0501.5103 ***CORE (Life & Physical Sciences)**

Survey course introducing chemistry. Topics may include inorganic, organic, biochemistry, food/physiological chemistry, and environmental/consumer chemistry. Designed for allied health students and for students who are not science majors.

(\$25 Course Fee)

CHEM 1407—Introductory Chemistry II **3-3-4**
THECB CIP 40.0501.5103 ***CORE (Life & Physical Sciences)**

Survey course introducing chemistry. Topics may include inorganic, organic, biochemistry, food/physiological chemistry, and environmental/consumer chemistry. Designed for allied health students and for students who are not science majors.

(\$25 Course Fee)

CHEM 1411—General Chemistry I **3-3-4**
THECB CIP 40.0501.5203 ***CORE (Life & Physical Sciences)**

Fundamental principles of chemistry for majors in the sciences, health sciences, and engineering; topics include measurements, fundamental properties of matter, states of matter, chemical reactions, chemical stoichiometry, periodicity of elemental properties, atomic structure, chemical bonding, molecular structure, solutions, properties of gases, and an introduction to thermodynamics and descriptive chemistry. Introduction of the scientific method, experimental design, data collection and analysis, and preparation of laboratory reports.

Prerequisite: MATH 1314 or 1414 College Algebra or equivalent academic preparation. High school chemistry is strongly recommended.

(\$25 Course Fee)

CHEM 1412—General Chemistry II **3-3-4**

THECB CIP 40.0501.5503***CORE (Life & Physical Sciences)**

Chemical equilibrium; phase diagrams and spectrometry; acid-base concepts; thermodynamics; kinetics; electrochemistry; nuclear chemistry; an introduction to organic chemistry and descriptive inorganic chemistry. Introduction of the scientific method, experimental design, chemical instrumentation, data collection and analysis, and preparation of laboratory reports.

Prerequisite: CHEM 1411 General Chemistry I (Lecture + Lab) or CHEM 1409 General Chemistry for Engineering Majors (Lecture + Lab)

(\$25 Course Fee)

CHEM 2423—Organic Chemistry I**3-3-4****THECB CIP 40.0504.5203*****CORE (Life & Physical Sciences)**

Fundamental principles of organic chemistry will be studied, including the structure, bonding, properties, and reactivity of organic molecules; and properties and behavior of organic compounds and their derivatives. Emphasis is placed on organic synthesis and mechanisms. Includes study of covalent and ionic bonding, nomenclature, stereochemistry, structure and reactivity, reaction mechanisms, functional groups, and synthesis of simple molecules. Laboratory activities will reinforce fundamental principles of organic chemistry, including the structure, bonding, properties, and reactivity of organic molecules; and properties and behavior of organic compounds and their derivatives. Emphasis is placed on organic synthesis and mechanisms. Includes study of covalent and ionic bonding, nomenclature, stereochemistry, structure and reactivity, reaction mechanisms, functional groups, and synthesis of simple molecules. Methods for the purification and identification of organic compounds will be examined. THIS COURSE IS INTENDED FOR STUDENTS IN SCIENCE OR PRE-PROFESSIONAL PROGRAMS.

Prerequisite: CHEM 1412 General Chemistry II (Lecture + Lab)

(\$25 Course Fee)

CHEM 2425—Organic Chemistry II**3-3-4****THECB CIP 40.0504.5203*****CORE (Life & Physical Sciences)**

Advanced principles of organic chemistry will be studied, including the structure, properties, and reactivity of aliphatic and aromatic organic molecules; and properties and behavior of organic compounds and their derivatives. Emphasis is placed on organic synthesis and mechanisms. Includes study of covalent and ionic bonding, nomenclature, stereochemistry, structure and reactivity, reaction mechanisms, functional groups, and synthesis of simple molecules. Laboratory activities reinforce advanced principles of organic chemistry, including the structure, properties, and reactivity of aliphatic and aromatic organic molecules; and properties and behavior of organic compounds and their derivatives. Emphasis is placed on organic synthesis and mechanisms. Includes study of covalent and ionic bonding, nomenclature, stereochemistry, structure and reactivity, reaction mechanisms, functional groups, and synthesis of simple molecules. THIS COURSE IS INTENDED FOR STUDENTS IN SCIENCE OR PRE-PROFESSIONAL PROGRAMS.

Prerequisite: CHEM 2423 Organic Chemistry I (Lecture + Lab)

(\$25 Course Fee)

COMM 2311—Media Writing**3-0-3****THECB CIP 09.0401.5706*****TRAN**

Fundamentals of writing for the mass media. Includes instruction in professional methods and techniques for gathering, processing, and delivering content.

CRIJ 1301—Introduction to Criminal Justice**3-0-3**

THECB CIP 43.0104.5124***CORE (Component Area
Option)**

This course provides a historical and philosophical overview of the American criminal justice system, including the nature, extent, and impact of crime; criminal law; and justice agencies and processes.

**CRIJ 1306—Court Systems & Practices
THECB CIP 43.0104.5424****3-0-3
*TRAN**

This course is a study of the court system as it applies to the structures, procedures, practices and sources of law in American courts, using federal and Texas statutes and case law.

**CRIJ 1307—Crime in America
THECB CIP 45.0401.5225****3-0-3
*TRAN**

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
THECB CIP 43.0104.5424****3-0-3
*TRAN**

This course is the study of criminal law including application of definitions, statutory elements, defenses and penalties using Texas statutes, the Model Penal Code, and case law. The course also analyzes the philosophical and historical development of criminal law and criminal culpability.

**CRIJ 2313—Correctional Systems & Practices
THECB CIP 43.0104.5424****3-0-3
*TRAN**

This course is a survey of institutional and non-institutional corrections. Emphasis will be placed on the organization and operation of correctional systems; treatment and rehabilitation; populations served; Constitutional issues; and current and future issues.

**CRIJ 2314—Criminal Investigation
THECB CIP 43.0104.5524****3-0-3
*TRAN**

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

**CRIJ 2328—Police Systems & Practices
THECB CIP 43.0104.5724****3-0-3
*TRAN**

This course examines the establishment, role and function of police in a democratic society. It will focus on types of police agencies and their organizational structure, police-community interaction, police ethics, and use of authority.

**DRAM 1310—Theater Appreciation
THECB CIP 50.0501.5126****3-0-3
*TRAN**

Survey of theater including its history, dramatic works, stage techniques, production procedures, and relation to other art forms. Participation in productions may be required.

**ECON 2301—Principles of Macroeconomics
THECB CIP 45.0601.5125****3-0-3
*CORE (Social and
Behavioral Sciences)**

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.

Prerequisite: Passage of or exemption from the ELAR Section of a TSI approved test or completion of ENGL 0312 with a grade of C or better.

ECON 2302—Principles of Microeconomics
THECB CIP 45.0601.5125

3-0-3
***CORE (Social and Behavioral Sciences)**

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.

Prerequisite: Passage of or exemption from the ELAR Section of a TSI approved test or completion of ENGL 0312 with a grade of C or better.

EDUC 1100—Learning Framework
THECB CIP 42.2701.5125

1-1-1
***CORE (Component Area Option)**

A study of the: research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and 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 continually draw from the theoretical models they have learned. (Cross-listed as PSYC 1100) (NOTE: While traditional study skills courses include some of the same learning strategies – e.g., note-taking, reading, test preparation etc. – as learning framework courses, the focus of study skills courses is solely or primarily on skill acquisition. Study skills courses, which are not under-girded by scholarly models of the learning process, are not considered college-level, and, therefore, are distinguishable from Learning Framework courses.)

Prerequisite: 30 hours of college-level credit.
(\$25 Course Fee)

EDUC 1301—Introduction to the Teaching Profession
THECB CIP 13.0101.5109

3-1-3
***CORE (Component Area Option)**

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. The course provides students with opportunities 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 should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards; and the course must include a minimum of 16 contact hours of field experience in P-12 classrooms.

Prerequisite: Passage of or exemption from the ELAR Section of a TSI approved test or completion of ENGL 0312 with a grade of C or better.

EDUC 2301—Introduction to Special Populations
THECB CIP 13.1001.5109

3-1-3
***TRAN**

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. The course provides students with opportunities to participate in early field observations of P12 special populations and should be aligned as applicable with State Board for Educator

Certification Pedagogy and Professional Responsibilities standards. Must include a minimum of 16 contact hours of field experience in P-12 classrooms with special populations.

Prerequisite: EDUC 1301 Introduction to the Teaching Profession

ENGL 0101—Co-requisite Reading\Writing **0-1-1**
THECB CIP 32.0108.6012 ***DEV**

Class is taken simultaneously with ENGL 1301. This class fulfills TSI requirement for reading and/or writing, and may not fulfill baccalaureate requirements.

(Does not count toward a degree.)

ENGL 0312—Developmental Writing **3-1-3**
THECB CIP 32.0108.5312 ***DEV**

Development of college-level writing focusing on idea generation, drafting, organization, revision, and utilization of standard English.

(Does not count toward a degree.)

ENGL 1301—Composition I **3-0-3**
THECB CIP 23.1301.5112 ***CORE (Communication)**
or (Component Area Option)

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Prerequisite: Passage of or exemption from the ELAR Section of a TSI approved test or completion of ENGL 0312 with a grade of C or better.

Note: ENGL 1301 is a pre-requisite for all 2000-level literature courses.

ENGL 1302—Composition II **3-0-3**
THECB CIP 23.1301.5112 ***CORE (Component Area Option)**

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

Prerequisite: ENGL 1301

ENGL 2307—Creative Writing **3-0-3**
THECB CIP 23.1302.5112 ***TRAN**

Practical experience in the techniques of imaginative writing. May include fiction, nonfiction, poetry, screenwriting, or drama.

Prerequisite: (1)ENGL 1301 (2) and ENGL 1302 or ENGL 2311

ENGL 2311-Technical & Business Writing **3-0-3**
THECB CIP 23.1303.5112 ***CORE (Component Area Option)**

Intensive study of and practice in professional settings. Focus on the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, e-mail messages, letters, and descriptions of products

and services. Practice individual and collaborative processes involved in the creation of ethical and efficient documents.

ENGL 2321—British Literature

3-0-3

(single semester course)

THECB CIP 23.1404.5112

***CORE (Language,
Philosophy, and Culture)**

A survey of the development of British literature from the Anglo-Saxon period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

Prerequisite: (1)ENGL 1301 (2) **and** ENGL 1302 or ENGL 2311

ENGL 2323—British Literature II

3-0-3

THECB CIP 23.1404.5112

***TRAN**

A survey of the development of British literature from the Romantic period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

Prerequisite: (1)ENGL 1301 (2) **and** ENGL 1302 or ENGL 2311

ENGL 2326—American Literature

3-0-3

(single semester course)

THECB CIP 23.1402.5112

***CORE (Language,
Philosophy, and Culture)**

A survey of American literature from the period of exploration and settlement to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

Prerequisite: (1)ENGL 1301 (2) **and** ENGL 1302 or ENGL 2311

ENGL 2327—American Literature I

3-0-3

THECB CIP 23.1402.5112

***TRAN**

A survey of American literature from the period of exploration and settlement through the Civil War. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

Prerequisite: (1)ENGL 1301 (2) **and** ENGL 1302 or ENGL 2311

ENGL 2328—American Literature II

3-0-3

THECB CIP 23.1402.5112

***TRAN**

A survey of American literature from the Civil War to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

Prerequisite: (1)ENGL 1301 (2) **and** ENGL 1302 or ENGL 2311

ENGL 2331—World Literature

3-0-3

(single semester course)

THECB CIP 16.0104.5213

***TRAN**

A survey of world literature from the ancient world to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

Prerequisite: (1)ENGL 1301 (2) **and** ENGL 1302 or ENGL 2311

ENGL 2332—World Literature I THECB CIP 16.0104.5213	3-0-3 *CORE (Language, Philosophy, and Culture)
A survey of world literature from the ancient world through the sixteenth century. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Prerequisite: (1)ENGL 1301 (2) and ENGL 1302 or ENGL 2311	
ENGL 2333—World Literature II THECB CIP 16.0104.5213	3-0-3 *CORE (Language, Philosophy, and Culture)
A survey of world literature from the seventeenth century to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Prerequisite: (1)ENGL 1301 (2) and ENGL 1302 or ENGL 2311	
ENGL 2341—Forms of Literature (single semester course) THECB CIP 16.0104.5113	3-0-3 *CORE (Language, Philosophy, and Culture) Or (Component Area Option)
The study of one or more literary genres including, but not limited to, poetry, fiction, drama, and film. Prerequisite: (1)ENGL 1301 (2) and ENGL 1302 or ENGL 2311	
ESOL 0301—ESOL Reading and Vocabulary THECB CIP 32.0108.5612	0-3-3 *DEV
Develops English reading proficiency and vocabulary for academic, career, or personal purposes in speakers of languages other than English and prepares them to function in a multicultural, multilingual society. (Does not count toward a degree.)	
ESOL 0302—ESOL Writing for Non-Native Speakers THECB CIP 32.0108.5412	0-3-3 *DEV
Focuses on strategies and techniques of writing and composition. Open only to non-native speakers. (Does not count toward a degree.)	
ESOL 0303—ESOL Grammar for Non-Native Speakers THECB CIP 32.0108.5712	0-3-3 *DEV
Focuses on Standard English grammar usage for academic purposes. Open only to non-native speakers. (Does not count toward a degree.)	
ESOL 0304—ESOL Oral Communication THECB CIP 32.0108.5512	0-3-3 *DEV
Develops listening and speaking skills in speakers of languages other than English and prepares them to function in educational, vocational and/or personal English-speaking contexts. (Does not count toward a degree.)	
FYIS 0301—First Year Institute Seminar THECB CIP 32.0101.5212	3-1-3 *DEV

Examines factors that underlie learning, success, and personal development in higher education. Topics covered include information processing, memory, strategic learning, self-regulation, goal setting, motivation, educational and career planning, and learning styles. Techniques of study such as time management, listening and note taking, text marking, library and research skills, preparing for examinations, and utilizing learning resources are covered. Includes courses in college orientation and developments of students' academic skills that apply to all disciplines. All first semester freshmen must enroll in the course during their first semester of college.

