

SouthWest Collegiate Institute for the Deaf

Catalog

2008-2009

The catalog is subject to change as necessary and upon approval by the HCJCD Board of Trustees. The most current, up-to-date catalog can be found on the college website.

Revised January 13, 2009

Important Reminder

IT IS THE STUDENT'S RESPONSIBILITY TO KNOW THE CONTENTS OF THIS CATALOG. No other single sentence in this entire catalog is as important as this statement. You should retain a copy of the catalog as printed at the time of your first enrollment. The program of studies in your particular major at the time you enter SWCID is the one which you should follow until you successfully complete your degree or certificate.

**SOUTHWEST COLLEGIATE INSTITUTE
FOR THE DEAF
OF HOWARD COLLEGE
is accredited by**

**The Commission on Colleges of the Southern Association of Colleges and Schools to
award associate degrees.**

1866 Southern Lane
Decatur, GA 30033-4097
404-679-4501

Approved By

The Texas Higher Education Coordinating Board
and
The Texas Workforce Commission
for
Veteran's Educational Training

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Vision

Education...For Learning, For Earning, For Life!

Mission Statement

To build our community through excellence in education for lifelong learning.

Objectives and Strategies

Provide excellence in education

- Focus on student success
- Provide early intervention
- Provide resources to achieve excellence
- Encourage excellence and growth in programs
- Improve efficiency and effectiveness

Foster life-long learning

- Provide comprehensive educational opportunities
- Grow and cultivate critical thinking skills

Be a partner in economic and community development

- Identify and focus on workforce needs
- Foster individual enrichment, community involvement, and cultural opportunities

ABOUT HOWARD COLLEGE

The Howard County Junior College District was created by a county-wide vote on November 17, 1945. Seven citizens of Howard County were elected on that same ballot to serve as a Board of Trustees. Howard College was first housed two miles west of downtown Big Spring in the hospital area of the former Air Force Bombardier School. The first session began on September 30, 1946. On September 12, 1951, the college was moved to a one hundred acre campus located in southeast Big Spring. On November 6, 1979, the Board of Trustees unanimously voted to establish the SouthWest Collegiate Institute for the Deaf as a part of the Howard County Junior College District. The first classes offered through this program began on August 25, 1980.

Howard College Big Spring

The Howard College/Big Spring physical facilities are located on a spacious campus. The 120 acre campus contains an administration-classroom complex, a two-story science building, a 14,000 square foot library building, a 500-seat auditorium, a fitness center, a student union building, a music building, a practical arts building, an applied science center, a 28,000 square foot occupational building, residence halls for men and women, a 90,000 square foot coliseum complex, a baseball park, a softball park, and a football stadium with a seating capacity of ten thousand utilized and maintained by the Big Spring Independent School District. The college property also includes 276 acres of land in Martin County, near Stanton, Texas which is used as an agricultural research and demonstration center, and 20 acres three miles east of Big Spring which houses a rodeo arena and livestock pens.

Howard College Lamesa

The Lamesa campus of Howard College, 45 miles north of Big Spring in Dawson County, was established in 1972. A variety of learning opportunities are available, including academic transfer and workforce education courses. The building, owned by Dawson County, includes three large classrooms, a computer lab, office space, and a distance learning classroom with interactive video equipment for receiving courses from the Big Spring and San Angelo campuses. High school students are also able to take courses at Lamesa High School for dual high school and college credit.

Howard College San Angelo

The San Angelo campus of Howard College serves the citizens of the Concho Valley, including Tom Green County and the surrounding communities, on the San Angelo campus, at the West Texas Training Center and Goodfellow Air Force Base. The purpose of Howard College at San Angelo is to provide learning opportunities that challenge all persons to a commitment of self-growth, personal fulfillment, and preparation for their roles in society. Instruction on the San Angelo campus is predominantly in technical/occupational fields of study leading to certificates and/or associate in applied science degrees. Compensatory programs for adult learners, selected continuing education courses, and training

programs leading directly to employment are also available.

SouthWest Collegiate Institute for the Deaf

SWCID is located at the site of the former Webb Air Force Base in Big Spring. The primary purpose of SWCID is to provide a comprehensive educational environment assisting deaf students in achieving their educational and career objectives. Courses in developmental/preparatory studies, college transfer programs, and vocational/technical training are available. Hearing individuals preparing for vocations in deafness-related fields may pursue their educational and career objectives at SWCID. In addition, professionals employed in the field of deafness are provided opportunities to upgrade their skills/knowledge through workshops and seminars sponsored by SWCID.

SWCID offers students several different educational programming options:

1. Self-contained classes offered on the SWCID campus by instructors skilled in the use of sign language and communication modalities,
2. Mainstreamed classes offered on the Howard College-Big Spring campus facilitated through the use of skilled sign language interpreters,
3. A combination of self-contained and mainstreamed course work with some classes being taken on both campuses; and,
4. Educational outreach provided through extension courses in Big Spring and other communities.

Eden Detention Center

The 1,000-bed Eden Detention Center (EDC) is a medium-security detention facility operated by the Corrections Corporation of America. Located in Eden, Texas, 45 miles from the Howard College San Angelo (HCSA) campus, EDC houses prisoners for the Federal Bureau of Prisons. HCSA offers adult vocational courses in construction, masonry, ornamental horticulture, typing, bookkeeping, computer information, mathematics, and English.

Big Spring Federal Correctional Institute

The purpose of Howard College at the Big Spring Federal Correctional Institute (FCI) is to offer adult vocational courses. Classes in transfer courses are offered on an as-

needed basis. For students who have not completed high school, Howard College offers Adult Basic Education (ABE), English as a Second Language, and GED classes at the FCI.

Cornell Correctional Centers

The purpose of Howard College at the Cornell Correctional Centers is to offer select adult vocational courses. For students who have not completed high school, Howard College offers Adult Basic Education, English as a Second Language, and GED classes at the centers.

Origin of SWCID

SWCID was established by the Board of Trustees of the Howard County Junior College District (HCJCD) on November 6, 1979, following completion of a feasibility study conducted by Howard College with the financial support of the Texas Education Agency. The study indicated a significant need for a post-secondary institution to provide higher education and career training for the deaf. The first classes at SWCID were offered in 1980; and on May 14, 1981, the Governor of Texas signed into law the bill (Chapter 13212, VTCA, Education Code), which established SWCID as a state-supported institution within the Howard County Junior College District.

Unique Qualities of SWCID

The SouthWest Collegiate Institute for the Deaf has many unique qualities that distinguish it from other postsecondary programs that serve a Deaf and hard of hearing student population:

- Self-contained classes/campus
- Primarily a Deaf student population
- All faculty and staff can sign for themselves
- Interpreters are not necessary in most classrooms as most persons sign for themselves
- Interpreter Training for hearing students
- Large percentage of quality Deaf faculty and professional staff with undergraduate and graduate training from Gallaudet University and other recognized programs
- Visible communication across campus
- Residence Halls and apartment annexes for married couples on campus
- Many Deaf student organizations and activities
- A strong sense of Deaf culture and American Sign Language across the campus
- A recognized success rate of students who transferred to SWCID to improve academic skills, graduated and transferred to a four-year university and successfully graduated
- The world's only self-contained junior/community college for the Deaf.

2008-2009 CALENDAR

Registration dates are published in the schedule and posted on the Howard College website at www.howardcollege.edu. Dates for flexible entry courses can be found in the schedule and on the website.

Fall 2008

August 18 - 22 (M - F)

Faculty and Staff Meetings

August 22 (F)

Last Day to Drop and Receive 100% of Refundable Fees (See Refund Policy)

August 25 (M)

Classes Begin and Late Registration Begins (late fee charged)

August 29 (F)

Last Day to Late Register

September 1 (M)

Labor Day – No Classes

October 17 (F)

Mid-Semester Break – No Classes

November 7 (F)

Last Day to Apply for Fall Graduation

November 24 (M)

Last Day to Drop a Course for Fall Semester

November 26-28 (W-F)

Thanksgiving Holiday – No Classes

December 8-11 (M-Th)

Final Exams

December 12 (F)

Semester Ends

Spring 2009

January 12-16 (M-F)

Faculty and Staff Meetings

January 16 (F)

Last Day to Drop and Receive 100% of Refundable Fees (See Refund Policy)

January 20 (T)

Classes Begin and Late Registration Begins (late fee charged)

January 23 (F)

Last Day to Late Register

March 9 - 13 (M-F)

Spring Break-Big Spring, Lamesa and SWCID

March 16 – 20 (M – F)

Spring Break-San Angelo

April 10 (F)

Holiday

April 17 (F)

Last Day to Apply for Spring Graduation

April 27 (M)

Last Day to Drop a Course

May 11-14 (M-Th)

Final Exams

May 15 (F)

Semester Ends

Big Spring and SWCID Graduations

May 16 (S)

San Angelo Graduation

Spring Mini 2009

May 15 (F)

Last Day to Drop and Receive 100% of Refundable Fees (See Refund Policy)

May 18 (M)

Classes Begin

Last Day to Register for Mini (Late Fee Charged)

May 25 (M)

Memorial Day Holiday – No Classes

June 3 (W)

Last Day to Drop a Course

June 4 (Th)

Final Exams and Semester Ends

Summer I 2009

June 4 (Th)

Last Day to Drop and Receive 100% of Refundable Fees (See Refund Policy)

June 8 (M)

Classes Begin

June 9 (T)

Last Day to Register for Summer I (Late Fee Charged)

July 2 (Th)

Last Day to Drop a Course

July 8 (W)

Final Exams and Semester Ends

Summer II 2009

July 9 (Th)

Last Day to Drop and Receive 100% of Refundable Fees (See Refund Policy)

July 13 (M)

Classes Begin

July 14 (T)

Last Day to Register for Summer II (Late Fee Charged)

August 6 (Th)

Last Day to Drop a Course

August 12 (W)

Final Exams and Semester Ends

HCJCD BOARD OF TRUSTEES

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Mr. Murray Murphy, Vice Chairman 2010
Mrs. Marie Ethridge 2014
Mr. Michael Flores 2010
Dr. Charles O. Warren 2014
Mr. Larry McLellan 2012

SWCID ADVISORY COMMITTEE

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Beatrice Burke
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Esperanza Latimer
Dale Loper
Sandra Williams
Vacant
Vacant

ADMINISTRATIVE OFFICERS

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President

Terry Hansen, A.A., B.S., M.S.
Executive Vice President

Amy Burchett, A.A., B.A., M.Ed., Ed.D.
Executive Dean for Instruction

LeAnne Byrd, B.B.A., M.B.A.
Provost/San Angelo

Javier Flores, B.A., M.A.
Executive Dean for Student Services

Terry Hanson, B.B.A.
Executive Director for Correctional Studies

Mark Myers, B. A., M.A.
Provost/SWCID

ADMINISTRATIVE STAFF

Candace Anderson, B.S.
Director of Educational Support

Ed Roberts, B.A.
Director of Computer Services

Mona Moore
Student Services Coordinator/Registrar

Glen Carrigan, B.A., M.A.
Audiologist

Virginia Carter, B.S.
Library Manager

Craig Caudill
Maintenance Utility Technician/Manager

Brenda Claxton, A.A., B.B.A.
Controller

Deidra Fuller, B.A., M.Ed.
Counselor/Director of Diagnostic Center

John Green, B.A., M.S.
Director of College Relations

Michael Lopez, B.S.
Recreation Director

Vernon McNece
Supervisor/Residence Hall

Celia Railey, A.A.S.
Supervisor/Residence Hall

Kathy Weldon, B.A., M.SW
Dean of Student Services

Robert Williams
Director of Physical Plant

INTERPRETERS

Shannon Creswell, Certified Interpreter, DARS-DHHS
BEI Level III
Communications Director

Stephanie Bissonnette, A.A.S., Certified Interpreter,
DARS-DHHS BEI Level II

Nancy Edge, M.A., Certified Interpreter, DARS-DHHS
BEI Level III

CAMPUS DEANS

Daniel Campbell
Career and Technical Education

Cheng Tan
Preparatory/General Studies

FACULTY

Jeff Anderson
Assistant Professor/Paraprofessional in Deaf
Education
B.A., Gallaudet University, M.S., Lamar University,
DARS-DHHS BEI Level III – Intermediary and Court
Certified Interpreter