A final grade of C or higher is required, or the student must repeat the course.

(Does not count toward a degree.)

GEOL 1403—Physical Geology
THECB CIP 40.0601.5403

3-3-4
***CORE (Life & Physical Sciences)**

Introduction to the study of the materials and processes that have modified and shaped the surface and interior of Earth over time. These processes are described by theories based on experimental data and geologic data gathered from field observations. Laboratory activities will cover methods used to collect and analyze earth science data.

(\$25 Course Fee)

GEOL 1404—Historical Geology
THECB CIP 40.0601.5403

3-3-4
***CORE (Life & Physical Sciences)**

A comprehensive survey of the history of life and major events in the physical development of Earth as interpreted from rocks and fossils. Laboratory activities will introduce methods used by scientists to interpret the history of life and major events in the physical development of Earth from rocks and fossils.

Prerequisites: GEOL 1403 Physical Geology

(\$25 Course Fee)

GOVT 2304—Introduction to Political Science
THECB CIP 45.1001.5225

3-0-3
***CORE (Component Area Option)**

Introductory survey of the discipline of political science focusing on the scope, and methods of the field, and the substantive topics in the discipline including the theoretical foundations of politics, political interaction, political institutions and how political systems function.

Prerequisite: Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0312 with a grade of C or better.

GOVT 2305—Federal Government
 (Federal constitution & topics)

THECB CIP 45.1002.5125

3-0-3
***CORE (Government/Political Science)**

Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

Prerequisite: Passage of or exemption from the ELAR Section of a TSI approved test or completion of ENGL 0312 with a grade of C or better.

GOVT 2306—Texas Government
 (Texas constitution & topics)

THECB CIP 45.1002.5125

3-0-3
***CORE (Government/Political Science)**

Origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas.

Prerequisite: Passage of or exemption from the ELAR Section of a TSI approved test or completion of ENGL 0312 with a grade of C or better.

GOVT 2311—Mexican American and Latinx Politics
THECB CIP 05.0203.5425

3-0-3
***TRAN**

The study of Mexican American and Latinx politics within the American political experience. Topics include historical, cultural, socioeconomic, and constitutional issues that pertain to the study of Mexican Americans and other Latinx populations in the United States. Other topics such as political participation, governmental institutions, electoral politics, political representation, demographic trends, and other contemporary public policy debates will also be addressed.

Prerequisite: Passage of or exemption from the ELAR Section of a TSI approved test or completion of ENGL 0312 with a grade of C or better.

HIST 1301—United States History I
THECB CIP 54.0102.5125

3-0-3
***CORE (American History)**

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

Prerequisite: Passage of or exemption from the ELAR Section of a TSI approved test or completion of ENGL 0312 with a grade of C or better.

HIST 1302—United States History II
THECB CIP 54.0102.5125

3-0-3
***CORE (American History)**

A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

Prerequisite: Passage of or exemption from the ELAR Section of a TSI approved test or completion of ENGL 0312 with a grade of C or better.

HIST 2301—Texas History
THECB CIP 54.0102.5225

3-0-3
***CORE (American History)**

A survey of the political, social, economic, cultural, and intellectual history of Texas from the pre-Columbian era to the present. Themes that may be addressed in Texas History include: Spanish colonization and Spanish Texas; Mexican Texas; the Republic of Texas; statehood and secession; oil, industrialization, and urbanization; civil rights; and modern Texas.

Prerequisite: Passage of or exemption from the ELAR Section of a TSI approved test or completion of ENGL 0312 with a grade of C or better.

HIST 2311—Western Civilization I
THECB CIP 54.0101.5425

3-0-3
***CORE (Language,
Philosophy, and Culture)**

A survey of the social, political, economic, cultural, religious, and intellectual history of Europe and the Mediterranean world from human origins to the 17th century. Themes that should be addressed in Western Civilization I include the cultural legacies of Mesopotamia, Egypt, Greece, Rome, Byzantium, Islamic civilizations, and Europe through the Middle Ages, Renaissance, and Reformations.

Prerequisite: Passage of or exemption from the ELAR Section of a TSI approved test or completion of ENGL 0312 with a grade of C or better.

HIST 2312—Western Civilization II

3-0-3

THECB CIP 54.0101.5425

***TRAN**

A survey of the social, political, economic, cultural, religious, and intellectual history of Europe and the Mediterranean world from the 17th century to the modern era. Themes that should be addressed in Western Civilization II include absolutism and constitutionalism, growth of nation states, the Enlightenment, revolutions, classical liberalism, industrialization, imperialism, global conflict, the Cold War, and globalism.

Prerequisite: Passage of or exemption from the ELAR Section of a TSI approved test or completion of ENGL 0312 with a grade of C or better.

HIST 2321—World Civilizations I

3-0-3

THECB CIP 54.0101.5325

***TRAN**

A survey of the social, political, economic, cultural, religious, and intellectual history of the world from the emergence of human cultures through the 15th century. The course examines major cultural regions of the world in Africa, the Americas, Asia, Europe, and Oceania and their global interactions over time. Themes include the emergence of early societies, the rise of civilizations, the development of political and legal systems, religion and philosophy, economic systems and trans-regional networks of exchange. The course emphasizes the development, interaction and impact of global exchange.

Prerequisite: Passage of or exemption from the ELAR Section of a TSI approved test or completion of ENGL 0312 with a grade of C or better.

HIST 2327—Mexican American History I

3-0-3

(to the United States-Mexico War Era)

THECB CIP 54.0102.5425

***CORE (Component Area Option)**

A survey of the economic, social, political, intellectual, and cultural history of Mexican Americans/Chicanx. Periods include early indigenous societies, conflict and conquest, early European colonization and empires, New Spain, early revolutionary period, Mexican independence and nation building, United States expansion to the United States-Mexico War Era. Themes to be addressed are mestizaje and racial formation in the early empire, rise and fall of native and African slavery, relationship to early global economies, development of New Spain's/Mexico's northern frontier, gender and power, missions, resistance and rebellion, emergence of Mexican identities, California mission secularization, Texas independence, United States' wars with Mexico, and the making of borders and borderlands.

Prerequisite: Passage of or exemption from the ELAR Section of a TSI approved test or completion of ENGL 0312 with a grade of C or better.

HIST 2328—Mexican American History II

3-0-3

(from the United States-Mexico War Era)

THECB CIP 54.0102.5425

***CORE (Component Area Option)**

A survey of the economic, social, political, intellectual, and cultural history of Mexican Americans/Chicanx. Periods include the United States-Mexico War Era, incorporation of Northern Mexico into the United States, Porfirian Mexico, and the nineteenth century American

West, 1910 Mexican Revolution and Progressive Era, the Great Depression and New Deal, World War II and the Cold War, Civil Rights Era, Conservative Ascendancy, the age of NAFTA and turn of the 21st Century developments. Themes to be addressed are the making of borders and borderlands, impact of Treaty of Guadalupe Hidalgo, gender and power, migration and national identities, citizenship and expulsion, nineteenth century activism and displacement, industrialization and the making of a transnational Mexican working class, urbanization and community formation, emergence of a Mexican American Generation, war and citizenship, organized advocacy and activism, Chicano Movement, changing identifications and identities, trade and terrorism.

Prerequisite: Passage of or exemption from the ELAR Section of a TSI approved test or completion of ENGL 0312 with a grade of C or better.

HUMA 1315—Fine Arts Appreciation

3-0-3

THECB CIP 50.0101.5126

***CORE (Creative Arts)**

This course is an exploration of the purposes and processes in the visual and performing arts (such as music, painting, architecture, drama, and dance) and the ways in which they express the values of cultures and human experience.

KINE 1306—First Aid

3-0-3

THECB CIP 51.1504.5316

***TRAN**

Instruction and practice for emergency care. Designed to enable students to recognize and avoid hazards within their environment, to render intelligent assistance in case of accident or sudden illness, and to develop skills necessary for the immediate and temporary care of the victim. Successful completion of the course may enable the student to receive a certificate from a nationally recognized agency.

KINE 1308—Sports Officiating

2-2-3

THECB CIP 31.0101.5123

***TRAN**

The purpose of the course is to study officiating requirements for sports and games with an emphasis on mechanics, rule interpretation, and enforcement.

KINE 1321—Coaching/Sports/Athletics I

2-2-3

THECB CIP 31.0505.5123

***TRAN**

Study of the history, theories, philosophies, rules, and terminology of competitive sports. Includes coaching techniques.

KINE 1346—Drug Use & Abuse

3-0-3

THECB CIP 51.1504.5216

***TRAN**

Study of the use, misuse and abuse of drugs and other harmful substances in today's society. Physiological, sociological, pharmacological and psychological factors will be emphasized.

KINE 2356—Care and Prevention of Athletic Injuries

2-2-3

THECB CIP 51.0913.5216

***TRAN**

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.

MATH 0114—Co-requisite Math Lab

0-1-1

THECB CIP 32.0104.5119

***DEV**

Class is taken simultaneously with MATH 1314 or MATH 1342. This class fulfills TSI requirement for math, and may not fulfill baccalaureate requirements.

(Does not count toward a degree.)

MATH 0303—Intermediate Algebra 3-1-3
THECB CIP 32.0104.5219 *DEV

A study of relations and functions, inequalities, algebraic expressions and equations (absolute value, polynomial, radical, rational), with a special emphasis on linear and quadratic expressions and equations.

(Does not count toward a degree.)

MATH 1314—College Algebra 3-0-3
THECB CIP 27.0101.5419 *CORE (Mathematics)

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.

Prerequisite: Completion of MATH 0303 with a grade of C or better or placement by an approved TSI test.

MATH 1316—Plane Trigonometry 3-0-3
THECB CIP 27.0101.5319 *CORE (Mathematics)

In-depth study and applications of trigonometry including definitions, identities, inverse functions, solutions of equations, graphing, and solving triangles. Additional topics such as vectors, polar coordinates and parametric equations may be included.

Prerequisite: Completion of MATH 0303 with a grade of C or better or placement by an approved TSI test.

MATH 1324—Mathematics for Business & Social Sciences 3-0-3

THECB CIP 27.0301.5219 *CORE (Mathematics)

The application of common algebraic functions, including polynomial, exponential, logarithmic, and rational, to problems in business, economics, and the social sciences are addressed. The applications include mathematics of finance, including simple and compound interest and annuities; systems of linear equations; matrices; linear programming; and probability, including expected value.

Recommended pre-requisite: Completion of MATH 1314 with a grade of C or better.

Prerequisite: Completion of MATH 0303 with a grade of C or better or placement by an approved TSI test.

MATH 1325—Calculus for Business & Social Sciences 3-0-3
THECB CIP 27.0301.5319 *CORE (Mathematics)

This course is the basic study of limits and continuity, differentiation, optimization and graphing, and integration of elementary functions, with emphasis on applications in business, economics, and social sciences. This course is not a substitute for MATH 2313 or 2413, Calculus I.

Prerequisite: MATH 1314 or 1414 College Algebra or MATH 1324 Mathematics for Business and Social Sciences

MATH 1332—Contemporary Mathematics (Quantitative Reasoning) 3-0-3

THECB CIP 27.0101.5119 *CORE (Mathematics)

Intended for Non-STEM (Science, Technology, Engineering, and Mathematics) majors. Topics include introductory treatments of sets and logic, financial mathematics, probability and statistics with appropriate applications. Number sense, proportional reasoning, estimation, technology, and communication should be embedded throughout the course. Additional topics may be covered.

Prerequisite: Completion of MATH 0303 with a grade of C or better or placement by an approved TSI test.

MATH 1342—Elementary Statistical Methods **3-0-3**
THECB CIP 27.0501.5119 ***CORE (Mathematics)**

Collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended.

Prerequisite: Completion of MATH 0303 with a grade of C or better or placement by an approved TSI test.

MATH 1350—Mathematics for Teachers I (Fundamentals of Mathematics I) **3-0-3**
THECB CIP 27.0101.5619 ***CORE (Component Area Option)**

This course is intended to build or reinforce a foundation in fundamental mathematics concepts and skills. It includes the conceptual development of the following: sets, functions, numeration systems, number theory, and properties of the various number systems with an emphasis on problem solving and critical thinking.