Curtis Bruns

Instructor/Automotive Maintenance Technician

A.A.S. Howard College, ASE Certified Master
Automotive Technician

Daniel Campbell

Associate Professor/Biology/Interpreter Training

B.S., M.S., New Mexico State University. M.T. (ASCP),
Additional Graduate Study, Gallaudet University, DARS-
DHHS BEI Level III/Court

Randy Key

Instructor/Welding

Vasant Limaye

**Associate Professor/Computer Information
Systems/Business/Data Entry/Office Technology**

Certificate, A.A.S., Seattle Central Community College,
B.S., Gallaudet University, M.S., Bowie State University;
Additional Graduate Study Rochester Institute of
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Lynette Linker

Assistant Professor/Developmental Studies ESOL

B.A., Gallaudet University, M.S., Lamar University

Linda Marino

Instructor/Developmental Writing

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Permian Basin, Additional Graduate Study, Sul Ross
State University

Michael McCarthy

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Patricia Medina

Instructor/Paraprofessional in Deaf Education

B.A., Gallaudet University, Additional Graduate Study,
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Kevin Penick

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Cheng Pheng Tan

**Associate Professor/Mathematics/Applied
Computational Mathematics**

B.A., Gallaudet University, M.S., Gallaudet University,
Additional Graduate Study, Catholic University

Frank Weldon

Instructor/Developmental Reading

B.A., University of Kentucky, M.Div., University of the
South

Lisa Westlund

Instructor/Graphic Arts Technology

B.A., Gallaudet University

**Admission
To
SouthWest Collegiate
Institute for the Deaf**

Requirements
Admission Procedures
SWCID Success Initiative
Concurrent Enrollment
Early Admission
International Students
Veterans Education Training

Admission Requirements

A student may be admitted to SWCID according to any one of the following conditions and in compliance with the criteria of the Commission on Colleges of the Southern Association of Colleges and Schools:

1. Students applying for admission to SWCID must be deaf or hard of hearing students preparing for a career or for enrollment in a senior college or university.
2. Students who are not deaf or hard of hearing may be admitted to SWCID only if it is educationally appropriate to enroll hearing students in classes for the deaf or hard of hearing or if special programs are needed to train hearing and deaf or hard of hearing persons to become professional service providers for the deaf.
3. For admission to a standard academic or general curriculum, SWCID shall require that the applicant be a graduate of an accredited high school or meet the institutional requirements for transfer from another institution of higher education.
4. An applicant who has not been graduated from high school or has no transferable credit from any institution of higher education:
 - (A) must be admitted upon completion of the General Educational Development Testing Program; or
 - (B) may be admitted on the basis of a minimum scaled score of 532 or above on the reading comprehension section of the Stanford Achievement Test with Deaf Norms, or an equivalent score on a comparable exam, or upon the recommendation of the principal or superintendent of the last high school attended.
5. An applicant who has not been graduated from a high school, has no transferable credit from any institution of higher education, and is under the age of 18 and who attended a non-accredited public or private high school, or who was schooled in a non-traditional setting:
 - (A) may be admitted on the basis of a minimum scaled score of 532 or above on the reading comprehension section of the Stanford Achievement Test with Deaf Norms, or an equivalent score on a comparable exam, or upon the recommendation of the principal or superintendent of the last high school attended; and/or an equivalent score on a comparable exam and
 - (B) must present a notarized record of the high school equivalent work completed and the date of successful completion; and/or an equivalent score on a comparable exam and
 - (C) must agree to limitations or conditions of admissions established by the institution.
6. A person who is eighteen years of age or over and has no transferable credit from any institution of higher education may be exempt from the admissions requirements of this section and admitted on "individual approval," provided the admitting officer is convinced that the applicant's record indicates the student would be competent to benefit from a program of the institution as demonstrated by a minimum scaled score of 532 or above on the reading comprehension section of the Stanford Achievement test with Deaf Norms. Students admitted on individual approval shall be subject to the same policies and regulations as all other students. To be admitted on individual approval, the student must present his or her academic record to the Registrar for evaluation. If the Registrar denies admission, the student may appeal to the Admission and Standards Committee. To file an appeal with this committee, contact the Vice President for Educational Programs at Howard College in Big Spring.
7. Students enrolling in the terminal curriculum, including technical education courses, shall have the same entrance requirements as those listed in this section. A student not meeting the requirements for admission to a standard academic or general curriculum may be admitted to a terminal program on individual approval if the student is at least eighteen years of age.
8. A student who has completed the junior year of high school may be permitted to enroll in a community college upon recommendation of the high school principal. Normally, the class load of such student shall not exceed two college credit courses per semester. However, under special circumstances that indicate a student with exceptional academic abilities is capable of college-level work, based on such factors as grade-point average, test scores, and other assessment indicators, the chief instructional officer of SWCID may grant exceptions to these two requirements. The student must take the THEA test prior to enrolling in college-level work.
9. Residents of the state of Texas may seek admission without consideration of courses undertaken ten or more years prior to enrollment under Senate Bill 1321. Students have the option of electing to have course work taken ten or more years prior to the starting date of the semester in which the applicant seeks to enroll either counted as usual or ignored for admission purposes. Applicants who elect to apply for admission under this law and who are admitted as students may not receive any course credit for courses undertaken ten or more years prior to enrollment.

10. A student transferring from another accredited college or university is ordinarily eligible for admission if he or she is eligible for readmission to the institution which he previously attended. The following conditions apply:

(A) A student on academic or disciplinary suspension from the last school attended will be considered for admission to SWCID on an individual basis only.

(B) Credits for courses in which a passing grade ("D" or better if student's overall grade average is "C" or better) has been earned may be transferred from any college accredited through one of the regional accrediting associations, such as the Southern Association of Colleges and Schools. Credits may not be transferred from any U.S. institution not so accredited. Developmental or any other non-degree credit courses cannot be used for transfer or in determining the 2.0 "C" transfer average. SWCID of Howard College awards transfer credit for credit by examination if the credit is included on a transcript from an accredited college or university, if it is within the established 18-hour limit, and if it is appropriately related to the student's educational program. (See Credit by Examination in this catalog.)

(C) Course work completed at colleges outside the United States will be considered for transfer on an individual basis. (See the International Student Policy.)

(D) Hearing students must have taken the THEA prior to enrolling in college-level courses. Students who are unable to meet this requirement may enroll in only developmental (pre-collegiate) or non-credit courses in subsequent semesters until the test is taken.

11. Satisfying these admission requirements does not guarantee admission/acceptance into certain programs. Some programs have additional procedures, standards, and/or requirements that must be met in order to be accepted into the program. Some programs also require specific performance standards to be maintained in order to continue enrollment in the program. Please see specific program descriptions for these requirements.

Individuals over 18

Establishment of Residence: Individuals 18 years of age or older who move into the state and are gainfully employed within the state for a period of 12 months prior to enrolling in a public institution of higher education are entitled to classification as residents. For dependents over 18, residency is determined by the parent who claims the student for federal income tax purposes both at the time of enrollment and for the tax year prior to enrollment.

Reclassification: Persons classified as nonresident students upon first enrollment in a public institution of

higher education are presumed to be nonresidents for the period during which they continue as students. If such non-resident students withdraw from school and reside in the state while gainfully employed for a period of 12 months, upon reentry into an institution of higher education they will be entitled to be reclassified as residents for tuition purposes.

Admission Procedure

The steps for entering SWCID are as follows:

1. Obtain the following forms from the Admissions Office. Complete and return each to the same office.
(A) Application for Admission – this is submitted only for the original admissions. When completing the oath of residency portion of the application for admission, the student is responsible for registering under the proper residence classification and for providing documentation as required by the college (driver's license, voter registration, etc.). Students classified as Texas residents must affirm the correctness of that classification and for providing documentation as part of the admission procedure. If the student's classification as a resident becomes incorrect/changes for any reason, 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. (See number 17 in this section for more information.)
(B) Transcript Request Form – This form is completed in order that the college may obtain an official transcript from the high school or from other colleges if the student is a college transfer. (GED scores may be submitted in lieu of high school completion.) Students must submit an official transcript from all previous schools attended to be approved for admission.
2. Submit a current audiogram which shows the degree of hearing loss (deaf or hard of hearing students only).
3. Submit an official high school transcript showing date or expected date of graduation as well as the courses applicant has taken and applicant's grades. Students who have received a diploma through an IEP graduation will be given consideration.
4. Submit the most recent copy of applicant's Stanford Achievement Test with Deaf Norms version results, indicating scale scores and grade level equivalent, or the most recent copy of the THEA results. Students may use the TAKS, ACT or SAT in lieu of the Stanford Achievement Test with Deaf Norms or THEA based on the THEA policy.

5. Submit a completed "Statement of Objectives" form. This form is in the application packet.
6. Submit a completed "Personal and Family Medical History" form. This form found in the application packet needs to be completed by the student, student's family and doctor.
7. Take the Texas Higher Education Assessment (THEA) test. Students who are exempt from the THEA test are not required to take and pass the THEA. Some courses may require placement testing prior to enrolling.
 - (A) Students should submit these test scores to be used for placement and guidance purposes only. The scores do not determine general admission to college.
 - (B) Applications for THEA may be made through the high school or college guidance offices. The college placement exam and the THEA are given at Howard College at designated times. Call the guidance and counseling office for more information.
 - (C) Requests for exemptions will be handled on an individual basis.
8. Have the three persons identified on the "Reference Forms" (these forms are found in the application packet) provide written references regarding applicant's aptitude, attitude, and motivation for college studies. These references should suggest that the applicant has the personal and social maturity to participate in postsecondary programs such as those offered by SWCID.
9. Students who are transferring from another college must provide an official copy of all their college transcripts. Credit will be given for college courses taken elsewhere if the courses correspond to those offered at SWCID (refer to Transfer Policy). Consideration of developmental courses will be done on an individual evaluation per instructors. **Students wishing to receive transfer credit should mail the Office of Admissions a course catalog listing courses to be transferred from the college where the courses were taken and request that the SWCID Registrar evaluate their transcripts.** Howard College students wishing to take sign language or deaf culture classes need only complete the SWCID application, residency forms and schedule card.
10. Applicants should submit a current copy of their Vocational Evaluation.
11. Applicants interested in knowing more about New Student Orientation refer to page 28.
12. Part-time students must also complete the necessary paperwork, application process and testing prior to enrolling.
13. Deaf students who make their first of preferred application to the SWCID campus will be

considered SWCID students even if their chosen major is offered only on the Howard College main campus and all courses are taken at Howard College. If a deaf student makes first application or preferred application to the main campus, he/she will be considered a Howard College-Big Spring campus student. All support service fees in this case become the responsibility of Howard College-Big Spring.

14. Notification of Admission - The Admissions office will notify students of their acceptance for admission after the above information is received.
15. Registration for classes will follow the dates of official registration as announced. Payment of tuition and fees will complete the process of becoming a student.
16. Students must visit with an advisor prior to enrolling each semester. Advisors will assist the student in program planning and selecting appropriate courses. An advisor will be available throughout the student's attendance for advice and assistance. Each student is responsible for progress accounting, including cumulative grade point averages, courses failed, courses repeated, and graduation requirements.
17. Students who wish to change their residence status must complete a Petition for Reclassification prior to the census date of the course for the term. For a 16-week course, the census date is the twelfth class day. For a six-week course, the census date is the fourth class day. For a three-week course, the census date is the second class day. For more information about residence status, please contact the Registrar's office.
18. Falsification of admission records will result in permanent suspension from the college.

The necessary forms for enrollment into SWCID are available from:

The Office of Admissions
 SouthWest Collegiate Institute for the Deaf
 3200 Avenue C
 Big Spring, TX 79720-7298
 432/264-3700 (V/TDD)

SouthWest Collegiate Institute for the Deaf Developmental Plan Success Initiative

Purpose:

SWCID established this plan in accordance to the Texas Education Code, Section 51.306 and 51.403, to assess and correctly place undergraduate students entering our institution. Students who do not have college-level skills in reading, writing, or math, as determined by initial testing,

will be placed in a college developmental program to improve any skill areas that are found deficient.

ASSET (41 Reading, 38 Math, 40 Writing)
COMPASS (81 Reading, 39 Math, 59 Writing)
Accuplacer (78 Reading, 63 Math, 80 Writing)
Pass score on the essay portion of all tests is 6 (or 5 if the student passes writing multiple choice).

Advising Process

SWCID students are required to see an advisor or counselor prior to registration. At this time students determine their intentions: non-degree seeking, Certificate Level I, Certificate Level II or associate degree, and will be advised according to their goals by an advisor specializing in their interest area. Faculty and staff who advise students will be given necessary training to pass along any updates or changing information to properly advise students.

Eligibility, Exemptions/Exceptions:

Each undergraduate student entering SWCID, unless exempt or under exceptional circumstances, will be required to test for reading, writing, and math skills before enrolling in college-level courses. The students will take a state approved assessment test that identifies areas of deficiency for this initial test.

Exempted from requirements:

1. A student who meets qualifying standards on the SAT, ACT, TAAS, or TAKS. SAT and ACT exemptions are valid for a five year period following initial test date. TAKS scores are valid for a three-year period after initial test date.
2. A student who has graduated with an associate or baccalaureate degree from an institution of higher education;
3. A student who transfers from a private or independent institution of higher education and who has satisfactorily completed college-level coursework with a C or better as determined by the receiving institution.
4. Level One Certificate students;
5. A student who is serving on active duty as a member of the United States armed forces or as a member of the Texas National Guard;
6. A student who is currently serving as and, for at least the three-year period preceding enrollment, has served as a member of a reserve component of the armed forces of the United States; or
7. 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;
8. A student who has attended any institution of higher education and has been determined to have

met college-readiness standards by that institution (SWCID may recommend additional developmental coursework if a student's additional assessment or performance at SWCID reveals a deficiency);

9. Casual student: A student who enrolls in a course for personal enrichment with no plans of completing a Level Two certificate or degree may take six (6) hours or less of non-restricted classes in a semester. A maximum of 12 hours can be taken under the "Casual Student" status.

Students will be required to follow the Success Initiative policy if they do not meet the above exemptions/exceptions. The following categories require compliance:

Associate Degree/Level Two Certificate: Students enrolled in programs leading to a Level Two certificate or associate degree are liable under the success initiative and must meet the criteria for their plan.

The concurrent enrollment program allows high school students to enroll in college courses while still attending high school. Courses are taken in place of or in addition to the normal course load at high school. Students must have permission in writing from their high school principals or counselors and a high school transcript. These students must satisfy all assessment requirements specific to college courses prior to enrolling in college-level work.

Enrollment and Participation:

After initial testing, full-time students attending classes for the first semester must enroll in each area of English and math college developmental course work in which they are found deficient. Students deficient in English areas (reading and/or writing) must be enrolled in college developmental course work in either reading or writing. In subsequent semesters, full-time students must enroll in at least one college developmental course in deficient areas until college readiness has been met. Part-time students (students enrolled in less than 12 hours) must enroll in at least one college developmental course in deficient areas until college readiness has been met.

Full-time students attending classes for the first time who have NOT taken an assessment test or the results are not available to the college at the time of enrollment must enroll in college developmental course work in writing, reading, and mathematics.

In subsequent semesters, full-time students must enroll in at least one college developmental course in a deficient area until college readiness has been met.

To complete the Success Initiative Plan, a student must:

1. Complete the highest level of the college developmental course sequence for each area of the deficiency with a grade of C or better; or

2. Pass each area of the assessment test.

Restrictions

The following areas will be restricted to students who have not passed the required portion of the assessment test.

Reading

Science, History, Government, Economics, Psychology, Sociology, and Humanities will be considered reading restricted course areas. Students must either pass the reading portion of the assessment test or be enrolled in the **highest** course level of developmental reading along with the restricted class.

Reading and Writing

English 1301 will be considered a reading and writing restricted course. Students must pass both the reading and writing portions for the assessment test and/or the last course of both the reading and writing developmental sequences with a grade of C or better **prior** to enrolling in English 1301. Students **will not** be allowed to be concurrently enrolled in college developmental courses and English 1301. Students must pass English 1301 before enrolling in English 1302.

Mathematics

All college-level mathematics courses will be considered restricted courses. Students must pass the math portion of the assessment test and/or the last course of the math developmental sequence with a grade of C or better **prior** to enrolling in any credit math courses. Students **will not** be allowed to be concurrently enrolled in college developmental courses and college-level math courses. Students may retest to place out of the college developmental math courses.

Required attendance and participation:

Students enrolled in college developmental course work due to the Success Initiative policy are required to regularly attend and participate in class activities. Students who miss six (6) hours or more of class may be penalized and may fail the class due to lack of attendance. Instructors have the option to drop students for lack of attendance, or the instructor may choose to give the grade they earn. The instructor will state his or her attendance policy in the course syllabus. Students are responsible for keeping track of their attendance and, if needed, checking with their instructors to see if absences threaten the successful completion of a course.

Withdrawal from College Developmental Courses:

Students who are enrolled in college developmental coursework during their first semester may not drop any developmental course unless they are completely withdrawing from the district. In subsequent semesters, students may drop a college developmental course only if they have continuous enrollment in at least one other

required developmental course. If the student drops all required developmental courses, thus placing them out of compliance with continuous enrollment in required college developmental education, they will be dropped from all other courses at Howard College. Students dropping all required college developmental courses will not be reclassified (within the same semester) as casual students or have their programs changed to Level One certificates to circumvent this policy. Students who withdraw from developmental courses due to passing an approved assessment exam will be subject to the published refund schedule as stated in the Catalog.

College Developmental Course Sequence:

Students in developmental reading, writing, and math, regardless of instructor, will be required to take a comprehensive exit level exam for each course.

***Math Courses:**

MATH 0301 – Developmental Math
MATH 0302 – Math Skills
MATH 0311 – Elementary Algebra
MATH 0312 – Intermediate Algebra

***Reading Courses:**

ENGL 0310 – Developmental ESOL Reading
ENGL 0311 – Developmental Reading I
ENGL 0312 – Developmental Reading II
ENGL 0313 – Developmental Reading III

***Writing Courses:**

ENGL 0320 – Developmental ESOL, Writing, and Grammar
ENGL 0321 – Developmental Writing I
ENGL 0322 – Developmental Writing II
ENGL 0323 – Developmental Writing III

*Some courses may not be offered at each campus. Students need to check class schedules each semester for course offerings.

Students will be placed in a level according to their initial test score. Students will then proceed through the sequence to complete their developmental education, or the student may retest at any time to place out of the college developmental program.

READING

In order to move from ENGL 0311 to 0312, students must complete the class with a final course grade of C or better. In order to complete the developmental reading program, students must complete the ENGL 0313 course with a final course grade of C or better before moving to college level courses or retest to achieve a passing assessment test score.

WRITING

In order to move from ENGL 0321 to 0322, students must complete the class with a final course grade of C or better.

In order to complete the developmental English program, students must complete the ENGL 0323 course with a final grade of C or better before moving to college level courses or retest to achieve a passing assessment test score.

MATH

In order to move from MATH 0302 to 0311, students must complete the class with a final course grade of C or better. In order to move from MATH 0311 to 0312, students must complete the class with a final course grade of C or better. In order to complete the developmental Math program, students must complete the MATH 0312 course with a final course grade of C or better before moving to the college level courses or retest to achieve a passing assessment test score.

Students will be advised that they must take the prescribed assessment test after they complete the developmental education program if their initial test scores were below the following scores:

ASSET: Reading Skills-41; Elementary Algebra-38; and Writing Skill (objective)-40

COMPASS: Reading Skills-81; Algebra-39; Writing Skills (objective)-59

Accuplacer: Reading Comprehension-78; Elementary Algebra-63; Sentence Skills-80

THEA: Reading-230; Mathematics-230; Writing-

220

An essay with a score of 5 will meet these criteria if the student meets the objective writing test standard.

A student may retake the assessment test at any time during the semester to place out of the college developmental program. Students who successfully test out of the program may drop that prescribed college developmental class.

Evaluation of Programs

The purpose of the developmental education program at SWCID is to prepare students for college-level work who are found deficient via a state approved test. Students may also be measured by the completion of their course sequence. These measures will be taken on a semester basis and the program will be thoroughly evaluated by all college developmental personnel on a yearly basis. Mid-course changes in developmental sequencing will be made on an informal basis when needed. A survey instrument, such as the Best Practices Survey developed by Hunter Boylan, will be used to address the programs overall strengths and weaknesses, and also to address specific campus issues. The information will be used to address any problem areas within the program and instructors will meet to develop strategies for correction.

Student tracking will be accomplished through the SWCID Office of Institutional Research to determine student success in passing the prescribed assessment test and passing each level of college developmental classes. This information will be evaluated and goals will be established based on this information.

Accuplacer

Howard College administers the Accuplacer Assessment, a state-approved alternative exam for meeting the Howard College Success Initiative. Scores required for placement in college level courses are as follows: Reading – 78, Math – 63, and Writing – 6 on the essay section or a 5 on the essay section and an 80 or higher on the Sentence Skills section. Accuplacer is computerized and is not recommended for students that do not have adequate computer skills. The cost of the complete battery of tests (Reading, Writing, and Math) is \$30. Students may take individual sections for \$10 per section. Students must wait at least two weeks prior to retesting in each subject area.

Developmental Studies Classes and Interpreter Guidelines

SouthWest Collegiate Institute for the Deaf is part of Howard County Junior College. The purpose of the THEA program is to ensure that SWCID students achieve minimum state competency standards in math, reading, and writing. Students needing to take developmental classes do so based upon their THEA scores and their declared major. Students majoring in a Level I Certificate Program are exempt from THEA requirements but may still take developmental courses to ensure their core competencies. Because Developmental Studies is offered at SWCID, the interpreting department at SWCID reserves the right to prioritize services to Deaf students taking Developmental Studies courses at HC along with hearing students taking Developmental Studies courses at SWCID.

Interpreting services are available to all students who need and request them. Because of the demand for interpreters, students must submit interpreting requests as soon as possible. In the event that interpreter availability for a particular day/time is limited, priority will be given to students in college level (for credit) courses.

Concurrent Enrollment

Concurrent enrollment is a program which allows high school students to enroll in college courses while still attending high school. Courses are taken in addition to the normal course load at high school. High school as well as college credit will be earned upon successful completion of the course. Students must have permission in writing from their high school principals or counselors and a high school transcript. Students must satisfy THEA requirements prior to enrolling in collegiate-level course work.

Early Admission Student Entrance Information

Purpose

The Early Admission Program at Howard College and SWCID offers an opportunity for high school seniors to progress and earn college credits toward the associate or bachelor's degree while completing requirements for high school graduation. The program is not in competition with, or in lieu of, high school required or elective credits but is designed to permit selected students to make more constructive use of their time where, due to class scheduling or high learning capacities, seniors may have free time to enroll in college courses.

Eligibility

The program is available to high school seniors subject to the following: (1) student must have written approval from the high school principal; (2) student must be classified as senior in high school and satisfy the average daily attendance policy of the high school; (3) student will be limited to two courses per semester at the SouthWest Collegiate Institute for the Deaf of Howard College; (4) upon acceptance by the college admissions officer, the student will be admitted on condition, which means that college credit will not be granted until the student gives evidence of high school graduation with an official transcript from the school; (5) the enrolled student will be subject to the rules and regulations of the college; (6) the student will be required to take the THEA prior to enrollment. Under special circumstances that indicate a student with exceptional academic abilities is capable of college-level work based on such factors as grade point average, ACT or SAT scores, or other assessment indicators, the chief instructional officer may grant exceptions to numbers two and/or three above.

Application

The student should contact a high school counselor for an application to the Early Admission Program. The application must be signed by the student, the high school principal, and the student's parent or guardian. This form should then be forwarded or brought to the admissions office of Howard College or SWCID for complete information on registration procedure and for necessary forms.

International Student Admissions

This policy is subject to change based on changes in federal regulations and guidelines governing International students. Failure to maintain any of the requirements listed below can result in the student being sent back to the home country.

SWCID of Howard College is authorized under federal law to enroll international students.