Prerequisite: MATH 1314 or 1414 College Algebra

MATH 1351—Mathematics for Teachers II (Fundamentals of Mathematics II) **3-0-3**
THECB CIP 27.0101.5719 ***CORE (Component Area Option)**

This course is intended to build or reinforce a foundation in fundamental mathematics concepts and skills. It includes the concepts of geometry, measurement, probability, and statistics with an emphasis on problem solving and critical thinking.

Prerequisites: MATH 1314 or 1414 College Algebra and MATH 1350 with a grade of C or better.

MATH 2312—Pre-calculus Math **3-0-3**
THECB CIP 27.0101.5819 ***CORE (Mathematics)**

In-depth combined study of algebra, trigonometry, and other topics for calculus readiness.

Prerequisite: MATH 1314 or 1414 College Algebra or the equivalent preparation

MATH 2313—Calculus I **3-0-3**
THECB CIP 27.0101.5919 ***TRAN**

Limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of areas.

Prerequisite: MATH 2312 Pre-Calculus Math or equivalent preparation

MATH 2315—Calculus III **3-0-3**
THECB CIP 27.0101.6119 ***CORE (Mathematics)**

Advanced topics in calculus, including vectors and vector-valued functions, partial differentiation, Lagrange multipliers, multiple integrals, and Jacobians; application of the line integral, including Green's Theorem, the Divergence Theorem, and Stokes' Theorem.

Prerequisite: MATH 2314 or MATH 2414 Calculus II

MATH 2318—Linear Algebra **3-0-3**

THECB CIP 27.0101.6319 ***CORE (Mathematics)**

Introduces and provides models for application of the concepts of vector algebra. Topics include finite dimensional vector spaces and their geometric significance; representing and solving systems of linear equations using multiple methods, including Gaussian elimination and matrix inversion; matrices; determinants; linear transformations; quadratic forms; eigenvalues and eigenvector; and applications in science and engineering.

Prerequisite: MATH 2314 or MATH 2414 Calculus II

MATH 2320—Differential Equations **3-0-3**

THECB CIP 27.0101.6419 ***CORE (Mathematics)**

Ordinary differential equations, including linear equations, systems of equations, equations with variable coefficients, existence and uniqueness of solutions, series solutions, singular points, transform methods, and boundary value problems; application of differential equations to real-world problems.

Prerequisite: MATH 2314 or MATH 2414 Calculus II

MATH 2413—Calculus I **3-1-4**

THECB CIP 27.0101.5919 ***CORE (Mathematics)**

Limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of areas.

Prerequisite: MATH 2312 or MATH 2412 Pre-Calculus Math or equivalent preparation

MATH 2414—Calculus II **3-1-4**

THECB CIP 27.0101.6019 ***CORE (Mathematics)**

Differentiation and integration of transcendental functions; parametric equations and polar coordinates; techniques of integration; sequences and series; improper integrals.

Prerequisite: MATH 2313 or 2413 Calculus I

MATH 2420—Differential Equations **3-1-4**

THECB CIP 27.0101.6419 ***TRAN**

Ordinary differential equations, including linear equations, systems of equations, equations with variable coefficients, existence and uniqueness of solutions, series solutions, singular points, transform methods, and boundary value problems; application of differential equations to real-world problems.

Prerequisite: MATH 2314 or MATH 2414 Calculus II

MUSI 1306—Music Appreciation **3-0-3**

THECB CIP 50.0902.5126 ***CORE (Creative Arts)**

Understanding music through the study of cultural periods, major composers, and musical elements, illustrated with audio recordings and live performances. Course does not apply to a music major degree.

PHED 1144—Freshman Varsity Athletics I **0-1-1**

THECB CIP 36.0108.5123 ***TRAN**

Instruction and participation in physical and recreational activities.
(\$18 Course Fee)

PHED 1145—Freshman Varsity Athletics II **0-1-1**

THECB CIP 36.0108.5123 ***TRAN**

Instruction and participation in physical and recreational activities.

(\$18 Course Fee)

PHED 1164—Introduction to Physical Fitness & Wellness **1-1-1**
THECB CIP 31.0501.5223 ***TRAN**

This course will provide an overview of the lifestyle necessary for fitness and health. Students will participate in physical activities and assess their fitness status. Students will be introduced to proper nutrition, weight management, cardiovascular health, flexibility, and strength training.
(\$18 Course Fee)

PHED 1301—Foundations of Kinesiology **3-0-3**
THECB CIP 31.0501.5223 ***TRAN**

The purpose of this course is to provide students with an introduction to human movement that includes the historical development of physical education, exercise science, and sport. This course offers the student both an introduction to the knowledge base, as well as information on expanding career opportunities.

PHED 1304—Personal/Community Health **3-0-3**
THECB CIP 51.1504.5116 ***CORE (Component Area Option)**

This course provides an introduction to the fundamentals, concepts, strategies, applications, and contemporary trends related to understanding personal and/or community health issues. This course also focuses on empowering various populations with the ability to practice healthy living, promote healthy lifestyles, and enhance individual well-being.

PHED 1308—Sports Officiating **2-2-3**
THECB CIP 31.0101.5123 ***TRAN**

The purpose of the course is to study officiating requirements for sports and games with an emphasis on mechanics, rule interpretation, and enforcement.

PHED 1321—Coaching/Sports/Athletics I **2-2-3**
THECB CIP 31.0505.5123 ***TRAN**

Study of the history, theories, philosophies, rules, and terminology of competitive sports. Includes coaching techniques.

PHED 1331—Physical Education for Elementary Education Majors **3-1-3**
THECB CIP 31.0501.5223 ***CORE (Component Area Option)**

An overview of the program of activities in elementary school physical education. Includes the study and practice of activities and principles that promote physical fitness with an emphasis on historical development, philosophical implications, physical fitness, and kinesiology.

PHED 1338—Concepts of Physical Fitness **3-0-3**
THECB CIP 31.0501.5123 ***TRAN**

This course is designed to familiarize students with knowledge, understanding and values of health related fitness and its influence on the quality of life emphasizing the development and implementation of fitness programs.

PHED 2144—Sophomore Varsity Athletics I **0-1-1**
THECB CIP 36.0108.5123 ***TRAN**

Instruction and participation in physical and recreational activities.
(\$18 Course Fee)

PHED 2145—Sophomore Varsity Athletics II THECB CIP 36.0108.5123 Instruction and participation in physical and recreational activities. (\$18 Course Fee)	0-1-1 *TRAN
PHED 2356—Care and Prevention of Athletic Injuries THECB CIP 51.0913.5216 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.	2-2-3 *TRAN
PHIL 2306—Introduction to Ethics THECB CIP 38.0101.5312 The systematic evaluation of classical and/or contemporary ethical theories concerning the good life, human conduct in society, morals, and standards of value.	3-0-3 *TRAN
PHYS 1401—College Physics I THECB CIP 40.0801.5303	3-3-4 *CORE (Life & Physical Sciences)
Fundamental principles of physics, using algebra and trigonometry; the principles and applications of classical mechanics and thermodynamics, including harmonic motion, mechanical waves and sound, physical systems, Newton's Laws of Motion, and gravitation and other fundamental forces; with emphasis on problem solving. Laboratory activities will reinforce fundamental principles of physics, using algebra and trigonometry; the principles and applications of classical mechanics and thermodynamics, including harmonic motion, mechanical waves and sound, physical systems, Newton's Laws of Motion, and gravitation and other fundamental forces; emphasis will be on problem solving. Prerequisites: MATH 1314 or 1414 College Algebra AND MATH 1316 Plane Trigonometry or MATH 2312 or 2412 Pre-Calculus (\$25 Course Fee)	
PHYS 1402—College Physics II THECB CIP 40.0801.5303	3-3-4 *CORE (Life & Physical Sciences)
Fundamental principles of physics, using algebra and trigonometry; the principles and applications of electricity and magnetism, including circuits, electrostatics, electromagnetism, waves, sound, light, optics, and modern physics topics; with emphasis on problem solving. Laboratory activities will reinforce fundamental principles of physics, using algebra and trigonometry; the principles 196 and applications of electricity and magnetism, including circuits, electrostatics, electromagnetism, waves, sound, light, optics, and modern physics topics; with emphasis on problem solving. Prerequisites: PHYS 1401 College Physics I (lecture + lab)	
PHYS 1403—Stars and Galaxies THECB CIP 40.0201.5103	3-3-4 *CORE (Life & Physical Sciences)
Study of stars, galaxies, and the universe outside our solar system. May or may not include a laboratory. (Cross-listed as ASTR 1403, 1303, & 1103) (\$25 Course Fee)	
PHYS 1404—Solar System	3-3-4

THECB CIP 40.0201.5203***CORE (Life & Physical Sciences)**

Study of the sun and its solar system, including its origin. May or may not include a laboratory.
(Cross-listed as ASTR 1404, 1304, & 1104)
(\$25 Course Fee)

**PHYS 1415—Physical Science I
THECB CIP 40.0101.5103****3-3-4
*CORE (Life & Physical Sciences)**

Course, designed for non-science majors, that surveys topics from physics, chemistry, geology, astronomy, and meteorology.
(\$25 Course Fee)

**PHYS 1417—Physical Science II
THECB CIP 40.0101.5103****3-3-4
*CORE (Life & Physical Sciences)**

Course, designed for non-science majors, that surveys topics from physics, chemistry, geology, astronomy, and meteorology.
(\$25 Course Fee)

**PHYS 2425—University Physics I
THECB CIP 40.0801.5203****3-3-4
*CORE (Life & Physical Sciences)**

Fundamental principles of physics, using calculus, for science, computer science, and engineering majors; the principles and applications of classical mechanics, including harmonic motion, physical systems and thermodynamics; and emphasis on problem solving. Basic laboratory experiments supporting theoretical principles presented involving the principles and applications of classical mechanics, including harmonic motion and physical systems; experimental design, data collection and analysis, and preparation of laboratory reports.
Prerequisite: MATH 2313 or 2413 Calculus I
(\$25 Course Fee)

**PHYS 2426—University Physics II
THECB CIP 40.0801.5503****3-3-4
*CORE (Life & Physical Sciences)**

Principles of physics for science, computer science, and engineering majors, using calculus, involving the principles of electricity and magnetism, including circuits, electromagnetism, waves, sound, light, and optics. Laboratory experiments supporting theoretical principles presented involving the principles of electricity and magnetism, including circuits, electromagnetism, waves, sound, light, and optics; experimental design, data collection and analysis, and preparation of laboratory reports.
Prerequisites: PHYS 2425 University Physics I and MATH 2414 Calculus II

**PMTH 0303—Pre-Nursing Math
THECB CIP 32.0104.5219****3-0-3
*DEV**

Designed to review basic math concepts that will be included on the HESI Mathematics Admission test. The success of a student in nursing school can be directly related to their understanding the concepts covered in the admission exams. This course will help prepare the Pre-Nursing student for success in the mathematics portion of the entrance exams.

**PSYC 1100—Learning Framework
THECB CIP 42.2701.5125****1-1-1
*CORE (Component Area Option)**

A study of the: research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and 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 continually draw from the theoretical models they have learned. (Cross-listed as PSYC 1100) (NOTE: While traditional study skills courses include some of the same learning strategies – e.g., note-taking, reading, test preparation etc. – as learning framework courses, the focus of study skills courses is solely or primarily on skill acquisition. Study skills courses, which are not under-girded by scholarly models of the learning process, are not considered college-level, and, therefore, are distinguishable from Learning Framework courses.)

Prerequisite: 30 hours of college-level credit.
(\$25 Course Fee)

PSYC 2301—General Psychology
THECB CIP 42.0101.5125

3-0-3
***CORE (Social and Behavioral Sciences)**

General Psychology is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes.

Prerequisite: Passage of or exemption from the ELAR Section of a TSI approved test or completion of ENGL 0312 with a grade of C or better.

PSYC 2306—Human Sexuality
THECB CIP 42.0101.5325

3-0-3
***CORE (Component Area Option)**

This course will provide an overview of the broad field of human sexuality. Topics will be covered from various perspectives – biological, sociological, anthropological, etc., but will focus primarily on the psychological perspective. The goal is for each student to learn factual, scientifically based information that will provoke thought and contribute to his/her own decision-making on sexual issues outside of the classroom. (Cross-listed as SOCI 2306)

Prerequisite: Completion of PSYC 2301 with a grade of C or better.

PSYC 2308—Child Psychology
THECB CIP 42.2703.5125

3-0-3
***CORE (Component Area Option)**

This course will address psychological development from conception through middle childhood with references to physical, cognitive, social and personality changes. Students will examine the interplay of biological factors, human interaction, social structures and cultural forces in development.

Prerequisite: Completion of PSYC 2301 with a grade of C or better.

PSYC 2314—Lifespan Growth & Development
THECB CIP 42.2703.5125

3-0-3
***CORE (Social and Behavioral Sciences)**

Life-Span Growth and Development is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death.