Students should follow the admission procedures detailed in the International Student Admissions Packet which can be found on the SWCID/HC websites or contact the Admissions Office.

A student from a foreign country will be eligible for admission to SWCID of Howard College, and a Form I-20, Certificate for Eligibility, will be issued when all admission requirements have been met and the following items are on file in the Office of the Registrar:

1. Application for Admission, along with a mandatory, non-refundable \$100 application fee, in US dollars only. Major credit cards are accepted.
2. Official copies of high school and college transcripts, translated in English by an approved agency.
3. Official TOEFL (Test of English as a Foreign Language) scores, if applicable (exemptions may apply, based on other placement exam scores and national origin.) A score of 500 (paper-based) or 173 (computer-based) on the TOEFL is required to be considered for admission. Deaf students will exclude the listening comprehension portion of the TOEFL and have a minimum Accuplacer score of 410 for the paperbound test and 103 for the computer based test. See the International Student Admissions Packet for more details about TOEFL requirements at www.howardcollege.edu/bigspring/prospectivestudents.
4. Financial information of the applicant, to include: financial agreement, letter from parent or guardian or sponsor agreeing to cover all other expenses, and the financial status form with certified bank statement (all required blank forms are included in admissions packet.)
5. Copy of repatriation/medical evacuation insurance policy. International students who fail to purchase this insurance and show proof by the first class day of each semester will be totally withdrawn from classes.
6. Copy of all immunization records.

An international applicant must have all of the above documents on file in the Office of the Registrar no later than April 1 in order to register for the fall semester, September 1 to register for the spring semester, and January 1 to register for the summer sessions.

International Transfer Students (Students Currently Enrolled in Educational Institutions in the U.S.)

Immigration and Naturalization Service regulations require confirmation that students in the U.S. on an F-1 (student) visa must have established transfer eligibility

before the new institution initiates the transfer. Transfer students are subject to the same admission requirements as outlined above, including the nonrefundable \$100 (USD) application fee.

Veteran Student Entrance Information

The SouthWest Collegiate Institute for the Deaf of Howard College is fully approved for Veterans Education Training by the Texas Higher Education Coordinating Board under the GI Bill of Rights. Veterans are requested to contact the Office of Admissions at SWCID or Howard College or the Veterans Administration Hospital and make application for a certificate of eligibility and entitlement as soon as possible in order that payment of subsistence may be expedited.

It is necessary that all admission requirements be met before certification of enrollment to the Veterans Administration will be submitted. Previous education and training records are evaluated. Students are required to complete only the remaining required courses in the program to fulfill their objectives. Students will not be certified to the Veterans Administration for any non-required course on their objectives.

It is necessary that veterans present a Certificate of Eligibility and Entitlement or a completed veterans application packet to the Admissions Office if they

expect to draw subsistence pay from the Veterans Administration. The application packet is comprised of the following documents: (1) Application – VA form 221990; (2) Separation papers – DD214; and (3) Dependency evidence – marriage certificate, birth certificate, divorce decree, etc.

War Orphans desiring to draw benefits from VA under provisions of PL 634 should present a certificate of eligibility prior to enrollment to the Veterans Administration for educational benefit payments.

Veterans who are no longer entitled to educational benefits under the Veterans Administration and who were residents of the State of Texas at the time they entered active military service, may be eligible for benefits under the Hazelwood Act. Those who think they may qualify for this benefit should present a copy of their separation document (showing place of entry into active military service) and evidence proving that their VA educational benefits are exhausted to the Registrar for interpretation.

Tuition and Fees

Refund Policy
General Financial Information
Residence Hall Cost

Tuition and Fixed Fees

The following tuition rates will be charged each semester of the regular session. Summer tuition rates for resident students are listed also. These rates apply to courses taken for credit and for audit. **TUITION AND ALL FEES ARE SUBJECT TO CHANGE IF NECESSARY TO COMPLY WITH NEW STATE LAWS AND BOARD POLICY.**

In-District (Howard County Residency): \$40 per semester credit hour with a starting base amount of \$150. Qualified Texas Deaf residents shall be exempt from tuition fees beginning with the fall semester of 1995 as documented.

Out-of-District (Texas Residents): \$52 per semester hour with a starting base amount of \$180. In order to establish in-district residency, a student must have been a resident of Texas for twelve consecutive months immediately prior to enrollment, including six months as a resident in Howard County. Moving into the Howard County Junior College District for the specific purpose of enrolling in Howard College or SWCID does not establish legal residence in the district.

Non-Resident (Out-of-State and International): \$331 per semester hour, no base

Student Services Fee (All Students): \$3 per semester hour beginning at 6 hours, up to and including 12 hours.

Senior Citizens: Students age 65 and older pay only the Building Charge (All program/courses excluding the Senior Citizens Academy).

Building Charge (All Students): \$70 per semester.

Summer Program/New Student Orientation Program Costs: Contact the admissions office for fee information.

High School/Other Students: Certain fees or costs may be reduced for concurrently enrolled high school students and other students who are enrolled in classes taken in facilities that are provided for the purpose of instruction when these locations have been approved by the Board of Trustees. The base tuition is \$38 for in-district, \$50 for out-of-district, and \$72 for nonresident students. Fees are waived.

Laboratory Fees

Biology, each course with laboratory sections	20.00
Accounting ACNT 1303, 1304, 2301, 2302	20.00
AUMT, each course	20.00
Building Construction Technology, each course	20.00
Business POFT 1127, 1227, 1309, 1319, 1325, 2331, 2433, BMGT 2382, 2388	20.00
Communications 1316, 1317	20.00
Computer Information Systems, each course	20.00
Dental Laboratory Technology, each course except 1291, 1371	20.00
English 0310, 0311, 0312, 0313, 0320, 0321, 0322, 0323	20.00

Graphic Arts Technology, each course	20.00
Interpreter Training SLNG 1140, 1211, 1215, 1304, 1305, 1344, 1345, 2302, 2331, SGNL 1301, 1302, 2302	20.00
Math 0301, 0302, 0311, 0312	20.00
Office Technology POFI 2301, POFT 2301	20.00
Paraprofessional in Deaf Education SLNG 1318, CDEC 1313, 2286, 2287	20.00
Welding, each course	20.00

Additional Fees in Certain Courses/Programs

Dental Lab Kit (one-time cost)	700.00
Automotive Maintenance Technology Tool Kit (one-time cost)	800.00
Building Construction Technology Tool Kit (one-time cost)	700.00
Graphic Arts Kit (one-time cost)	130.00
Paraprofessional in Deaf Education (one-time cost)	100.00
Welding Kit (one-time cost)	700.00
Interpreter Training, SLNG 1321	10.00
Paraprofessional in Deaf Education, CDEC 1313	20.00

Student Refund Policy

COMPLETE WITHDRAWAL

Students who officially drop a course(s) or withdraw from the college shall have their tuition and mandatory fees refunded according to the following schedule:

FALL AND SPRING SEMESTERS:

Prior to the first class day	100%
During the first fifteen class days	70%
During the sixteenth through twentieth class day	25%
After the twentieth class day	NONE

SUMMER SESSIONS (six week semester):

Prior to the first class day	100%
During the first five class days	70%
During the sixth and seventh class days	25%
After the seventh class day	NONE

FLEX ENTRY AND NON-SEMESTER LENGTH:
 Courses with a census date other than the twelfth class day
 (fourth class day for a six week summer semester)
 (Includes Cosmetology):

**The first class day is the official first day of classes of
 the semester. Class days are based on the college
 calendar.**

Prior to the first class day 100%

After classes begin see the following:

Length of Class Term in Weeks	Last Day for 70% Refund	Last Day for 25% Refund
2 or less	2	N/A
3	3	4
4	4	5
5	5	6
6	5	7
7	7	9
8	8	10
9	9	11
10	9	12
11	10	14
12	12	15
13	13	16
14	13	17
15	14	19
16 or longer	15	20

**OPEN ENTRY CLASSES (Adult Vocational Classes, and
 Continuing Education Classes):**

Prior to the first scheduled class meeting 100%

If class is canceled by the college 100%

For a course meeting fewer than three times, no refunds
 except prior to first scheduled class meeting

For a course meeting three or more times, after the first
 class meeting and prior to the second

70%

None thereafter

General Financial Information

Special Courses: The College reserves the right to set
 appropriate fees and special tuition for any special courses
 which may be offered after publication of this catalog.

Transcript: Transcript requests should be made in writing.

The college can send transcripts only to another college or
 university if the transcript request is made by phone. It is
 not the policy of Howard College to fax transcripts.

However, in certain situations and when the college is not
 in a registration period, the college will fax a transcript to
 another college or university with a written request. A
 transcript will not be released if a "hold" has been placed
 on the file. Contact the Registrar's office for information
 on transcripts.

Financial Obligations: Students will not receive credit for
 work done in the Howard County Junior College District
 until they have discharged all financial obligations to the
 college. Registration is not complete until all accounts for
 the semester are paid or proper financial arrangements are
 made. Unpaid financial obligations may result in dismissal
 from the college. Students with outstanding financial
 obligations to the college may be allowed to enroll for
 workforce training and continuing education classes when
 these classes are required by and paid for by a local
 business or industry. In these cases transcripts will not be
 issued to the student and evidence of completion of the
 course will be provided to the employer.

Registration: A period will be set aside each term or
 semester to permit students to register. All tuition and fees
 can be paid at this time unless the student is a financial aid
 recipient.

Late Registration: A late registration charge of \$10.00 is
 required of all students enrolling after the regular
 announced day or days to register. The fee is also required
 if a student enrolls, completely withdraws from all classes,
 and then initiates other class enrollment. This fee is
 charged even if this situation occurs within the same day.
 This charge will be incurred by students who register in
 person or on-line.

Course Change: A fee of \$10.00 is charged for each
 course change. This fee will not be charged to any student
 who changes their courses through the on-line system.

Admittance to Class: Students will not be allowed to
 attend classes until all tuition and fees have been paid or
 arrangements for payment have been made with the
 Business Office.

Bookstore Refunds: Bookstore refunds will adhere to the
 posted policy provided by the bookstore contractor.

Check Identification Requirement: Personal checks
 submitted to Howard College/SWCID for any fees will
 have the student ID or social security number written on
 them. The college staff will write the student ID or social
 security number on checks if the student has not already
 done so. If the student prefers not to have the student ID or
 social security number on the check, then the student must
 submit payment by cash, money order, or cashier's check.
 A driver's license number is required on all checks.

Bad Checks: A processing fee will be assessed any person
 who writes a check to the college that will not clear the
 payee's bank for any reason other than bank error. The fee
 amount will be equal to that charged by the county
 attorney's office for returned checks. If the check was
 given as payment toward a student's account, that student
 will have a hold placed on all records until the financial
 obligation to the college is cleared. The writer of the check
 will be notified in writing of the insufficient status. Failure
 to comply within specified time limit will result in the
 check being turned over to the appropriate outside agency
 for collection and additional fines. The college will not

accept checks from anyone that has written more than two returned checks.

Installment Payment Plan: Howard College/SWCID accepts installment payments for fall and spring classes.

- One-half of the tuition and fees must be paid before the start of the semester.
- A promissory note must be executed for the balance, with equal payments due before the start of the sixth class week and the eleventh class week.
- All financial aid will be applied to the amount due before the multiple payment plan is offered.
- A fee of \$25 will be assessed each semester for the use of this plan.
- A late fee of \$25 will be assessed on any payment not made before the due date.
- A student who fails to make full payment of tuition and fees, including any incidental fees, by the due date may be prohibited from registering for classes until full payment is made.
- A student who fails to make payment before the end of the semester will not be issued a transcript or grade report until final payment is made.
- If the account is submitted for collection, the cost of collection will be added to the students balance.

Residence Hall Cost

The Residence Hall cost includes room and board. The charge for housing each semester is \$600.00. Each student is required to make a residence hall deposit of \$100.00 to secure space. The housing cost includes telephone, TV, computer, and cable service hookups. For those students wishing to have a private room, if available, an additional \$600.00 will be assessed. The charge for board for each semester of the school year is \$1,510.68. The board plan is a 7-day program for meals as follows: Monday through Friday – Breakfast, Lunch, Dinner; Saturday and Sunday – Brunch and Dinner. Cost of board is subject to change due to fluctuating food costs.