Prerequisite: Completion of PSYC 2301 with a grade of C or better.

PSYC 2315—Psychology of Adjustment

3-0-3

THECB CIP 42.0101.5625***CORE (Component Area Option)**

Study of the processes involved in adjustment of individuals to their personal and social environments.

Prerequisite: Completion of PSYC 2301 with a grade of C or better.

PSYC 2317—Statistical Methods in Psychology**3-0-3****THECB CIP 42.0101.5225*****TRAN**

This course covers descriptive and inferential statistics used in psychological research and assessment. It includes measurement, characteristics of distributions; measures of central tendency and variability; transformed scores; correlation and regression; probability theory; and hypotheses testing and inference. (PSYC 2317 is included in the Psychology Field of Study.)

Prerequisite: Completion of PSYC 2301 with a grade of C or better.

PSYC 2319—Social Psychology**3-0-3****THECB CIP 42.2707.5125*****TRAN**

Study of individual behavior within the social environment. Topics may include sociopsychological processes, attitude formation and change, interpersonal relations, group processes, self, social cognition, and research methods. (PSYC 2319 is included in the Psychology Field of Study.)

Prerequisite: Completion of PSYC 2301 with a grade of C or better.

SOCI 1301—Introduction to Sociology**3-0-3****THECB CIP 45.1101.5125*****CORE (Social and Behavioral Sciences)**

The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance.

SOCI 1306—Social Problems**3-0-3****THECB CIP 45.1101.5225*****CORE (Component Area Option)**

Application of sociological principles and theoretical perspectives to major social problems in contemporary society such as inequality, crime and violence, substance abuse, environmental issues, deviance, or family problems.

Prerequisite: Completion of SOCI 1301 with a grade of C or better.

SOCI 2301—Marriage & the Family**3-0-3****THECB CIP 45.1101.5425*****TRAN**

Sociological and theoretical analysis of the structures and functions of the family, the varied cultural patterns of the American family, and the relationships that exist among the individuals within the family, as well as the relationships that exist between the family and other institutions in society.

Prerequisite: Completion of SOCI 1301 with a grade of C or better.

SOCI 2326—Social Psychology**3-0-3****THECB CIP 42.2707.5125*****TRAN**

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.

Prerequisite: Completion of SOCI 1301 with a grade of C or better.

SPAN 1411—Beginning Spanish I 3-2-4
THECB CIP 16.0905.5113 *TRAN

Basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students will acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the beginner level.

SPAN 1412—Beginning Spanish II 3-2-4
THECB CIP 16.0905.5113 *TRAN

Continued development of basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the high beginner to low intermediate level.

SPAN 2311—Intermediate Spanish I 3-1-3
THECB CIP 16.0905.5213 *CORE (Language,
Philosophy, and Culture)

The consolidation of skills acquired at the introductory level. Further development of proficiency in listening, speaking, reading and writing. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world.

SPAN 2312—Intermediate Spanish II 3-1-3
THECB CIP 16.0905.5213 *CORE (Language,
Philosophy, and Culture)

The consolidation of skills acquired at the introductory level. Further development of proficiency in listening, speaking, reading and writing. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world.

SPAN 2313—Spanish for Native/Heritage Speakers I 3-1-3
THECB CIP 16.0905.5213 *CORE (Language,
Philosophy, and Culture)

Builds upon existing oral proficiencies of heritage speakers of Spanish. Enhances proficiencies in the home-based language by developing a full range of registers including public speaking and formal written discourse. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world.

SPAN 2315—Spanish for Native/Heritage Speakers II 3-1-3
THECB CIP 16.0905.5213 *CORE (Language,
Philosophy, and Culture)

Builds upon existing oral proficiencies of heritage speakers of Spanish. Enhances proficiencies in the home-based language by developing a full range of registers including public speaking and formal written discourse. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world.

SPCH 1311—Introduction to Speech Communication 3-0-3
THECB CIP 09.0101.5106 *CORE (Communication)

Introduces basic human communication principles and theories embedded in a variety of contexts including interpersonal, small group, and public speaking.

SPCH 1315—Public Speaking 3-0-3
THECB CIP 09.0101.5306 *CORE (Communication)

Application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech

organizational techniques to develop students' speaking abilities, as well as ability to effectively evaluate oral presentations.

SPCH 1318—Interpersonal Communication
THECB CIP 09.0101.5406

3-0-3
***CORE (Communication) or**
(Component Area Option)

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
THECB CIP 09.0101.5206

3-0-3
***CORE (Communication) or**
(Component Area Option)

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 mediated formats.

Career/Technical Course Descriptions

Agriculture

AGAH 1343—Animal Health **THECB CIP 01.0302.0000**

3-0-3
***CTE**

An overview of anatomy and physiology as it relates to animal health. Topics include disease symptoms, basic immunology, diagnosis, prevention, and control of infectious and non-infectious diseases of animals.

End-of-Course Outcomes: Summarize the importance of livestock diseases and animal health; diagnose symptoms and identify causes of various animal diseases; and implement preventative and treatment methods for various animal diseases.

AGAH 1347—Animal Reproduction **THECB CIP 01.0302.0000**

2-2-3
***CTE**

Study of organs, functions, endocrinology, and common management practices related to reproduction.

End-of-Course Outcomes: Identify reproductive organs and functions; relate endocrinology to the reproductive process; and implement managerial practices designed to improve reproductive efficiency.

AGAH 1370—Donor and Recipient Management **THECB CIP 01.0302.0000**

2-2-3
***CTE**

Review of breed influence and genetic variables that affect reproductive potential. Donor and recipient herd health, nutrition and other metabolic inputs and considerations that affect reproductive performance. Recipient synchronization and donor ovary stimulation protocols and data tracking.

End-of-Course Outcomes: Summarize genetic, phenotypic and environmental influences on reproductive potential for both donor and recipient cows. Outline donor and recipient ovarian stimulation protocols. Accomplish data tracking for parentage donor production and implantation success with fresh and frozen embryos.

AGAH 1371—Advanced Bovine Embryology **THECB CIP 01.0302.0000**

2-2-3
***CTE**

Advanced study in embryo evaluation standards set forth by International Embryo Transfer Society (IETS), in preparation for transfer. Embryo laboratory handling including embryo location and movement, media composition standards, staging and grading and loading straws transfer. Embryo ID and pregnancy tracking in recipients.

End-of-Course Outcomes: Demonstrate knowledge of IETS embryo evaluation standards of stage of development and quality. Knowledge of embryo and handling, media composition and standards. Summarize IETS standard embryo identification and pregnancy rate tracking in recipients.

AGAH 1372—Bovine Embryo Cryopreservation **THECB CIP 01.0302.0000**

2-2-3
***CTE**

Principles of embryo physiology and morphology in relation to effects of different cryopreservation solutions and procedures. Overview of various techniques of cryopreservation of cells and embryos as well as equipment, supplies and media used in preparation of embryos for cryopreservation. Procedures thawing and rehydration of cryopreserved embryos.

End-of-Course Outcomes: Knowledge of embryo physiology and morphology. Identification and knowledge of current cryopreservation procedures. Demonstrate usage of equipment, supplies and media used in embryo cryopreservation. Demonstrate current procedures for thawing and/or rehydration of cryopreserved embryos.

AGAH 1373—Advanced Reproductive Techniques **2-2-3**
THECB CIP 01.0302.0000 ***CTE**

Introduction to specialized techniques in embryo transfer. Primary emphasis on IVF, including oocyte recovery techniques, in-vitro maturation, fertilization and embryo culture and micromanipulation techniques.

End-of-Course Outcomes: Summarize the reasons for and benefits to implementation of specific advanced reproductive techniques. Knowledge of oocyte recovery techniques and evaluation standards in oocyte grading. Outline knowledge of in-vitro fertilization and embryo culture procedures. Knowledge of historic and current techniques in embryo micromanipulation and evaluation.

AGAH 1391—Special Topics in Animal Sciences, **2-2-3**
General
THECB CIP 01.0901.0000 ***CTE**

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.

End-of-Course Outcomes: Learning outcomes/objectives are determined by local occupational need and business and industry trends.

AGAH 1453—Beef Cattle Production **3-3-4**
THECB CIP 01.0302.0000 ***CTE**

An overview of the beef cattle industry. Topics include the organization and operation of beef cattle enterprises, selection breeding, reproduction, health, nutrition, management, and marketing.

End-of-Course Outcomes: Summarize the importance of the beef cattle industry and its role in food production; identify beef cattle breeds, classes, and products; and implement managerial practices designed to increase the efficiency of beef cattle production.

AGAH 2309—Ranch and Feedlot Jobs and Development **2-2-3**
THECB CIP 01.0302.0000 ***CTE**

Study of the proper maintenance of livestock and facilities.

End-of-Course Outcomes: Identify facilities and instruments needed to properly handle and contain livestock; outline facilities needed to maintain livestock operations; and implement livestock management practices.

AGAH 2313—Principles of Feeds and Feeding **2-2-3**
THECB CIP 26.0707.0000 ***CTE**

Study of the role and application of feed nutrients and additives. Topics include comparative aspects of digestion, absorption, and metabolism of nutrients. Emphasis on identification of nutrient requirements and formulation of dietary feeding regimens.

End-of-Course Outcomes: Outline the roles and functions of feed nutrients and non-nutritive feed additives; describe and compare digestion, absorption, and metabolism; compute dietary feeding regimens; and identify nutritional problems as related to digestive systems.

AGAH 2386—Internship-Animal/Livestock Husbandry **0-18-3**
and Production

THECB CIP 01.0302.0000***CTE**

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.

End-of-Course Outcomes: As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry; and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

AGCR 1307—Range Management**3-3-3****THECB CIP 01.1106.0000*****CTE**

Practical problems of managing native pastures and rangelands. Includes rangeland ecology, stocking rates, rotation systems, toxic plants, range reseeding, brush control, and ecological and physiological responses of range vegetation to grazing.

End-of-Course Outcomes: Identify range problems including toxic plants, overgrazing, and water distribution; evaluate brush control methods including biological, mechanical, chemical, and range burning; generate range reseeding, soil fertility, and water development plans; design rotational grazing systems; and compute stocking rates.

AGCR 1341—Forage and Pasture Management**3-3-3****THECB CIP 01.0304.0000*****CTE**

Study of the production and management of forage crops and pastures including establishment, fertilization, weed control, grazing systems, rotational grazing, hay, seed production, and harvesting.

End-of-Course Outcomes: Develop techniques and management practices to optimize pasture and forage production; evaluate forage nutritive quality in relation to livestock production goals; and identify weed species, forage and pasture plants.

AGCR 1407—Range Management**3-3-4****THECB CIP 01.1106.0000*****CTE**

Practical problems of managing native pastures and rangelands. Includes rangeland ecology, stocking rates, rotation systems, toxic plants, range reseeding, brush control, and ecological and physiological responses of range vegetation to grazing.

End-of-Course Outcomes: Identify range problems including toxic plants, overgrazing, and water distribution; evaluate brush control methods including biological, mechanical, chemical, and range burning; generate range reseeding, soil fertility, and water development plans; design rotational grazing systems; and compute stocking rates.

AGEQ 2340—Equine Seminar**2-2-3****THECB CIP 01.0507.0000*****CTE**

Capstone course designed to illustrate previously learned competencies associated with the equine industry.

End-of-Course Outcomes: Analyze and effectively communicate current research within the equine industry.

AGMG 2301—Livestock Business Management**3-0-3****THECB CIP 01.0101.0000*****CTE**

Instruction in contracts, leases, laws and regulations, estate planning, and applications of personnel and management principles.

End-of-Course Outcomes: Discuss contract terms related to livestock and real estate; explain laws and regulations pertaining to the livestock industry; illustrate the importance of

estate planning; and compare the personnel and management techniques employed in the livestock industry.

Barber, Cosmetology, Cosmetology Instructor & Nail Technology

BARB 1391—Special Topics in Barber/Hairstylist 2-3-3
THECB CIP 12.0402.0000 *CTE

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.

End-of-Course Outcomes: Learning outcomes/objectives are determined by local occupational need and business and industry trends.

BARB 1402—Barber Styling I 2-3-4
THECB CIP 12.0402.0000 *CTE

Continued development in haircutting techniques and implementation of basic styling. Introduction to chemical reformation.

End-of-Course Outcomes: Perform haircutting techniques including shear, razor, and clipper; demonstrate a variety of styling techniques; demonstrate techniques used in chemical reformation; and practice safety and sanitation.

BARB 1404—Introduction to Barber Styling 2-4-4
THECB CIP 12.0402.0000 *CTE

Basic techniques for hair cutting. Introduction to the related skills of shampooing and treatments, and of trimming beards and mustaches.

End-of-Course Outcomes: Identify and discuss hair products and their chemistry; demonstrate shampooing and treatment techniques and identify the basic anatomy of the head, face, and neck; demonstrate standard shaving techniques; define haircutting terms and exhibit proficiency in giving a basic haircut; and practice safety and sanitation.
(\$740.57 Barber Kit Fee)

BARB 1442—Barber Styling II 2-4-4
THECB CIP 12.0402.0000 *CTE

Instruction in haircutting techniques with emphasis on intermediate hands-on application of skills.

End-of-Course Outcomes: Demonstrate intermediate haircutting techniques; perform chemical texturizing procedures; and practice safety and sanitation.

BARB 1491—Special Topics in Barber/Hairstylist 2-4-4
THECB CIP 12.0402.0000 *CTE

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.

End-of-Course Outcomes: Learning outcomes/objectives are determined by local occupational need and business and industry trends.

BARB 2402—Barber Styling III 2-2-4
THECB CIP 12.0402.0000 *CTE

Continued skill development in haircutting and styling. Emphasizes advanced techniques in chemical procedures. Introduction to hairpieces and facials.

End-of-Course Outcomes: Perform haircutting, styling and coloring; demonstrate the use of hairpieces; perform facial techniques and procedures; and practice safety and sanitation.

BARB 2431—Advanced Barber Styling I
THECB CIP 12.0402.0000

2-3-4
***CTE**

Advanced skills in all areas of haircutting hairstyling and skincare. Introduction to haircoloring techniques.

End-of-Course Outcomes: Perform advanced haircutting and hairstyling techniques; evaluate different skin types and skin disorders; Demonstrate hair color techniques; and practice safety and sanitation.

BARB 2432—Barber Law and Shop Management I
THECB CIP 12.0402.0000

2-3-4
***CTE**

Introduction to Texas barber law and business management.

End-of-Course Outcomes: Describe business operation ethics and marketing; apply job search techniques and workplace competencies; and review Texas barber law and safety and sanitation.

BARB 2441—Advanced Barber Styling II
THECB CIP 12.0402.0000

3-2-4
***CTE**

Continuation of barber styling with further refinement of all skills and theory for licensure.

End-of-Course Outcomes: Perform advanced styling operations; apply massage manipulations to the neck, head, and face; explain the use of chemicals in hair coloring; perform chemical services; and practice safety and sanitation.

BARB 2444—Barber Law and Shop Management II
THECB CIP 12.0402.0000

2-3-4
***CTE**

Continuation of barber law and shop management. Includes advanced business management and preparation for the State Board Examination for a barber license.

End-of-Course Outcomes: Compare management functions of a barber shop owner and manager; define types of business ownership; explain shop layout factors; discuss advertising; explain the causes of business failure; and demonstrate customer service and soft skills; develop a business plan for a barber shop; and practice safety and sanitation.

CSME 1310—Introduction to Haircutting and Related Theory
THECB CIP 12.0407.0000

1-5-3
***CTE**

Introduction to the theory and practice of hair cutting. Topics include terminology, implements, sectioning and finishing techniques.

End-of-Course Outcomes: Define terminology; practice basic workplace competencies related to haircutting and finishing techniques; and demonstrate use of implements, sectioning, haircutting, and finishing skills.
(\$1130.95 Cosmetology Kit Fee)

CSME 1330—Orientation to Nail Technology
THECB CIP 12.0410.0000

1-6-3
***CTE**

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

End-of-Course Outcomes: Demonstrate basic nail technology skills; practice safety and infection control; and practice professional ethics.
(\$716.16 Cosmetology Nail Technology Fee)

CSME 1405—Fundamentals of Cosmetology

2-8-4

THECB CIP 12.0401.0000 ***CTE**

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

End-of-Course Outcomes: Identify fundamental concepts of cosmetology; demonstrate basic skills according to TDLR standards.

CSME 1431—Principles of Nail Technology I **2-6-4**

THECB CIP 12.0410.0000 ***CTE**

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

End-of-Course Outcomes: Explain the basic anatomy and physiology of the hands, arms, lower legs and feet; practice the related skills of manicuring and pedicuring; and application of nail enhancements.

CSME 1434—Cosmetology Instructor I **2-7-4**

THECB CIP 12.0413.0000 ***CTE**

The fundamentals of instructing cosmetology students.

End-of-Course Outcomes: Demonstrate classroom/clinic management; differentiate teaching methodologies; identify different learning styles; and assess lesson plans.

(\$308.25 Cosmetology Student Instructor Fee)

CSME 1435—Orientation to the Instruction of Cosmetology **2-8-4**

THECB CIP 12.0413.0000 ***CTE**

An overview of the skills and knowledge necessary for the instruction of cosmetology students.

End-of-Course Outcomes: Identify teaching methodologies; observe lesson plan implementation; and monitor various learning settings.

CSME 1441—Principles of Nail Technology II **2-5-4**

THECB CIP 12.0410.0000 ***CTE**

A continuation of the concepts and principles of nail technology. Topics include professional ethics, salon management, client relations, and related skills of nail technology.

End-of-Course Outcomes: Perform a variety of nail enhancements; practice professional ethics; and demonstrate safety and infection control practices.

CSME 1443—Manicuring and Related Theory **2-7-4**

THECB CIP 12.0410.0000 ***CTE**

Presentation of the theory and practice of nail services. Topics include terminology, application, and workplace competencies related to nail services.

End-of-Course Outcomes: Define terminology related to nail services; demonstrate the basic procedures of nail services; practice safety and infection control; and exhibit workplace competencies in nail services.

CSME 1447—Principles of Skin Care/Facials and Related Theory **2-6-4**

THECB CIP 12.0409.0000 ***CTE**

In-depth coverage of the theory and practice of skin care, facials, and cosmetics.

End-of-Course Outcomes: Define terminology related to the skin, products, and treatments; demonstrate applications related to skin care and cosmetics; practice safety and infection control; and exhibit workplace competencies in skin care and cosmetics.

CSME 2237—Advanced Cosmetology Techniques THECB CIP 12.0401.0000 Mastery of advanced cosmetology techniques including hair designs, professional cosmetology services, and workplace competencies. End-of-Course Outcomes: Utilize a variety of hair techniques; perform professional cosmetology services; and demonstrate workplace competencies.	1-2-2 *CTE
CSME 2310—Advanced Haircutting and Related Theory THECB CIP 12.0407.0000 Advanced concepts and practice of haircutting. Topics include utilizing scissors, razor, and/or clippers. End-of-Course Outcomes: Utilize correct terminology related to advanced haircutting techniques; and demonstrate workplace competencies related to advanced haircutting techniques.	1-4-3 *CTE
CSME 2414—Cosmetology Instructor II THECB CIP 12.0413.0000 A continuation of the fundamentals of instructing cosmetology students. End-of-Course Outcomes: Demonstrate effective classroom/clinic management; implement teaching methodologies; and develop lesson plans.	2-7-4 *CTE
CSME 2430—Nail Enhancement THECB CIP 12.0410.0000 A course in the theory, application, and related technology of nail enhancements. End-of-Course Outcomes: Demonstrate product knowledge; apply nail enhancements; and practice competencies as related to the state licensing examination.	2-6-4 *CTE
CSME 2439—Advanced Hair Design THECB CIP 12.0407.0000 Advanced concepts in the theory and practice of hair design. End-of-Course Outcomes: Utilize correct terminology related to hair design; demonstrate advanced techniques related to hair design; and exhibit workplace competencies.	2-6-4 *CTE
CSME 2443—Salon Development THECB CIP 12.0412.0000 Procedures necessary for salon development. Topics include professional ethics and goal setting, salon operation, and record keeping. End-of-Course Outcomes: Create a salon portfolio or business plan. Demonstrate organizational skills related to salon operation and management.	2-4-4 *CTE
CSME 2449—Cosmetology Instructor III THECB CIP 12.0413.0000 Presentation of lesson plan assignments and evaluation techniques. End-of-Course Outcomes: Present lesson plans using multi-media technology; develop evaluation techniques used in a cosmetology program; and demonstrate practical applications in a classroom setting.	2-7-4 *CTE
CSME 2501—The Principles of Hair Coloring and Related Theory THECB CIP 12.0407.0000 Presentation of the theory, practice, and chemistry of hair color. Topics include terminology, application, and workplace competencies related to hair color.	3-4-5 *CTE

End-of-Course Outcomes: Define terminology; demonstrate hair color application; apply safety and infection control; and practice workplace competencies related to hair color.

CSME 2541—Preparation for the State Licensing Examination 3-6-5
THECB CIP 12.0401.0000 *CTE

Preparation for the state licensing examination.

End-of-Course Outcomes: Review for the written state licensing exam; prepare for the practical state licensing exam; and apply safety and infection control.

Diesel Mechanic Technology

CVOP 1145—Commercial Drivers License Overview 1-0-1
THECB CIP 49.0205.0000 *CTE

Overview of the State of Texas Class A Commercial Drivers License written test and preparation for mastery of the Commercial Drivers License written examination.

End-of-Course Outcomes: Explain all state and federal laws with respect to the Commercial Drivers License; identify various components of the vehicle; and explain their application to the safe operation of commercial vehicles.

(\$2908 Course Fee)

CVOP 1205—Commercial Drivers License Written Skills 2-0-2
THECB CIP 49.0205.0000 *CTE

Overview of the State of Texas Class A Commercial Drivers License written test. In-depth coverage of general knowledge, air brakes, combination vehicle, doubles and triples, tankers, and hazardous materials. Includes preparation for mastery of the Commercial Drivers License written examination.

End-of-Course Outcomes: Explain all state and federal laws with respect to the Commercial Drivers License; identify various components of the vehicle; and explain their application to the safe operation and compliance of a commercial vehicle.

CVOP 2131—Trucking Environment and Lifestyle 0-2-1
THECB CIP 49.0205.0000 *CTE

The environment of the trucking industry, the lifestyle associated with the truck driver, and methods for coping with trucking environment and lifestyle.

End-of-Course Outcomes: Describe the complexity of the trucking industry and integrate lifestyle methodologies into daily activities associated with this profession.

CVOP 2205—Fundamental Driving Skills 1-3-2
THECB CIP 49.0205.0000 *CTE

Operation of a tractor-trailer combination. Emphasis on the safe maneuvering and control of the tractor-trailer in numerous traffic situations and sharing the highway with other vehicles.

End-of-Course Outcomes: Demonstrate control of the vehicle; exhibit the ability to shift the tractor efficiently; demonstrate the operation of a tractor-trailer combination; and maneuver the vehicle safely forward and backward around various obstacles.

DEMR 1301—Shop Safety and Procedures 3-0-3
THECB CIP 47.0605.0000 *CTE

A study of shop safety, rules, basic shop tools, and test equipment.

End-of-Course Outcomes: Identify and use basic hand tools; use personal protection equipment (PPE); and correctly use and dispose of hazardous materials.

(\$47 Course Fee, \$20 Book Fee)

DEMR 1305—Basic Electrical Systems THECB CIP 47.0605.0000 Basic principles of electrical systems of diesel-powered equipment with emphasis on starters, alternators, and batteries. End-of-Course Outcomes: Perform circuit analysis; identify electrical symbols; use special tools; and test circuits. (\$47 Course Fee, \$20 Book Fee)	3-1-3 *CTE
DEMR 1306—Diesel Engine I THECB CIP 47.0605.0000 An introduction to the basic principles of diesel engines and systems. End-of-Course Outcomes: Describe the history and evolution of diesel engines; demonstrate principles of diesel engine operations; and utilize precision instruments to diagnose and repair diesel engines and systems. (\$47 Course Fee, \$20 Book Fee)	3-1-3 *CTE
DEMR 1310—Diesel Engine Testing and Repair I THECB CIP 47.0605.0000 An introduction to testing and repairing diesel engines including related systems and specialized tools. End-of-Course Outcomes: Identify, inspect, test, measure, disassemble and repair/reassemble diesel engines. (\$47 Course Fee, \$20 Book Fee)	3-1-3 *CTE
DEMR 1313—Fuel Systems THECB CIP 47.0605.0000 Overview of diesel fuel systems and related components. End-of-Course Outcomes: Identify various components of diesel fuel systems; and evaluate components by inspection and testing. (\$47 Course Fee, \$20 Book Fee)	2-2-3 *CTE
DEMR 1316—Basic Hydraulics THECB CIP 47.0605.0000 Fundamentals of hydraulics including components and related systems. End-of-Course Outcomes: Explain hydraulics, theory, circuits, and application; identify various components used in hydraulic systems; and evaluate hydraulic components by inspection and testing. (\$47 Course Fee, \$20 Book Fee)	3-1-3 *CTE
DEMR 1317—Basic Brake Systems THECB CIP 47.0605.0000 Basic principles of brake systems. . Emphasis on maintenance, repairs, and troubleshooting. End-of-Course Outcomes: Demonstrate the basic theory and operation of the brake systems; diagnose brake components for wear and usability; repair brake components by rebuilding or replacing parts; and adjust brake components. (\$47 Course Fee, \$20 Book Fee)	3-1-3 *CTE
DEMR 1323—Heating, Ventilation, and Air Conditioning (HVAC) Troubleshooting and Repair THECB CIP 47.0605.0000 Introduction to heating, ventilation, and air conditioning theory, testing, and repair. Emphasis on refrigerant reclamation, safety procedures, specialized tools, and repairs.	3-1-3 *CTE

End-of-Course Outcomes: Analyze heating, ventilation, and air conditioning systems; utilize specialized tools; and repair or replace components.