For those students wishing to pay board in installments, approval must be received from the Business Office or the Dean of Student Services. Board may be paid in as many as three installments.

These charges are based on approximately four months and do not cover official holidays shown in the college calendar.

Meal tickets will not be issued until financial arrangements have been made with the Business Office or the Dean of Student Services.

Room and Board Payment Schedule Payment Due in Full at Registration Total Cost - \$2,110.68

Or Payment Plan		
1 st Payment Due at Registration	2 nd Payment Due October 1-Fall March 1-Spring	3 rd Payment November 1-Fall April 1-spring
\$1,050.00	\$558.83	\$558.83

Apartments: Married couples apartments are available. A married couple will pay \$478.13 each month/\$1,912.50 for the semester to live in a SWCID apartment. The college will assume responsibility for payment of utilities except for long distance telephone service and any supplemental cable other than basic services the college already provides in the other dorm rooms.

Married couples may choose or not choose to participate in the Food/M meal plan. It makes no difference whether one or both of the persons that make up the married couple are SWCID students, the rent cost will remain the same.

When apartment space is available and individual students ask to be considered for living in the apartment annexes, one student would pay \$1,912.50 for the semester; two students would each pay \$956.25 for the semester; three students would each pay \$637.50 for the semester; four students would each pay \$478.13 for the semester. When apartment space is available but students do not necessarily request to live in the apartment annexes but may have to due to a full dorm, then the college will assess each student asked to live in the apartment annexes \$500.00 each for the semester no matter if one, two, three, or four students are placed in the apartments.

Individual students living in the apartments are required to participate in the food/meal plan each semester.

Priority housing for the dorm annexes will be as follows:
 Married couples with or without child(ren)
 Single parents with child(ren)
 Approved upperclassmen/women
 Special/unique needs students.

Withdrawal

The residence hall cost includes room rent and meals. No refunds will be made for the room rent portion of the cost: \$600 for the rooms in the residence halls. The meal portion of the cost will be refunded based on the amount paid to date and on the remaining days left in the semester. Refund of the reservation deposit (\$100) will be awarded under the following conditions:

1. The reservation is canceled before July 15 for the fall semester and December 15 for the spring semester.

2. The resident involuntarily withdraws from the college for reasons of health or circumstances beyond his/her control.
3. The resident officially checks out of the residence hall with the approval of the Residence Hall supervisors.

Any damage or shortage at the time the resident vacates the residence hall will be deducted from the deposit. To obtain the deposit, the student must contact the Dean of Students Office.

Under federal law, students attending Howard College/SWCID who receive Title IV (Pell, SEOG, Federal Stafford Loan) and completely withdraw before the 60 percent point (in time) in the period of enrollment will be required to return any unearned funds. Unearned Title IV funds is the percentage of term **not** attended times the Title IV aid. In some instances, the student may owe both the federal government and the school. Students owing either the federal government or the school will be ineligible for any further federal aid until funds are repaid.

Financial Aid

Academic Progress Standards

Grants

Scholarships

Work Study

Loans

Financial Aid Sources

Tuition Rebates

Student Financial Aid

General Information: Howard College and the SouthWest Collegiate Institute for the Deaf provide financial assistance to help make the benefits of higher education available to qualified students. Federal and state grants, scholarships, federal student loans, and federal and state work study programs are administered through the Financial Aid Office. Applications should be made will in advance of the date a student intends to register. Priority deadlines are April 1 for the fall semester and October 1 for the spring semester.

Note to Students Attending Howard College Extended Campuses: Please contact the campus representative to assist you in completing your financial aid application information. Documents may be forwarded directly to your campus representative. Priority deadline is April 1 and fall registration deadline is July 1. Information received after the deadlines may not be processed in time for registration.

Basic qualifications for a student to be considered for all types of financial aid are:

1. Be in financial need (financial need is the difference between what college costs and what your family can pay according to federal guidelines).
2. Make satisfactory academic progress.
3. Be a national or permanent resident of the U.S.
4. Be pursuing a degree or certificate from SWCID of Howard College. Only coursework **REQUIRED** by your chosen degree plan can be used to determine financial aid eligibility.

To apply for all types of financial aid, a student must:

1. File the Free Application for Federal Student Aid (FAFSA). This application is available from high school counselors, principals, from the Financial Aid Office, or through FAFSA on the Internet (www.fafsa.ed.gov). Title IV Code number for SWCID of Howard College is 003574.
2. Contact the Financial Aid Office to insure that all copies of the Student Aid Report/I.S.I.R. for the Pell Grant are on file in the Financial Aid Office regardless of grant eligibility.
3. Complete the Howard College Application for Financial Aid. **NOTE: A separate scholarship application is available in the Financial Aid Office. Deadline for scholarship consideration is April 1.** Students interested in scholarships at SWCID must also complete the Howard College Application for Scholarship. An essay is required.
4. Forward a copy of high school transcript **including date of graduation**, GED passing scores, or take a test approved by the Department of Education (see "Ability to Benefit" information

below). A copy of the transcript or GED must be provided to the Financial Aid Office **in addition** to any other HC offices which may have received a copy.

NOTE: Students selected for verification by the Department of Education will also be required to submit: (1) a signed copy of the family's (student and spouse for independent students; student/spouse and parents if dependent) most recent federal income tax return (1040, 1040A, or 1040EZ) to the Financial Aid Office (all schedules must be included); and (2) an Institutional Verification Form (IVF) which may be obtained from the Financial Aid Office.

Satisfactory Academic Progress Standards Students who receive federal financial assistance must maintain satisfactory academic progress (SAP) as described below.

1. All students attending Howard College and the SouthWest Collegiate Institute for the Deaf and receiving federal or state financial aid funds will have a time frame in which to complete their degree requirements. Students are expected to complete their degree or educational objectives within a reasonable number of semesters. This time frame is the equivalent of 150 percent of the published length of the individual program. (For example, if a certificate program requires 30 hours, a student will be paid up to 45 hours to complete the program or if an associate degree program requires 64 hours then a percent will be paid up to 96 hours to complete their degree.) This time frame will include any semester that you were enrolled **even if you did not receive financial aid** and/or transfer work that is applied to the student's program of study and posted to their transcript. Periods of enrollment may be converted to semesters for nonconsecutive enrollment. (Students that have earned 30 credits or more may be asked to keep an updated degree plan at the Financial Aid Office.) Additionally, this degree plan should be reviewed with the academic advisor and the student each semester to ensure that the student is remaining on track to completing the approved degree plan. Students taking courses outside their degree plan may exhaust financial aid eligibility prior to completion of degree.
2. Students who have previously attended Howard College or the SouthWest Collegiate Institute for the Deaf are making Satisfactory Academic Progress if the following conditions are met. If **any or all** are not met, the student will be on financial aid probation.
(A) Full-time Students Semester/Credit Hours: A full time student will be expected to complete one-

sixth (10 hours) of the work required for his/her degree each semester. Grades of "I", "W", and "F" will not satisfy the course completion requirements.

Clock Hour Programs: To remain eligible for financial assistance, students pursuing certification in clock hour programs (i.e. cosmetology) will be allowed a time frame to complete the program which is the equivalent of 150% of the published length of the program.

(B) Part-time Students Semester/Credit Hours: Part-time students will be expected to complete nine hours for three-quarter time, six hours for half-time attendance, and all courses originally enrolled in for less than half-time each semester. Grades of "I", "W", and "F" will not satisfy the course completion requirements.

Clock Hour Programs: Students will be expected to complete a minimum of 50% of the clock hours required to complete the program by the end of the mid-point of the 150% time frame.

(C) All students will be expected to acquire a 2.0 grade point average on all work completed each semester to remain in good academic standing.

(D) A course previously completed with a grade of "D" or above cannot be used when determining financial aid eligibility, enrollment status or satisfactory progress. **EXCEPTION:** An exception can only be made if the repeat is required by your program of study as documented by the faculty advisor/counselor. Only one repeat is allowed under these circumstances.

(E) Students enrolled in the same course three or more times will not receive financial aid funding for that specific course.

(F) Students who have earned 30 credits or more may be asked to submit an updated degree plan to the Financial Aid Office.

Note: Students who are required to take developmental course work will be limited to 30 semester hours of financial aid eligibility for these classes.

STUDENTS NOT MEETING CONDITIONS LISTED ABOVE MAY BE PLACED ON FINANCIAL AID PROBATION.

3. Students who do not meet the above requirements during the next semester of attendance following their financial aid probation will be placed on financial aid **suspension**. This suspension will last during the next semester of eligible enrollment and no federal or state awards will be made. After the student has achieved satisfactory academic progress, the student will be placed on probation for the semester immediately following suspension.

4. There may be occasions in which an exception to the definition of Satisfactory Academic Progress should be made. The Director of Financial Aid will review all pertinent information regarding the situation and may grant an exception to the standards. If a student feels that an exception should be made, he/she should submit a **written** explanation of the circumstances surrounding the semester in question to the Director of Financial Aid for consideration. If the student is dissatisfied with the decision of the Financial Aid Director, the case may be referred to the Financial Aid Committee for a decision. Final decision will then be left to the Financial Aid Committee.
5. Return of Title IV Funds – Under federal law students attending Howard College/SWCID who receive Title IV (Pell, SEOG, Federal Student Loans) and completely withdraw before the sixty percent (in time) period of enrollment will be required to return any unearned funds. Unearned Title IV funds are the percentage of the term not attended times the Title IV aid. Students who cease attendance, do not withdraw, and receive all failing grades (F's) for a semester will be considered "unofficially withdrawn"; these students will be subject to a review of their attendance records. If it is determined that a student ceased attendance before the 60% point in the semester, the student will be required to return those unearned funds. In some instances, the student may owe both the federal government and the college. Students owing either the government or the college will be ineligible for any further aid until funds are repaid.

Ability to Benefit

Students who do not have a high school diploma or its recognized equivalent must pass a Department of Education approved exam administered by the college.

Grants

Federal Pell Grant: The purpose of the Pell Grant Program is to provide eligible students with a "floor" of financial aid to help defray some of the costs of post-secondary education. Student eligibility is based on financial need determined on the basis of a formula, developed by the Department of Education and reviewed by Congress annually, which is applied uniformly to all applicants. SWCID of Howard College participates in the Federal Pell Electronic Data Exchange (EDE) system. This allows the college to correct information on the Pell Grant Student Aid Report electronically for those students who list Howard College/SWCID as their college choice.

Federal Supplemental Educational Opportunity Grant (SEOG): A limited number of Supplementary Grants are available to students with exceptional needs each year. Student eligibility and amount of grant is determined by the income level of the student and his parents.

State Student Incentive Grant Program (SSIG) and Texas Public Educational Grant (TPEG): These grant funds are available from a combination of Federal, State and College sources to assist deserving students who have additional financial need. These grant funds are limited and generally range from \$200 to \$600 per academic year.

Texas (Toward Excellence, Access and Success) Grant Program: The purpose of these programs is to provide a grant of money to enable well-prepared eligible students to attend public and private nonprofit institutions of higher education in Texas. The programs are administered through the Texas Higher Education Coordinating Board. Awards are made through the financial aid office; all students who have completed a financial aid file will be reviewed for eligibility. Returning or transfer Texas Grant recipients must complete a financial aid file to continue to receive the award. The Texas Grant program offers three opportunities for a student to qualify for the program. All three programs require that a student be a Texas resident, has financial need, has applied for any available financial aid or assistance, maintains satisfactory academic progress, and has not been convicted of a felony or crime involving a controlled substance.

For students graduating with a recommended or advanced high school diploma: To be eligible for the Texas Grant program, a student must have graduated from a public or accredited private high school in Texas, no earlier than Fall 1998 (note: must enter program within 16 months of graduation from high school), completed the recommended or advanced high school curriculum or its equivalent, and enrolls at least $\frac{3}{4}$ time in an undergraduate degree or certificate program. Satisfactory academic progress for a student's first year on this program is determined by the school's satisfactory academic progress standards; in subsequent years, a student must have a minimum of 2.5 cumulative grade point average and have completed 75 percent of the hours attempted in the prior academic award up to 150 credit hours, six years or upon completion of a bachelor's degree, whichever comes first.