(\$47 Course Fee, \$20 Book Fee)

DEMR 1330—Steering and Suspension I

2-2-3

THECB CIP 47.0605.0000

***CTE**

A study of design, function, maintenance, and repair of steering and suspension systems. Emphasis on troubleshooting and repair of failed components.

End-of-Course Outcomes: Identify steering and suspension components; perform inspections to determine needed repairs; repair or replace parts on various steering and suspension systems; and adjust components on various steering and suspension systems.

(\$47 Course Fee, \$20 Book Fee)

DEMR 1335—Automatic Power Shift and Hydrostatic Transmissions I

2-2-3

THECB CIP 47.0605.0000

***CTE**

A study of the operation, maintenance, and repair of automatic power shift hydrostatic transmissions.

End-of-Course Outcomes: Explain applications and oil flow circuits used in hydrostatic transmissions; identify parts using visual inspections and standard testing procedures; and follow Original Equipment Manufacturer (OEM) maintenance procedures.

(\$47 Course Fee, \$20 Book Fee)

DEMR 1342—Power Train Applications I

3-1-3

THECB CIP 47.0605.0000

***CTE**

In-depth coverage of the mechanics and theory of power trains. Emphasis on disassembly, inspection, and repair of power train components.

End-of-Course Outcomes: Interpret power flow; assess component failure; and demonstrate ability to make power train component repairs.

(\$47 Course Fee, \$20 Book Fee)

DEMR 1349—Diesel Engine II

2-2-3

THECB CIP 47.0605.0000

***CTE**

An in-depth coverage of disassembly, repair, identification, evaluation, and reassembly of diesel engines.

End-of-Course Outcomes: Identify engine components and their working relationship to the engine; evaluate engine components by inspection, testing, and/or measurement; and demonstrate disassembly and reassembly of the diesel engine.

(\$47 Course Fee, \$20 Book Fee)

DEMR 2332—Electronic Controls

2-2-3

THECB CIP 47.0605.0000

***CTE**

Intermediate skills in diagnostic and programming techniques of electronic control systems.

End-of-Course Outcomes: Utilize specialized tools to diagnose or change parameters; navigate and interpret Service Information Systems (SIS); and identify and test sensors, actuator circuits, and components.

(\$47 Course Fee, \$20 Book Fee)

DEMR 2334—Advanced Diesel Tune-Up and Troubleshooting

2-2-3

THECB CIP 47.0605.0000

***CTE**

Advanced concepts and skills required for tune-up and troubleshooting procedures of diesel engines. Emphasis on the science of strategy-based diagnostics.

End-of-Course Outcomes: Analyze engine malfunctions; determine corrective repair; perform engine repairs; and adjust engine tune-up according to manufactures specifications.
(\$47 Course Fee, \$20 Book Fee)

DEMR 2335—Advanced Hydraulics 2-2-3
THECB CIP 47.0605.0000 *CTE

Advanced study of hydraulic systems and components including diagnostics and testing of electronically controlled hydraulic systems.

End-of-Course Outcomes: Troubleshoot hydraulic circuits; test hydraulic systems utilizing specialized equipment; and repair hydraulic systems.
(\$47 Course Fee, \$20 Book Fee)

DEMR 2339—Advanced Electrical Systems 2-2-3
THECB CIP 47.0605.0000 *CTE

A continuation of basic electrical systems to include various accessories and electronic systems. Emphasis on diagnosis, testing, and repair using the various tools and procedures for current electrical and electronic systems.

End-of-Course Outcomes: Complete repairs on various electrical and electronic systems; describe the principles of analog and digital voltage signals; and troubleshoot and repair electrical circuits.
(\$47 Course Fee, \$20 Book Fee)

DEMR 2348—Failure Analysis 2-2-3
THECB CIP 47.0605.0000 *CTE

An advanced course designed for analysis of typical part failures on equipment.

End-of-Course Outcomes: Identify the type of part failure using visual and special testing equipment; use nondestructive testing procedures to identify failures; and identify wear type and reasons for wear or failure.
(\$47 Course Fee, \$20 Book Fee)

Instrumentation, Electrical, Pump & Engine, & Process Technology

CBFM 2317—Mechanical Maintenance 2-2-3
THECB CIP 46.0401.0000 *CTE

General principles of mechanical and electrical systems related to inspection, repair, and preventative maintenance of facility equipment.

End-of-Course Outcomes: Identify mechanical and electrical components; perform inspections, repairs, and preventative maintenance; and distinguish between critical and non-critical equipment conditions.
(\$77 Course Fee)

ELPT 1319—Fundamentals of Electricity I 2-4-3
THECB CIP 46.0301.0000 *CTE

An introduction to basic direct current (DC) theory including electron theory and direct current applications.

End-of-Course Outcomes: Explain atomic structure and basic electrical values such as voltage, current, resistance, and power; calculate electrical values for series, parallel, and combination circuits; calculate voltage drop based on conductor length, type of material, and size; summarize the principles of magnetism; and utilize electrical measuring instruments.
(\$77 Course Fee)

ELPT 1331—Survey of the National Electrical Code 2-2-3
THECB CIP 46.0301.0000 *CTE

Content, format, rules, and calculations in the National Electrical Code (NEC).

End-of-Course Outcomes: Discuss the purpose of the NEC; summarize the content of articles 90 through 430 and 440 through 820; and apply appropriate Code articles to particular installations.

(\$77 Course Fee)

ELPT 1341—Motor Control

2-2-3

THECB CIP 46.0301.0000

***CTE**

Operating principles of solid-state and conventional controls along with their practical applications. Includes braking, jogging, plugging, safety interlocks, wiring, and schematic diagram interpretations.

End-of-Course Outcomes: Identify practical applications of jogging and plugging; describe the types of motor braking and their operating principles; explain different starting methods for large motors; and demonstrate proper troubleshooting methods on circuits using wiring and schematic diagrams.

(\$77 Course Fee)

ELPT 1357—Industrial Wiring

2-2-3

THECB CIP 46.0301.0000

***CTE**

Wiring methods used for industrial installations. Includes motor circuits, raceway and bus way installations, proper grounding techniques, and associated safety procedures.

End-of-Course Outcomes: Interpret electrical blueprints/drawings; compute circuit sizes and overcurrent protection for the installation of branch circuits, feeders, and service entrance conductors; explain the proper installation of wiring devices according to electrical codes; demonstrate grounding methods; identify industrial wiring methods including conduit bending; and demonstrate proper safety procedures.

(\$77 Course Fee)

ELPT 2339—Electrical Power Distribution

2-2-3

THECB CIP 46.0301.0000

***CTE**

Design, operation, and technical details of modern power distribution systems including generating equipment, transmission lines, plant distribution, and protective devices. Includes calculations of fault current, system load analysis, rates, and power economics.

End-of-Course Outcomes: Explain major parts of utility systems; compare overhead systems versus underground systems; discuss mechanical design considerations to meet codes, standards, climate, and terrain relating to the utility systems; explain considerations for utility line; analyze energy economics; explain how smart grid technologies and standards effect power distribution systems.

(\$77 Course Fee)

ELPT 2347—Electrical Testing and Maintenance

2-2-3

THECB CIP 46.0301.0000

***CTE**

Proper and safe use of electrical power equipment test devices and the interpretation of test results. Includes protective relay testing and calibration, direct current (DC) testing, insulation power factor testing, and medium voltage switchgear.

End-of-Course Outcomes: Test over-current circuit breakers and relays using high current test sets and relay test sets; test motors and cables using the "Megger and DC Hypot;" list and explain three components of current in DC testing; measure "ground resistance" using the earth resistance test set; and identify and explain components of large industrial-type switchgear.

(\$77 Course Fee)

ENER 1330—Basic Mechanical Skills for Energy

2-2-3

THECB CIP 15.1701.0000***CTE**

Basic mechanical skills using hand and power tools in an industrial environment. Topics include tool use and maintenance, lubrication, measuring, threads and fasteners, bench works, basic mechanical drawings, and basic shop calculations (English and metric). Also addresses rigging procedures to include chain falls, jacks, cable, fulcrum, port-a-power, and come-alongs.

End-of-Course Outcomes: Use basic hand, hand power, and stationary power tools; select appropriate Bill of Materials (BOM); interpret basic mechanical drawings and perform associated calculations; apply measuring tools; perform bench work including part layout, drilling, reaming, tapping, press fitting, location of hole centers; perform preventative maintenance on tools; describe basic lubrication practices; demonstrate basic rigging procedures; and employ good housekeeping, environmental awareness, safety procedures, sensory skills, and preventative maintenance.

(\$77 Course Fee)

HEMR 1304—Natural Gas Compression**2-4-3****THECB CIP 47.0302.0000*****CTE**

An introductory course in the principles of the operation of gas compressors and natural gas engines.

End-of-Course Outcomes: Employ safety in handling natural gas; use specialty tools to adjust and repair engines and compressors; and analyze and repair failure using specialty tools and visual and other inspection and repair procedures.

(\$77 Course Fee)

IEIR 1343—Industrial Equipment Maintenance**2-2-3****THECB CIP 47.0102.0000*****CTE**

Maintenance and repair of power transmission systems involving gear, V-belt, and chain drives with emphasis on both plain and anti-friction bearings. Introduces theory of various types of pumps and compressors. Laboratory activities include maintenance, repair, and overhaul procedures used on common process pumps and compressors.

End-of-Course Outcomes: Maintain and repair power transmission systems involving gear, V-belt, and chain drives; describe positive displacement and centrifugal pumping systems and compressors; and identify symptoms, causes, and cures for mechanical problems.

Demonstrate maintenance, repair, and overhaul procedures on common process pumps and compressors; and apply industrial safety standards.

(\$77 Course Fee)

INMT 2303—Pumps, Compressors & Mechanical Drives**2-2-3****THECB CIP 15.0613.0000*****CTE**

A study of the theory and operations of various types of pumps and compressors. Topics include mechanical power transmission systems including gears, v-belts, and chain drives.

End-of-Course Outcomes: Identify the principles involved in the operation of centrifugal and positive displacement pumps and compressors; explain the function of various components in pumps and compressors, disassemble and reassemble pumps, compressors and mechanical drives, and troubleshoot pumps, compressors and mechanical drives.

(\$77 Course Fee)

INTC 1305—Introduction to Instrumentation**2-2-3****THECB CIP 15.0404.0000*****CTE**

A survey of the instrumentation field and the professional requirements of the instrumentation technician.

End-of-Course Outcomes: Identify the role and responsibilities of an instrumentation technician; investigate applications of instrumentation in various industries; and demonstrate safety procedures.

(\$77 Course Fee)

INTC 1348—Analytical Instrumentation

2-2-3

THECB CIP 15.0404.0000

***CTE**

Analytical instruments emphasizing utilization in process applications. Includes chromatography, pH, conductivity, and spectrophotometric instruments.

End-of-Course Outcomes: Identify various analytical instruments; and describe their functions, strengths, and limitations.

(\$77 Course Fee)

INTC 1350—Digital Measurement and Controls

2-2-3

THECB CIP 15.0404.0000

***CTE**

Basic measurement control instrumentation. Includes movement of digital data through common systems employing parallel and serial transfers.

End-of-Course Outcomes: Describe the movement of digital data through data transfer systems; and explain system block diagram concepts.

(\$77 Course Fee)

INTC 1355—Unit Operations

3-1-3

THECB CIP 15.0404.0000

***CTE**

Automatic control requirements of industrial processes. Includes control systems, control loop tuning, and analysis.

End-of-Course Outcomes: Explain the static and dynamic aspects of processes; describe the automatic control requirements of processes; analyze process variables; and adjust the control loop.

(\$77 Course Fee)

INTC 1356—Instrumentation Calibration

2-2-3

THECB CIP 15.0404.0000

***CTE**

Techniques for configuring and calibrating transmitters, controllers, recorders, valves, and valve positioners.

End-of-Course Outcomes: Describe the calibration process for various types of instrumentation; and configure and calibrate various system components.

(\$77 Course Fee)

INTC 1358—Flow and Measurement Calibration

2-2-3

THECB CIP 15.0404.0000

***CTE**

Practical methods of flow measurements and flow integration. Emphasizes primary flow element selection and calculations in accordance with American Gas Association (AGA) and American Petroleum Institute (API) standards.

End-of-Course Outcomes: Perform flow calculations; and select the proper primary flow element under specific conditions.

(\$77 Course Fee)

INTC 1391—Special Topics in Instrumentation

3-0-3

Technology/Technician

THECB CIP 15.0404.0000

***CTE**

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.

End-of-Course Outcomes: Learning outcomes/objectives are determined by local occupational need and business and industry trends.

(\$77 Course Fee)

INTC 2336—Distributed Control and Programmable Logic **2-2-3**

THECB CIP 15.0404.0000 ***CTE**

An overview of distributed control systems including configuration of programmable logic controllers, smart transmitters, and field communicators. Functions of digital systems in a process control environment.

End-of-Course Outcomes: Configure programmable logic controllers (PLC's) to perform various tasks; explain how programmable logic controllers control the process environment; operate and troubleshoot digital systems.