1. For students receiving an Associate's Degree in May 2001 or later: A student who received an Associate's Degree in May 2001 or later and continues in college for a higher degree can qualify for the Texas Grant program. A student in this program must enroll at least $\frac{3}{4}$ time in a higher level undergraduate degree program and must enroll within 12 months of completion of the associate degree. The academic standards are completion of at least 75

percent of hours taken in the prior year, and a cumulative grade point average of at least 2.5. A student who maintains eligibility will continue to receive the award up to 90 credit hours, four years, or upon completion of a bachelor's degree, whichever comes first.

2. Texas Grant II Program: This program is for students that do not qualify under the Texas Grant program and are attending a public community college, technical college, or public Texas institution. A student must be enrolled at least half-time in the first 30 hours (or their equivalent) in an associate's degree or certificate program at a public two-year institution of higher education. The family's contribution (EFC) must be no more than \$2,000. The academic standards are completion of at least 75 percent of the hours taken in the prior year and a cumulative grade point average of 2.5. A student who maintains eligibility will continue to receive the award up to 75 credit hours, four years, or upon completion of an associate's degree, whichever comes first.

Scholarships

The following is a partial list of scholarships available for SWCID students. Deadlines to apply for these scholarships may differ. It is the student's responsibility to obtain, complete, and submit applications by the appropriate deadline. Basic eligibility for most scholarships require that a student must have potential to achieve as evidenced by scholastic standing or acceptable grades on high school records and on a national standardized college entrance exam such as the ACT or SAT examinations. Most scholarship programs also require a student to be attending college on a full-time basis. Some of the aid is based on financial need criteria.

Sherrie Baird Memorial Scholarship

Awarded annually to a SWCID student who demonstrates outstanding campus and community involvement and a concern for the welfare of others

Dr. P.W. Malone Scholarship

This award is established in honor of Dr. P.W. Malone. This scholarship is awarded annually to a SouthWest Collegiate Institute for the Deaf student who exhibits good character and motivation to complete college and career goals.

SWCID Fest Scholarship

This award is established as part of the SWCID Fest celebration held every five years. This scholarship is awarded annually to an incoming SouthWest Collegiate Institute for the Deaf freshman student who exhibits good moral character and motivation to complete college and career goals and has a financial need to pay for college.

Alice Haynes Rotary Dental Lab Technology Scholarship

This award is established in honor of Dr. Alice Haynes and the Big Spring Rotary Club. This scholarship is awarded annually to a SouthWest Collegiate Institute for the Deaf Dental Lab Technology student who exhibits good moral character and motivation to complete college and career goals.

Phillip Waldrup Scholarship

This award is established in honor of Phillip Waldrup. This scholarship is awarded annually to a SWCID business/computer information systems student who exhibits good moral character and motivation to complete college and career goals.

International Student Scholarship

Awarded annually to an international SWCID student who exhibits good moral character and motivation to complete college and career goals and has a financial need to pay for college

Work

Federal and State College Work Study Program:

Students who have additional financial need may be allowed to work up to 15 hours per week at on-campus and off-campus jobs. Every effort is made to place students in jobs related to their field of study. Students not eligible for the work study program may apply for other work opportunities in the Financial Aid Office.

Loans

Federal Family Education Loan Programs (FFELP)

The following loan programs provide assistance to students who have additional financial need to cover the cost of attending college. The FAFSA must be completed to determine eligibility for the Federal Stafford loans.

Federal Stafford Loans – Subsidized and Unsubsidized

These are low-interest loans available through private or state lenders. Students who demonstrate need may borrow through the Subsidized Stafford Loan program, i.e. the Federal Government will pay the interest on the student's loan while he or she is enrolled at least half time. Those who do not qualify for the Subsidized Stafford Loan (in whole or in part) may be considered for the Unsubsidized Stafford Loan; however, the student must pay interest which accrues on the loan during the entire period of the loan. Maximum loan amounts begin at \$2,625 per academic year.

Federal Plus

The Parent Loan for Undergraduate Students (PLUS) is available for parents of dependent undergraduate students.

Borrowing Limits

There are limits on how much a student can borrow. The annual borrowing limits for a Subsidized Stafford Loan are \$2,625 for freshman students, \$3,500 for sophomore students. Independent students may be eligible to borrow up to \$4,000 through the Unsubsidized Stafford Loan Program. The Howard College aggregate limit is \$23,000. This includes loans received for a student or parent if a history of delinquent or defaulted loans exists.

Other Financial Aid Sources

The aid sources listed below are other types of assistance which may be available for certain students. The Financial Aid Office maintains close coordination with these other agencies/organizations.

Job Training

Training opportunities are available for the WIA (Workforce Investment Act) for eligible students. Contact the local Job Training Office for application information.

Veteran's Benefits

Educational benefits for veterans and/or veteran dependents are available to eligible students through the Office of the Registrar.

Vocational Rehabilitation

The Texas Rehabilitation Commission offers a variety of services and assistance to Texas college students for whom physical disabilities constitute a handicap to employment. Applications for these services should be made directly to the Texas Rehabilitation Commission. Authorization for vocational rehabilitation support **must** be on file in the Financial Aid Office **before** registration.

NOTE: Students classified as "Deaf Texans" by the Texas Rehabilitation Commission are eligible for a waiver of tuition and fees at SWCID.

Bureau of Indian Affairs

The purpose of this program is to enable American Indian students with financial need to attend college. The student should contact the Bureau of Indian Affairs (BIA) for specific requirements.

Tuition Rebates

The purpose of this program is to provide tuition rebates that will provide a financial incentive for students to prepare for university studies while completing their high school work, avail themselves of academic counseling, make early career decisions, and complete their baccalaureate studies with as few courses outside the degree plan as possible. Minimizing the number of courses taken by students results in financial savings to students, parents, and the state.

To be eligible for rebates under this program, students must meet all of the following conditions:

- Enrolled for the first time in an institution of higher education in the fall 1997 semester or later,
- Request a rebate for work related to a first baccalaureate degree received from a Texas public university,
- Be a resident of Texas, attempt all course work at a Texas public institution of higher education, and have been entitled to pay resident tuition at all times while pursuing the degree, and
- Must have attempted no more than three hours in excess of the minimum number of semester credit hours required to complete the degree under the catalog under which the student graduated. Hours attempted include transfer, credits, course credit earned exclusively by examination, courses that are dropped after the official census date, for-credit preparatory courses, optional internship and cooperative education courses, and repeated

courses. Courses dropped for reasons that are determined by the institution to be totally beyond the control of the student shall not be counted.

The amount of the tuition to be rebated to a student under this program is \$1,000 unless the total amount of undergraduate tuition paid by the student to institution awarding the degree was less than \$1,000, in which the amount of tuition to be rebated is an amount equal to the amount of undergraduate tuition paid by the student to the institution.

Students must apply for rebates prior to receiving their baccalaureate degrees on forms provided by the institution and must keep the institution apprised of their addresses for at least 60 days after their graduation date.

For more information about tuition rebates, contact the Registrar or the four-year institution awarding the baccalaureate degree.

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Registrar

All SWCID students' permanent files and current records are kept in the Registrar's Office. It is of utmost importance that all previous college and/or high school transcripts (complete with graduation dates) or GED examination results be forwarded to this office **before** admission as explained in the admissions requirements.

Requests for transcripts from this office must be requested **in writing; a request by phone is not acceptable**. All transcript tags, financial obligations and admission requirements must be met before a transcript can be released to any party. A student's record must be cleared of all tags and financial obligations before graduation. It is not the policy of Howard College to fax transcripts. Under certain situations, when we are not in our registration periods, we will fax a transcript with a written request and a \$10 fee. The fee must be paid in advance and may be expedited with payment by credit card.

Preregistration may be held on a designated date prior to the beginning of each semester. All students are requested to participate if possible.

Late registration is also conducted in the Registrar's Office. A late registration fee of \$10 is required for students enrolling at any time after the formal registration period.

Any changes in schedules must be processed through the Registrar's Office. Failure to withdraw from a class through due process will result in an automatically failing grade.

Any changes in the student's name, address, telephone listing, legal resident status and/or major must be made at the Registrar's Office.

New Student Orientation

The orientation program is a program designed to help each student, especially recent high school graduates, learn about each of the degree and certificate programs offered at SWCID. The students gain insight into their abilities and aptitudes as well as academic strengths and weaknesses, participate in activities leading to a more successful adjustment to life in a postsecondary setting, and receive a general orientation to SWCID, Howard College and various services offered.

Placement tests for determining academic levels are administered to all new students. If a student demonstrates the appropriate academic and vocational skills, he or she may be allowed to take an entry level Program Entrance Test (PET). Students who are deficient in academic skills for their desired major will be placed in courses in the Developmental Studies program. Only students with a

likelihood for success can enroll with a major in one of the certificate or degree programs.

***Orientation for all new incoming fulltime students is required. Part-time students are permitted to take up to 9 hours of college work before participating in New Student Orientation. Transfer students who have passed the TASP or Stanford Achievement Test, completed nine or more college level hours, and whose grade point average is 2.0 or better, may be exempted from the orientation program. There is a fee for this program.**

College Student Success – (PSYC 0200) is mandatory for all new incoming full-time students. Transfer students who have passed the TASP or Stanford Achievement Test, completed nine or more college level hours, and have a grade point average of 2.0 or better, may be waived from the College Student Success course.

Cost for NSO will be Out-of-State or In-State - \$255, Off-campus - \$175.

Academic Advisement

Each student is assigned an academic advisor upon enrollment at SWCID. All course selections, preregistration for classes and planning of programs to meet graduation requirements must be mutually agreed to by the student and academic advisor. The advisor signifies approval by signing such documents as the preregistration form; drop/add slips, etc.

If the student has declared a major, he or she is assigned an academic advisor in his or her major field. Those who are undecided about their majors are advised by a member of the Developmental/General Studies Division. The advisor works closely with the student in helping plan a program of study that assists the student in making satisfactory adjustment to the academic and co-curricular activities of the institution. The advisor assists the student in preparing a degree plan, then works with the student each subsequent semester to keep the degree plan current.

Students who intend to go on to a four year college or university must be particularly careful when selecting courses. Most upper division colleges are extremely selective about the courses which will be accepted for transfer credit. **All** colleges and universities retain the authority to decide what will and **will not** be accepted for credit. Therefore, it is very important that the student contact the chairperson or dean of the upper division college in order to get in writing the specific courses which will be accepted for transfer.

Course Sequencing

All colleges and universities establish a pattern for offering courses, with the fall semester containing the classes which serve as prerequisites for spring. For example, English 1301 always precedes English 1302. English 1301 would be offered in the fall; English 1302 in the spring. For most students, this presents little problem, but for students who fail or decide to drop a fall semester class (i.e., English 1301), it prevents them from enrolling in English 1302 in the spring. Therefore, it is extremely important for a student to understand that failing one course or deciding to withdraw from it before the end of the semester **may delay** his graduation or completion date by as much as one full year because of the effect of sequencing courses.

No college has the economic (financial) resources to offer every course every semester. Once a student interrupts his program of study by failing or dropping a course, it is usually not possible to graduate or complete a program of study in the original time frame. Students, parents and rehabilitation counselors are hereby reminded of this important fact. It must be taken into consideration every time the student makes a change in the program of study.

Transfer of Credit

To SWCID of Howard College:

Transfer students must comply with all THEA policies (see page 14). Students on academic or disciplinary suspension from the last school attended will be considered for admission to SWCID of Howard College on an individual basis only. Credits for courses in which a passing grade ("D" or better if the student's overall grade average is "C" or better) has been earned may be transferred to SWCID of Howard College from any college accredited through one of the regional accrediting associations of the Council of Higher Education Accreditation. College policy is **NOT** to transfer credits received from any U.S. institution not so accredited.

SWCID of Howard College awards transfer credit for "credit by examination" if it is included on an official transcript from an accredited college or university, if it is within the established 18-hour limit, and if it is appropriately related to the student's educational program. Developmental, remedial or any other non-degree credit course cannot be used for transfer or in determining the 2.0 "C" transfer average.

Course work completed at a college outside the United States will be considered for transfer on an individual basis. A course by course evaluation of a transferred transcript will be completed by a counselor, program director or other appropriate personnel as needed for a degree plan or program planning in the enrollment process. At least 25% of the hours required for a degree must be earned at

SWCID/Howard College. Courses transferred will not be posted to the student's SWCID of Howard College transcript.

Students are required to submit an official transcript from each school previously attended. (A student's transcript will have a "hold" put on it until all transcripts from each school previously attended are received.) It is the student's responsibility to make sure all transcripts have been received in the Registrar's Office.

A SWCID/Howard College transcript will not be issued if a student's file is not complete and has a "hold" placed on it. Students will not be allowed to register for the following term if all college transcripts are not received in the Registrar's Office by the end of the initial term of enrollment.

From SWCID of Howard College

Most of the courses taught by SWCID of Howard College are transferable. Courses with numbers following the course description are academic courses approved by the Texas Higher Education Coordinating Board. These courses are transferrable to most colleges in Texas; remedial, developmental or preparatory courses are exceptions. However, courses which will transfer may not be required for all majors. Courses that do not have numbers following the course description are approved by the Texas Higher Education Coordinating Board as technical courses. Although several of these courses will transfer to various colleges, they are designed for two year occupational programs and frequently will not transfer.

Students planning to transfer SWCID of Howard College credits to another college are advised to contact the receiving institution to determine their transfer policies. SWCID/Howard College counselors will assist students with information on transferability of courses, but the decision to accept courses in transfer and/or apply those courses to individual degree plans is made by the receiving institution.

Senior colleges generally will not accept more than 66 semester hours in transfer from a junior college. A grade of "D" will be accepted by most colleges if the student has an overall "C" average. If the "D" is in one's major field of study, the course may have to be repeated. Students who have not graduated from SWCID/Howard College may transfer hours back from the university to SWCID/Howard College to earn an associate degree. At least 25% of the hours toward the degree must have been earned at SWCID/Howard College.

Transfer Disputes

If course credit earned by a student at another institution of higher education in Texas is not accepted by SWCID of

Howard College or if course credit earned by a student at SWCID of Howard College is not accepted by another institution of higher education in Texas, the student and the transferring institution will receive written notice that the transfer of the course is denied.

Both Howard College and the other institution along with the student shall attempt to resolve the transfer dispute of the course credit in accordance with Board rules. 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 denying transfer will notify the Commissioner of The Texas Higher Education Coordinating Board of its denial and the reasons for denial. The Commissioner of Higher Education or the commissioner's designee will make the final determination about a dispute concerning the transfer course credit and give written notice of the determination to the involved student and institutions.

Developmental Studies

SWCID of Howard College has determined that students who are enrolled in college course work equal to their ability level are more likely to be successful and achieve their desired educational and career objectives.

With the interest of student success in mind, SWCID of Howard College has implemented a testing program to assess all entering students. Students are assessed for appropriate placement in English, reading and math courses. A grade of "C" or higher is required in each of those core courses (writing, math, reading) or division chair approval is required to pass or progress from one Developmental Studies class to the next level. First year students must pass PSYC 0200 with a grade of "A". Students must also pass the exit test for each class before enrolling in the next level.

In keeping with the comprehensive junior college concept of increased access to higher education, SWCID offers a Developmental Studies Program to enable an increased number of Deaf students and hearing students in the Interpreter Training Program and the Paraprofessional in Deaf Education Program to pursue higher education and training. The under-prepared student is offered the opportunity to upgrade his/her reading, writing, math and study skills in order to be enrolled in a certificate, degree or general studies course of study offered at SWCID.

The Developmental Studies Program at SWCID has been specifically designed to help Deaf students meet the expectations of the Stanford Achievement Test. Therefore, Deaf students should attend SWCID for best instructional delivery.

The Developmental Studies Department offers a full year spectrum of course work in various academic developmental courses. These courses are designed to help students meet the entry criteria set for their chosen major. Developmental studies courses cannot be used for transfer or in determining the 2.0 ("C") transfer average. Most developmental courses follow an individualized format allowing students to progress at their own rate. Students who do not meet entry criteria for their major will be required to take a course of studies in the developmental program. This requirement may vary in length to fit the needs of individual students.

The core courses for Developmental Studies are:

MATHEMATICS	0301	Fundamental Mathematics
MATHEMATICS	0302	Basic Mathematics
MATHEMATICS	0311	Elementary Algebra
MATHEMATICS	0312	Intermediate Algebra
PSYCHOLOGY	0200	College Student Success (Must pass with a grade of "A")
PSYCHOLOGY	0300	Career Planning
ENGLISH	0310	Developmental ESOL Reading
ENGLISH	0311	Developmental Reading I
ENGLISH	0312	Developmental Reading II
ENGLISH	0313	Developmental Reading III
ENGLISH	0320	Developmental ESOL Writing
ENGLISH	0321	Developmental Writing I
ENGLISH	0322	Developmental Writing II
ENGLISH	0323	Developmental Writing III

Any course with the 0 prefix is considered Developmental Studies and may be taken in addition to the core courses. Additional Developmental courses may be tailored to the needs and goals of the student. Although local credits will be earned for each of these courses and recorded on the student's transcript, the credit earned may not be used to meet any graduation requirements and will not be used in the official GPA.

Passing Criteria

Students in developmental reading, writing or math must pass the course with a grade of "C" or higher before moving to the next level. A student who does well in the class and yet fails the class exit criteria could receive a class grade of "C" but would still be required to retake the class. Students in certificate programs must pass with a grade of "C" or higher in order to exit any developmental class. Degree-seeking students or students seeking certificates requiring more than 42 semester hours must pass the Stanford Achievement Test with Deaf Norms or TASP to officially exit the Developmental Program. Students must pass PSYC 0200 with a grade of "A".

Tech-Prep

Tech-Prep is a nationwide initiative for courses of study designed to assure that high school students acquire more technically oriented knowledge and skills. These programs prepare students for employment in areas of high demand and emerging technologies. Each is a coordinated sequence of academic, career, and technology education courses, beginning in the ninth grade which prepare students for lifelong learning, including advanced study at community and technical colleges and universities. Courses of study listed in this catalog that recognize Tech-Prep credit are under the program title.

Change of Schedule

After a student has completed the enrollment process and receives an approved schedule, the registrar, and those officials the registrar designates, must approve any schedule changes. If the request originates with the student, the change must be completed within the time specified in the college calendar. A fee of \$10.00 will be charged for each approved request made for the convenience of the student. The college reserves the right to make changes in a student's schedule; when this occurs, no fee is charged.

With the consent of the Registrar and faculty advisor, a student may drop a course. A grade of "W" will be received at the time of withdrawal. No course may be dropped during the last two weeks of a semester or during the last week of a summer term unless the student is withdrawing completely from school. The last day to drop a flexible-entry course will be determined by the registrar. No courses may be dropped after the final exams have been administered.

Students who are mandated to attend a developmental course(s) must remain in at least one developmental course unless they plan to withdraw from college. Students who are required to enroll in two or three developmental courses may not drop developmental courses in order to add college level coursework. If a student enrolled in developmental courses must drop a course, college level course(s) should be the coursework dropped. Upon re-enrollment, the student must enroll in developmental courses relevant to individual need.

New full-time students may drop a college developmental class only if they drop college-level courses to part-time status and have continuous enrollment in at least one developmental class. If a new full-time student does not drop to part-time status, they may not drop any college developmental class.

A returning student may drop a college developmental class only if they have continuous enrollment in at least one other

college developmental class. If the student drops all required developmental classes, thus placing them out of compliance with continuous enrollment in required college developmental education, they will be dropped from all other classes at Howard College.

Withdrawal

Students who find it necessary to withdraw from a class or classes should obtain a Change of Registration Form from the faculty (enrollment advisor in San Angelo) of the course(s) being dropped. This form should be completed and turned in to the Registrar's Office. A student wishing to completely withdraw from all courses will be directed to visit with the appropriate campus official. Merely discontinuing class attendance does not constitute a drop or withdrawal. All students must notify the Registrar's Office in writing before they will be officially withdrawn from class. Failure to withdraw properly may result in a grade of "F" in the course.

Also, failure to comply with this regulation will subject the student to losing all refunds which would normally be available. Such failure may also jeopardize the privilege of readmission to this or any other college. Students who are mandated to attend a developmental course(s) must remain in at least one course unless they are withdrawing from college.

All college property in possession of a student must be returned and all arrears to the college must be paid before the student can withdraw in good standing and be eligible for a transcript of credit from the college.

Under federal law, students attending Howard College/SWCID who receive Title IV (Pell, SEOG, Federal Stafford Loans) and completely withdraw before the 60 percent point (in time) in the period of enrollment will be required to return any unearned funds. Unearned Title IV funds are the percentage of the term not attended times the Title IV aid. In some instances, the student may owe both the federal government and the college. Students owing either the government or the college will be ineligible for any further federal aid until funds are repaid.

Six-Course Drop Policy

The following is an initial notification of new legislation that impacts all incoming new students. The essence of this new policy is: A student cannot drop more than six courses during the lifetime of their undergraduate enrollment while attending any public institution in Texas.

Under section 51.907 of the Texas Education Code, "an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education." This statute was enacted by the State of Texas

in spring 2007 and applies to students who enroll in a public institution of higher education as a first-time freshman in fall 2007 or later. 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 indicates or will indicate that the student was enrolled in the course; and (3) the student is not dropping the course in order to withdraw from the institution.” Some exemptions for good cause could allow a student to drop a course without having it counted toward this limit, but it is the responsibility of the student to establish that good cause. Contact the Office of the Registrar for more information before you drop a course.

Policies and procedures for implementation of this statute are being developed and will be published as soon as they are available.

Course Load

A full-time student is defined to be a student enrolled in 12 or more semester hours during a regular long semester, inclusive of one-hour physical activity courses. Students scoring below college level in reading, writing, and mathematics skills should limit their enrollment to 12 semester hours (including developmental courses) plus activity courses. Additional courses may be taken with the permission of the counselor or advisor.

The normal course load during the regular semester is five solid courses of 15 to 17 semester hours exclusive of one hour physical activity courses or labs. A solid course is any course with a semester hour value of three or more semester hours. In order to be permitted to exceed the normal course load, a student must have earned a 3.0 grade point average as a full-time student during the previous semester.

The absolute maximum course load that a student may obtain permission to take is seven solid courses. Permission to exceed the normal course load must be obtained from the instructional administrator at the respective campus.

Courses delivered in shortened semesters should have the same number of contact hours and the same requirement for out-of-class learning as courses taught during the regular semester. The maximum course load for a mini-term (less than 5 weeks) is 3 semester credit hours. The maximum course load for a regular summer term (5 ½ weeks) is 6 semester credit hours, exclusive of one-hour activity courses or labs. Concurrent enrollment in Howard College and at any other institution must be approved by the Registrar. Course load limits apply to concurrent enrollments.

Credit by Examination

Credit by examination may be learned by (1) standardized achievement tests (CLEP, CEEB Advanced Placement, SAT and ACT); (2) departmental examination; or (3) military programs. **NO STUDENT WILL RECEIVE CREDIT BY EXAMINATION FOR MORE THAN EIGHTEEN SEMESTER HOURS.** Credit will be awarded only in areas appropriately related to the student's educational program. No student who has been given a grade other than "W" in the course is eligible for credit by examination unless the course is otherwise unavailable and is required for graduation. For each hour of credit earned by examination, the student must earn an equivalent hour enrolled as a student in regular classes. Grades for credit by examination are recorded as **pass** and are not considered in computing grade point averages. Credit awarded for testing (ACT, SAT, CLEP, Departmental, etc) at SWCID of Howard College may or may not meet minimum requirements for credit at other institutions. It is the student's responsibility to check with the school they intend to attend to verify further credit.

Howard College awards transfer credit for "credit by examination" if it is included on an official transcript from an accredited college or university, if it is within the 18 hour limit, and if it is appropriately related to the student's educational program.

1. Standardized Achievement Tests

A. CLEP Examinations: College Level Examination Program exams are administered through the STEPS Learning Center. CLEP credit may be earned for the following subjects in accordance with the credit minimum scores and course equivalents listed.