(\$77 Course Fee)

INTC 2339—Instrument Control and Review **2-2-3**

THECB CIP 15.0404.0000 ***CTE**

An overview of instrument and control technology in preparation for industry employment and national testing.

End-of-Course Outcomes: Describe the typical instrument and control technology processes; and demonstrate competency related to employment and national testing.

(\$77 Course Fee)

INTC 2388—Internship – Instrumentation Technology/Technician **0-12-3**

THECB CIP 15.0404.0000 ***CTE**

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.

End-of-Course Outcomes: As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry; and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

(\$77 Course Fee)

PTAC 1302—Introduction to Process Technology **3-0-3**

THECB CIP 41.0301.0000 ***CTE**

An introduction overview of the processing industries.

End-of-Course Outcomes: Describe the roles, responsibilities, safety, environmental, and quality concepts associated with the work environment of a process technician; and identify basic processes, equipment and systems.

(\$77 Course Fee)

PTAC 1308—Safety, Health, and Environment I **2-4-3**

THECB CIP 41.0301.0000 ***CTE**

An overview of safety, health, and environmental issues in the performance of all job tasks in process industries.

End-of-Course Outcomes: Describe the components of a typical plant safety and environmental program and the role of a process technician in relation to safety, health, and

the environment; identify the functionality of safety, health, and environmental equipment used.

(\$77 Course Fee)

PTAC 1410—Process Technology I – Equipment
THECB CIP 41.0301.0000

3-3-4
***CTE**

Introduction to the use of common processing equipment.

End-of-Course Outcomes: Use terminology; identify components; describe basic functions and scientific principles associated with process equipment.

(\$77 Course Fee)

PTAC 2314—Principles of Quality
THECB CIP 41.0301.0000

3-0-3
***CTE**

Study of the background and application of quality concepts. Topics include team skills, quality tools, statistics, economics and continuous improvement.

End-of-Course Outcomes: Use statistical process control to collect, organize, and analyze data; describe the principles of quality control; and use quality tools.

(\$77 Course Fee)

PTAC 2346—Process Troubleshooting
THECB CIP 41.0301.0000

3-0-3
***CTE**

Instruction in the different types of troubleshooting techniques, procedures, and methods used to solve process problems.

End-of-Course Outcomes: Collect data and identify techniques for troubleshooting and utilize applicable troubleshooting methods to solve process problems.

(\$77 Course Fee)

PTAC 2387—Internship – Process Technology/Technician
THECB CIP 41.0301.0000

0-9-3
***CTE**

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.

End-of-Course Outcomes: As outlined in the learning plan, apply the theory concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry; and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

(\$77 Course Fee)

PTAC 2420—Process Technology II – Systems
THECB CIP 41.0301.0000

3-3-4
***CTE**

A study of various process systems including related scientific principles.

End-of-Course Outcomes: Describe the purpose and function of common process systems; explain and demonstrate the operation of each process system.

(\$77 Course Fee)

PTAC 2438—Process Technology III – Operations
THECB CIP 41.0301.0000

3-3-4
***CTE**

This course emphasizes activities associated with the hands-on operations of process equipment.

End-of-Course Outcomes: Operate various process systems; work in self-directed teams; write and follow safety and operational procedures; collect and use data for determination of process specifications.
(\$77 Course Fee)

Vocational Nursing

VNSG 1126—Gerontology 1-1-1
THECB CIP 51.3901.0000 *CTE

Overview of the physical, psychosocial, and cultural aspects of the aging process. Addresses disease processes of aging. Exploration of perceptions toward care of the older adult.

End-of-Course Outcomes: Describe the aspects of aging; discuss disease processes associated with aging; and identify perceptions related to care of the older adult.

VNSG 1136—Mental Health 1-1-1
THECB CIP 51.3901.0000 *CTE

Introduction to the principles and theories of positive mental health and human behaviors. Topics include emotional responses, coping mechanisms, and therapeutic communication skills.

End-of-Course Outcomes: Describe the characteristics of positive mental health; identify the coping mechanisms utilized by individuals to assist in alleviating stress and anxiety; and demonstrate the use of therapeutic communication skills.

VNSG 1227—Essentials of Medication Administration 2-1-2
THECB CIP 51.3901.0000 *CTE

General principles of medication administration including determination of dosage, preparation, safe administration, and documentation of multiple forms of drugs. Instruction includes various systems of measurement.

End-of-Course Outcomes: Demonstrate accurate dosage calculation; demonstrate safe medication administration; and accurately document medication administration.

VNSG 1230—Maternal-Neonatal Nursing 1-2-2
THECB CIP 51.3901.0000 *CTE

A study of the biological, psychological, and sociological concepts applicable to basic needs of the family including childbearing and neonatal care. Utilization of the nursing process and clinical judgement model in the assessment and management of the childbearing family.

Topics include physiological changes related to pregnancy, fetal development, and nursing care of the family during labor and delivery and the puerperium.

End-of-Course Outcomes: Discuss human reproduction and fetal development as related to the normal aspects of childbearing; identify common complications of the mother and newborn during prenatal, antenatal, and postnatal periods; and relate characteristics of the normal newborn and associated nursing interventions to meet identified health care needs utilizing the nursing process and clinical judgement model.

VNSG 1231—Pharmacology 1-2-2
THECB CIP 51.3901.0000 *CTE

Fundamentals of medications and their diagnostic, therapeutic, and curative effects. Includes nursing interventions utilizing the nursing process and clinical judgement model.

End-of-Course Outcomes: Identify properties, effects, and principles of pharmacotherapeutic agents; and explain nursing interventions associated with the various pharmacotherapeutic agents.

VNSG 1234—Pediatrics 2-1-2

THECB CIP 51.3901.0000***CTE**

Study of the care of the pediatric patient and family during health and disease. Emphasis on growth and developmental needs utilizing the nursing process and clinical judgement model.

End-of-Course Outcomes: Identify safety principles related to childcare; discuss primary nursing care of the pediatric patient and family during health and disease; and apply concepts of growth and development to the care of pediatric patients utilizing the nursing process and clinical judgement model.

VNSG 1329—Medical-Surgical Nursing I**2-3-3****THECB CIP 51.3901.0000*****CTE**

Application of the nursing process and clinical judgement model to the care of the adult patient experiencing medical-surgical conditions along the health-illness continuum in a variety of health care settings.

End-of-Course Outcomes: Identify the components of the health-illness continuum; identify prevalent medical-surgical conditions affecting the adult; and utilize the nursing process and clinical judgement model to assist in developing a plan of care for selected medical-surgical conditions.

VNSG 1332—Medical-Surgical Nursing II**2-3-3****THECB CIP 51.3901.0000*****CTE**

Continuation of Medical-Surgical Nursing I with application of the nursing process and clinical judgement model to the care of the adult patient experiencing medical-surgical conditions along the health-illness continuum in a variety of health care settings.

End-of-Course Outcomes: Explain the components of the health-illness continuum; assess prevalent medical-surgical conditions affecting the adult client; and utilize the nursing process and clinical judgement model to assist in developing a plan of care for selected medical-surgical conditions.

VNSG 1360—Clinical – Licensed Practical/Vocational Nurse Training**0-18-3****THECB CIP 51.3901.0000*****CTE**

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.

End-of-Course Outcomes: As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry; and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

(\$70 Nurse Liability Fee, \$260 Nurse Test Fee, \$262 Nurse Clinical Fee, \$175 Nurse Lab Pack Fee)

VNSG 1402—Applied Nursing Skills I**3-4-4****THECB CIP 51.3901.0000*****CTE**

Introduction to and application of primary nursing skills. Emphasis on utilization of the nursing process and related scientific principles and the clinical judgement model.

End-of-Course Outcomes: Describe the underlying principles of selected nursing skills and their relationship to patient health status; demonstrate performance of selected nursing skills utilizing principles of safety and clinical judgement model; and identify the nursing process as applied to basic care across the life span.

(\$2,150 Nursing Bookpack Fee)

VNSG 2260—Clinical – Licensed Practical/Vocational Nurse Training **0-12-2**
THECB CIP 51.3901.0000 ***CTE**

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.

End-of-Course Outcomes: As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry; and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

(\$70 Nurse Liability Fee, \$262 Nurse Clinical Fee)

VNSG 2363—Clinical – Licensed Practical/Vocational Nurse Training **0-18-3**
THECB CIP 51.3901.0000 ***CTE**

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.

End-of-Course Outcomes: As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry; and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

(\$260 Nurse Test Fee, \$90 Nurses Pinning Fee)

Welding Technology

DFTG 1325—Blueprint Reading and Sketching **3-0-3**
THECB CIP 15.1301.0000 ***CTE**

An introduction to reading and interpreting working drawings for fabrication processes and associated trades. Use of sketching techniques to create pictorial and multiple-view drawings.

End-of-Course Outcomes: Interpret working drawings including dimensions, notes, symbols, sections, and auxiliary views; and sketch pictorials and multi-view drawings.

(\$25 Course Fee)

PFPB 1443—Pipefitting Fabrication and Blueprint Reading **3-3-4**
THECB CIP 46.0502.0000 ***CTE**

Continuation of pipe fabrication, rigging, pipe hangers and supports, blueprint reading, standards and specifications, and trade math.

End-of-Course Outcomes: Fabricate socket and butt weld pipes; install pipe hangers and supports; sketch isometric views of piping assemblies; interpret piping standards and specifications; use measuring devices.

(\$90 Course Fee)

PFPB 2408—Piping Standards and Materials **3-3-4**
THECB CIP 46.0502.0000 ***CTE**

Identification, description, and application of piping standards and specifications. Includes identification and use of various metallic and non-metallic piping materials, identification and installation of valves, and material take-offs.

End-of-Course Outcomes: Identify metallic and non-metallic pipe and tubing; interpret pipe specifications; describe various types of valves and fittings; and explain valve applications.
(\$90 Course Fee)

PFPB 2432—Advanced Pipefitting Standards, Specifications, and Installation **3-3-4**

THECB CIP 46.0502.0000 ***CTE**

Skill development in motorized equipment, above-ground pipe installation valves, field routing and vessel trim, spring can supports, testing piping systems and equipment, basic plumbing, planning work activities, and Non-Destructive Testing (NDT).

End-of-Course Outcomes: Explain safe use of manlifts, cable lifts, hydrostatic pumps, drain cleaners, side boom tractors, and construction trucks and trailers; identify and install valves; set up construction areas including specifications, erection equipment, and support needs; identify spring can supports and demonstrate their installation; outline the sequence for planning work activities; and explain types of NDT including hazards and preparations.
(\$90 Course Fee)

PFPB 2443—Advanced Pipe Practices **3-3-4**

THECB CIP 46.0502.0000 ***CTE**

Identification, installation, and testing of steam traps and steam trap station components; valve identification, application, and maintenance; identification, storage, and handling of in-line specialties; hydrostatic testing of process piping.

End-of-Course Outcomes: Perform pre-test and post-tests on various types of piping and plumbing apparatus; and install and troubleshoot steam traps and in-line specialties.
(\$90 Course Fee)

PFPB 2449—Field Measuring, Sketching, and Layout **3-3-4**

THECB CIP 46.0502.0000 ***CTE**

Field dimensioning, measuring, sketching, and layout of future process piping and the use, care, and setup of transit and level.

End-of-Course Outcomes: Calculate fitting take-off; sketch field run piping according to piping specifications; and set up and use transit and level.
(\$90 Course Fee)

WLDG 1202—Fundamentals of Gas Metal Arc Welding (GMAW) **1-4-2**

THECB CIP 48.0508.0000 ***CTE**

Fundamentals of Gas Metal Arc Welding (GMAW). Includes setup and safe use of GMAW equipment as well as instruction in various basic weld joints.

End-of-Course Outcomes: Describe welding positions of basic weld joints; describe safety rules, equipment use, and basic visual inspection; and demonstrate proper welding of basic joints in the flat position.
(\$90 Course Fee)

WLDG 1204—Fundamentals of Oxy-Fuel Welding and Cutting **1-3-2**

THECB CIP 48.0508.0000 ***CTE**

Oxy-fuel welding and cutting equipment. Includes equipment safety, setup, and maintenance.

End-of-Course Outcomes: Demonstrate proper set up and use of oxy-fuel welding equipment; demonstrate safety procedures for oxy-fuel equipment; and demonstrate proper welding of basic joints and basic cutting.
(\$90 Course Fee)

WLDG 1206—Fundamentals of Gas Tungsten Arc Welding (GTAW) **1-2-2**

THECB CIP 48.0508.0000 ***CTE**

Fundamentals of Gas Tungsten Arc Welding (GTAW). Includes setup and safe use of GTAW equipment as well as instruction in flat positions on joint designs.

End-of-Course Outcomes: Describe various joint designs; describe safety rules and equipment; perform basic visual inspection of equipment; and demonstrate proper welding techniques of ferrous or non-ferrous metal in the flat position.

(\$90 Course Fee)

WLDG 1305—Art Metals **1-3-3**

THECB CIP 48.0508.0000 ***CTE**

Fundamentals of producing utilitarian and ornamental items in various metals. Skills development through the techniques used in fabrication with sheet and/or stock materials including various welding and cutting processes.

End-of-Course Outcomes: Demonstrate basic shop safety; describe basic metallurgical compositions of sheet and/or stock materials; and apply introductory fabrication techniques for production of functional or ornamental metal work.

(\$90 Course Fee)

WLDG 1317—Introduction to Layout and Fabrication **2-2-3**

THECB CIP 48.0508.0000 ***CTE**

A fundamental course in layout and fabrication related to the welding industry. Major emphasis on structural shapes and use in construction.

End-of-Course Outcomes: Interpret welding symbols; utilize measuring instruments and tools for fabricating projects; define layout and fabrication terminology; and identify structural shapes and materials.

(\$90 Course Fee)

WLDG 1337—Introduction to Welding Metallurgy **2-2-3**

THECB CIP 48.0508.0000 ***CTE**

A study of 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, machinability, and ductility.

End-of-Course Outcomes: Describe technical terms used in metallurgy and classification of metals; identify metals and how they are processed and used in industry; and describe mechanical and physical properties, surface treatments, and heat treatment of metals.

(\$90 Course Fee)

WLDG 1391—Special Topics in Welder/Welding Technologist **2-6-3**

THECB CIP 48.0508.0000 ***CTE**

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.

End-of-Course Outcomes: Learning outcomes/objectives are determined by local occupational need and business and industry trends.

(\$90 Course Fee)

WLDG 1428—Introduction to Shielded Metal Arc Welding (SMAW) **2-8-4**
THECB CIP 48.0508.0000 ***CTE**

An introduction to the shielded metal arc welding process. Emphasis placed on power sources, electrode selection, and various joint designs.

End-of-Course Outcomes: Select electrodes and amperage settings for various thicknesses of materials and welding positions; define principles of arc welding; explain electrode classifications; and perform SMAW operations utilizing various positions, electrodes, and joint designs.

(\$90 Course Fee)

WLDG 1434—Introduction to Gas Tungsten Arc (GTAW) Welding **3-4-4**
THECB CIP 48.0508.0000 ***CTE**

Principles of gas tungsten arc welding (GTAW), including setup, GTAW equipment. Instruction in various positions and joint designs.

End-of-Course Outcomes: Describe various joint designs; describe safety rules and equipment; describe the effects of welding parameters in GTAW; and weld various structural materials.

(\$90 Course Fee)

WLDG 1435—Introduction to Pipe Welding **2-8-4**
THECB CIP 48.0508.0000 ***CTE**

An introduction to welding of pipe using the shielded metal arc welding process (SMAW), including electrode selection, equipment setup, and safe shop practices. Emphasis on various welding positions and electrodes.

End-of-Course Outcomes: Describe equipment utilized; demonstrate required pipe preparation; and perform welds using various positions and electrodes.

(\$90 Course Fee)

WLDG 1457—Intermediate Shielded Metal Arc Welding (SMAW) **2-8-4**
THECB CIP 48.0508.0000 ***CTE**

A study of the production of various fillet and groove welds. Preparation of specimens for testing in various positions.

End-of-Course Outcomes: Identify principles of arc welding; describe arc welding operations of fillet and groove joints; explain heat treatments of low alloy steels; explain weld size and profiles; prepare test plates; perform fillet welds in the overhead position; perform air carbon arc weld removal; perform groove welds in various positions; and demonstrate use of tools and equipment.

(\$90 Course Fee)

WLDG 2413—Intermediate Welding Using Multiple Processes **2-8-4**
THECB CIP 48.0508.0000 ***CTE**

Instruction using layout tools and blueprint reading with demonstration and guided practices with some of the following welding processes: oxy-fuel gas cutting and welding, shield metal arc welding (SMAW), gas metal arc welding (GMAW), flux-cored arc welding (FCAW), gas tungsten arc welding (GTAW).

End-of-Course Outcomes: Identify proper safety equipment and tools; select the proper welding process for a given application; demonstrate skills using more than one approved

welding process; analyze situations and make decisions concerning safety and electrode selections.

(\$90 Course Fee)

WLDG 2439—Advanced Oxy-Fuel Welding and Cutting **2-6-4**
THECB CIP 48.0508.0000 ***CTE**

A study of all position welding on ferrous and nonferrous metals using oxy-fuel welding process, including welding and cutting, brazing, and soldering operations.

End-of-Course Outcomes: Demonstrate oxy-fuel welding procedures; demonstrate advanced oxy-fuel welding and cutting operations; and select tools, equipment, and materials.
(\$90 Course Fee)

WLDG 2443—Advanced Shielded Metal Arc Welding **2-6-4**
(SMAW)

THECB CIP 48.0508.0000 ***CTE**

Advanced topics based on accepted welding codes. Training provided with various electrodes in shielded metal arc welding processes with open V-groove joints in various positions.

End-of-Course Outcomes: : Describe effects of preheating and postweld heating; explain precautions used when welding various metals and alloys; distinguish between qualification and certification procedures; troubleshoot welding discontinuities; and perform open groove welds in various positions.

(\$90 Course Fee)

WLDG 2447—Advanced Gas Metal Arc Welding (GMAW) **2-6-4**
THECB CIP 48.0508.0000 ***CTE**

Advanced topics in Gas Metal Arc Welding (GMAW). Includes welding in various positions.

End-of-Course Outcomes: Demonstrate GMAW in various positions; describe safety practices and equipment use; describe the effects of welding parameters in GMAW; and weld various joint designs and perform inspections.

(\$90 Course Fee)

WLDG 2451—Advanced Gas Tungsten Arc Welding **2-6-4**
(GTAW)

THECB CIP 48.0508.0000 ***CTE**

Advanced topics in GTAW welding, including welding in various positions and directions.

End-of-Course Outcomes: Demonstrate GTAW in various positions; describe safety rules and equipment used; describe the effects of welding parameters in GTAW; weld various joint designs; diagnose welding problems; and perform visual inspection.

(\$90 Course Fee)

WLDG 2452—Advanced Flux Cored Arc Welding **2-6-4**
THECB CIP 48.0508.0000 ***CTE**

Advanced concepts of flux cored arc welding of structural and fabricated steel products. Skill development in multi-pass fillet and v-groove welding.

End-of-Course Outcomes: Perform safety inspections of equipment and accessories; and perform multi-pass fillet and v-groove welds in various positions.

(\$90 Course Fee)

WLDG 2453—Advanced Pipe Welding **2-6-4**
THECB CIP 48.0508.0000 ***CTE**

Advanced topics involving welding of pipe using the shielded metal arc welding (SMAW) process. Topics include electrode selection, equipment setup, and safe shop practices. Emphasis on weld positions 5G and 6G using various electrodes.

End-of-Course Outcomes: Describe equipment and required pipe preparation and perform 5G and 6G welds using various electrodes.

(\$90 Course Fee)

WLDG 2488—Internship – Welding Technology/Welder
THECB CIP 48.0508.0000

0-12-4
***CTE**

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.

End-of-Course Outcomes: As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry; and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

(\$90 Course Fee)

WLDG 2506—Intermediate Pipe Welding
THECB CIP 48.0508.0000

3-7-5
***CTE**

A comprehensive course on the welding of pipe using the shielded metal arc welding (SMAW) and/or other processes. Welds will be done using various positions. Topics covered include electrode selection, equipment setup, and safe shop practices.

End-of-Course Outcomes: Describe equipment and required pipe preparation; perform welds using various positions.

(\$90 Course Fee)

Extended Education

Extended Education at Frank Phillips College exists to promote and enforce the concept that learning goes beyond the traditional academic route. It is a life-long process that can be enhanced with classes offered through Extended Education. Continuing Education credits are awarded to students who have a desire to enhance their professional and/or personal development. Continuing Education courses are designed to meet specific needs of the community such as allied health, community service, law enforcement, workforce safety training, and workforce development. Programs listed can be offered through various delivery methods such as lecture, online, independent study and distance learning.

Extended Education provides an opportunity for participants to enhance their occupational skills or enrich their lives through a variety of courses. Courses run from a few hours in a one-day seminar to multiple sessions over several weeks. Course options vary in response to the needs of the community. Current lists of classes are available through individual local campuses.

Allied Health

Courses are designed to provide Continuing Education Units (CEU's) for healthcare professionals such as those employed by hospitals, home health care, nursing homes, emergency medical personnel, and day care facilities to sustain state requirements of licensure or assist employment requirements. The Allied Health Department is an authorized provider with American Red Cross and the American Heart Association. For more information about Allied Health courses, contact the Licensed Vocational Nursing Department, ext. 746.

Workforce Development

Whether in the office or the field, well-trained, knowledgeable and professional employees can be your biggest asset. Frank Phillips College wants to be your workforce training and development partner. The college can provide you with state-of-the-art training venues; workforce and corporate development training; and even customized training that is specifically tailored to meet your business needs. No matter your industry or endeavor, Frank Phillips College can provide the training and development tools necessary to help you achieve your workforce development vision.

Continuing Education (CE) courses are workforce development classes defined by the state of Texas and conform to the class structure (7 hours minimum) as defined by the Workforce Education Curriculum Manual (WECM). Continuing Education Units (CEU's) are in some cases required for licensure and certification or re-certification in a variety of industries. Courses can be offered through various delivery methods such as lecture, online, independent study, teleconference and distance learning, and are available at any FPC Campus or even off campus at your business. Non-CEU and CEU workforce development classes include, but are not limited to:

- Business Administration & Management
- Construction/Heavy Equipment Operation
- Criminal Justice
- Data Processing Technology

- Electrical Technology
- Emergency Medical Technology
- Environmental Engineering Technology
- General Office Occupations
- Human Resource and Personnel Administration
- Occupational Safety/Health Technology
- Petroleum Technology

Law Enforcement

Courses are designed to provide law enforcement, corrections, and criminal justice personnel with state mandated requirements, in-Service training, and specialized courses to meet specific occupational needs. Frank Phillips College is an approved TCOLE contract provider.

Frank Phillips College understands the need for flexibility in scheduling courses with a large or small percentage of students and realizes the importance of awarding continuing education credits to meet job requirements. For more information about Law Enforcement courses, contact the TCOLE Training Coordinator, ext. 788.

Safety Training

Courses are designed to provide safety, health, and environmental training to meet specific needs of business and industry requirements. Frank Phillips College partners with the Health and Safety Council (HASC) to provide professional, industry-standard safety classes.

Additionally, the FPC Safety Center provides industry specific workforce safety training classes for area industries. Contact the Safety Center at 806-467-4260 for more information.

- Air Bottle Watch
- Aerial Lift
- CDL
- Chevron Phillips Chemical Borger Site Specific
- Chevron Phillips Chemical Fundamentals
- Confined Space
- CPR/FA/AED
- Forklift Training
- Globally Harmonized System
- Globally Harmonized System (GHS)
- Hazard Communication
- Hearing Conservation
- Lock Out / Tag Out
- MESH
- P66 Borger HF Alky Orientation
- P66 Borger Site Specific

- P66 Borger Site Specific- Spanish
- P66 Corporate Contractor Orientation
- P66 Corporate Contractor Orientation- Spanish
- P66 Ponca City HF
- P66 Ponca City Site Specific
- PSM – Process Safety Management
- Respiratory Protection
- Safety Essentials
- Safety Essentials Basic Gas
- Safety Essentials Benzene Awareness
- Safety Essentials Bloodborne
- Safety Essentials Bottle Watch
- Safety Essentials Confines Space
- Safety Essentials Elevated Work
- Safety Essentials Enhancer
- Safety Essentials Enhancer Spanish
- Safety Essentials Fall Protection
- Safety Essentials Fire Watch
- Safety Essentials Spanish
- Scaffold CP
- Scaffold User
- Scissor Lift
- Skid Steer loader
- Syensqo Borger Ryton Site Specific
- The Brock Group Modules 1-6
- Tube Bending
- Valero McKee Site Specific Orientation

Community Service/Professional Enrichment

Community service provides an opportunity for students to enhance their occupational skills or enrich their lives through leisure studies courses. Courses run from a few hours in a one-day seminar to a number of sessions over several weeks. Courses can be offered on campus or at off-campus sites. For more information regarding community service contact the Community Education Coordinator, ext. 138.

Past offerings include:

- Arts & Crafts (Ceramics, Clay Pottery, Painting, Scrapbooking, Mosaics)
- Cartography (GIS & GPS)
- Communication

- Computer (Basic, Internet, & Webpage)
- Concealed Handgun
- Conversational Sign Language
- Conversational Spanish (beginning, intermediate, advanced)
- Cooking
- Dance/Drama (Jazz/Tap, Ballet, Theatre Workshop, Scene Studies, Acting)
- Defensive Driving
- English as a Second Language
- Federal Income Tax Preparation
- Financial Investing
- Financial System Computer Accounting
- GED
- General Anthropology
- Intervention programs (Alcohol Sellers, Minor in Possession, Alcohol Awareness, Parenting, Anger Management)
- Keyboarding
- Kid's College
- Leadership Training
- Music
- Photography
- Physical Fitness & Health
- Scuba Diving
- Theology
- Welding
- Woodworking
- Workplace Spanish

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