Subject Examinations	Minimum Score	Credit Hours	HC Course Equivalent
American Government	50	3	Government 2302
American History I	50	3	History 1301
American History II	50	3	History 1302
American Literature	50	6	English 2327, 2328
Biology	52	8	Biology 1406, 1407
British Literature I	50	3	English 2322, 2323
Calculus	50	3	Math 2313
College Algebra	50	3	Math 1314
College Composition	50	3	English 1301
College Composition	58	6	English 1301, 1302
College Mathematics	50	3	Math 1332
French I	55	8	French 1411, 1412
French II	62	14	French 1411, 1412, 2311, 2312
General Chemistry	52	8	Chemistry 1411, 1412
General Psychology	50	3	Psychology 2301
Human Growth and Development	50	3	Psychology 2314
Informational Systems and Computer Application	50	3	Computer Science 1301
Introductory Business Law	50	3	Business 2301
Micro Economics	50	3	Economics 2301
Macro Economics	50	3	Economics 2302
Pre-calculus	50	6	Math 1314, 1316
Principles of Accounting	50	6	Accounting 2301, 2302
Principles of Management	50	3	BMGT 1303
Principles of Marketing	50	3	MRKG 1311
Sociology	50	3	Sociology 1301
Spanish I	50	8	Spanish 1411, 1412
Spanish II	55	14	Spanish 1411, 1412, 2311, 2312
Trigonometry	50	3	Math 1316
Western Civilization I	50	3	History 2311
Western Civilization II	50	3	History 2312

B. CEEB Advanced Placement Examinations: These examinations are not administered at the college. Arrangements to take these tests must be made through a high school counselor.

Test	Minimum Score	Credit Hours	HC Course Equivalent
American History	5	6	History 1301, 1302
	3	3	History 1301
Biology	5	8	Biology 1406, 1407
	3	4	Biology 1406
Chemistry	5	8	Chemistry 1411, 1412
English	5	6	English 1301, 1302
	3	3	English 1301
European History	5	6	History 2311, 2312
	3	3	History 2311
Physics B	5	8	Physics 1401, 1402
	3	4	Physics 1401
Spanish Language	5	8	Spanish 1411, 1412
	3	4	Spanish 1411
Spanish (Intermediate)	5	6	Spanish 2311, 2312

ACT (American College Test). Registration packets are available through the STEPS Learning Center. Howard College awards college credit on the basis of acceptable scores. Official transcript data must be filed with Howard College prior to consideration of credit granted.

Subject	Minimum Score	Credit Hours	HC Course Equivalent
ACT-English	25	3	English 1301
ACT-English	28	6	English 1301, 1302
ACT-Math	25	3	Math 1314

SAT (Scholastic Aptitude Test) Subject Tests. Registration packets are available through the STEPS Learning Center. Howard College awards credit on the basis of acceptable scores. Official transcript data must be filed with Howard College prior to consideration of credit granted.

Subject	Minimum Score	Credit Hours	HC Course Equivalent
SAT I-Verbal Aptitude	710	6	English 1301, 1302
SAT II-Writing	610	3	English 1301
SAT II-Writing	680	6	English 1301, 1302
SAT II-US History	600	3	History 2301
SAT II-US History	700	6	History 2301, 2302
SAT II-Mathematics	670	3	Math 1314

2. Departmental Examinations

Students may obtain permission to challenge certain courses through departmental examinations in subject areas where CLEP examinations are not available. Students will not be permitted to challenge courses with laboratory and clinical hours unless they have had and can show proof of documented training or work experience equivalent to the requirements of the courses.

Students must take the exam WITHIN 30 DAYS from the date the application is approved in order to receive credit. Cost of the exam will be the current tuition rate per semester hour.

Procedures to apply for the Credit by Department Exam can be downloaded from the Howard College website at www.howardcollege.edu/publications.

3. Military Credit

Credit for military programs may be awarded in accordance with the guidebooks for evaluating credit for training received in the military service. Students must score in the fiftieth percentile or above and submit an official copy of the scores to the admissions office.

4. Audit

Attending a class in order to observe and learn information without taking part in the discussion or completing the other course requirements is an audit. No credit or grade is earned for auditing a class. The same fees are charged if the course is taken for credit for audit. A request for a non-credit form must be completed and on file in the Registrar's office by the twelfth class day in the fall and spring and by the fourth class day in the summer.

Students must take the exam WITHIN 30 DAYS from the date the application is approved in order to receive credit. Cost of the exam will be the current tuition rate per semester hour.

Procedures to apply for the Credit by Department exam can be downloaded from the Howard College website at www.howardcollege.edu/publications.

System of Grading

The following grades are used with the grade point value per semester credit hour.

Grade Mark	Grade Meaning	Grade Point Per Semester Hour
A	Excellent	4
B	Good	3
C	Average	2
D	Poor	1
F	Failure	0
I	Incomplete	0
AU	Audit	0
X	Course in Progress	0
W	Withdrawal from classes	0
NC	Non-credit	0

1. An “I” that is not removed before the end of the next long semester automatically becomes an “F”. An “I” is not figured in the grade point average until this time.
2. To determine the grade point average for scholastic standing, compute the total number of grade points, then divide the total number of hours attempted into the total grade points.
3. A course attempted is defined as one for which a student registers and receives any grade other than “W”.
4. If a student repeats a course for which credit has previously been received, the higher grade is the grade of record. Neither the hours nor the grade points associated with the lower grade will be used to determine the student’s eligibility to graduate; however, the lower grade will remain on the student’s transcript indefinitely.
5. Repeating a course will not remove the original grade from a student’s permanent record.
6. Each subject will have a final grade for the semester on file.
7. Grades for credit by examination are recorded as “pass” and are not considered in computing grade point averages.

Scholastic Progress Standards

A student whose performance becomes deficient will be placed on probation (see “Grade Point Average Requirement Table” in this section). Failure to remove this deficiency could subject the student to being placed on suspension. A student who is placed on suspension will remain on suspension for one regular semester. After this period of suspension, the student may be readmitted on scholastic probation for one semester. To be readmitted, follow the application process outlined in this catalog. The student who fails to improve his or her scholastic standing during this semester will be suspended for one or more full years. The table below indicates the computation used to figure whether a student is on scholastic probation or suspension.

A student who is receiving VA educational benefits must maintain a cumulative GPA of 2.00 to be considered making satisfactory progress. Students receiving VA educational benefits who fail to achieve a cumulative GPA of 2.00 during any semester or quarter will be placed on probation during the following semester/quarter. If the student achieves a semester GPA of 2.00 or better during the probationary semester/quarter, but has not achieved the required cumulative GPA of 2.00, the student may be continued on probation for one more semester/quarter. If the student who is receiving VA educational benefits is on probation and fails to achieve a semester or quarter GPA of 2.00 at the end of the probationary semester/quarter, the student will be reported to the Veterans Affairs Regional Office as making unsatisfactory progress. If a student receiving VA educational benefits fails to achieve a cumulative GPA of 2.00 at the end of the second consecutive probationary semester/quarter, the student will be reported to the Veterans Administration Regional Office as making unsatisfactory progress.

**Cumulative Grade Point Average
Requirement Table**

Total Cumulative Semester Hours Attempted	Suspension Cumulative GPA less than	Probation GPA	Good Standing
0-17	0.00	0.00-1.99	2.00
18-19	.80	.80-1.99	2.00
20-24	.85	.85-1.99	2.00
25-29	.95	.95-1.99	2.00
30-34	1.10	1.10-1.99	2.00
35-39	1.25	1.25-1.99	2.00
40-44	1.35	1.35-1.99	2.00
45-49	1.45	1.45-1.99	2.00
50-54	1.55	1.55-1.99	2.00
55-59	1.65	1.65-1.99	2.00
60-64	1.75	1.75-1.99	2.00

Attendance Policy

Regular and punctual class attendance is important to the attainment of educational objectives of the college. Each instructor or program will have attendance guidelines with administrative approval which will be consistent with the mission of the college but will fulfill individual course requirements. Each instructor’s policy will be explained in detail to the class at the beginning of the semester and will be included in the course syllabus.

Attendance is effective on the first day of classes of the semester. Regular and punctual attendance in class and laboratories is expected of all students. Excused absences for college activities will be reported to faculty by memo from the Dean of Students. All other absences will be evaluated by the instructor. It is the student’s responsibility to communicate with the faculty member concerning any absences as soon as the student is aware that he/she will be absent or as soon as the student returns to class. The student must take the initiative and assume the responsibility for making up any missed work. In some cases, the student may be required to present evidence to support an absence.

According to the instructor’s attendance policy, an instructor may choose to officially drop the student from class with the student receiving a grade of “W”. However, if the instructor does not choose to officially drop the student from class, it is the student’s responsibility to drop the class if he/she chooses. The student may contact the instructor to discuss his/her specific situation, but the instructor will not be required to provide make-up opportunities for unexcused absences. A student who is not dropped by the instructor and chooses not to drop will at the conclusion of the semester receive the appropriate grade achieved by his/her course work.

Students enrolled in college preparatory course work due to THEA policy are required to attend and participate in class activities. Students who miss six (6) hours of class may be penalized and may fail the class due to lack of attendance. Instructors have the option to drop students for lack of attendance, or the instructor may choose to give a grade. The instructor will state their personal attendance policy in the class syllabus. Students will be contacted by either their instructor/advisor or the counseling office when absences threaten the successful completion of a course.

Incomplete Grade Policy and Procedure

Instructors can award an incomplete grade when a situation exists that makes it unjust to hold the student to the time limits previously established for the completion of the work. An incomplete grade (I) may be awarded for a course in which a substantial portion of the course work has been satisfactorily, but not entirely, completed as of the end of the semester. Incomplete grades are granted in emergency situations only. The incomplete grade can be recorded only when the completed portion of a student’s work is of passing quality grade or when the student is expected to repeat the course; in such a case, a grade other than “I” must be assigned. An incomplete grade (I) will not be given for failure on the final examination, absence from the final examination for other than true emergency situations or for a low grade to be raised with extra work.

Should the faculty member agree to assign a grade of incomplete, then he or she also has the right to set a specific date (up to the last day of the next academic term) by which all unfinished work must be completed. If the assigned work is not completed by the indicated date, an alternate grade must be assigned or the “I” will be automatically changed to an F.

Instructors are required to use the “Report of Incomplete Grade” form as a contract with the student as to what course work must be completed by the student for the “I” to be removed and replaced with a grade. On the form, the instructor will state which assignments or exams must be completed and when, how this work will be graded, and how the student’s course grade will be calculated. Both the instructor and student must sign the agreement, and both should retain copies.

After the course work is completed, the instructor should assign the appropriate grade on a “Change of Grade” form and submit it to Registrar’s Office for processing.

1. The instructor and student complete the Incomplete Grade form.
 - a. Assign the grade that will be recorded if the student does not complete the work.
 - b. Assign a date by which the work must be completed – which must be no later than the end of the next long term.
 - c. Indicate, specifically and clearly, the work to be completed in order to receive a grade for the course.
 - d. Indicate how the assignments will be graded and how the student’s final grade will be calculated.
2. Assign an “I” grade on the grade roll.
3. Retain a copy of the form.
4. Forward the original form along with the grade roster to Registrar’s Office.

Student Absences on Religious Holy Days

A student who is absent from class(es) for the observance of a religious holy day may take an examination or complete an assignment scheduled for that day within one week after the absence, if not later than the 15th day of the fall or spring and the 5th day of the summer semester, the student notified the instructor(s) in writing of the proposed absence on a form provided by the institution. In some cases, a letter of verification of the observed holy day from the religious institution may be required. In addition, the student must adhere to the provisions of section 51.911 of the Texas Education Code and to the institution’s procedures. Forms are available in the Dean of Student Service’s office. In case of conflict, students may appeal through the academic appeals process.

Dean’s List and President’s List

Students completing at least 12 hours of college-level courses during a long semester with a grade point average of 4.0 are eligible for recognition on the President’s List. Students completing at least 12 hours of college-level courses during a long semester with a grade point average of 3.25 to 3.99 are eligible for recognition on the Dean’s

List. This status is indicated on a student’s transcript for each semester the recognition is earned.

Graduation with Honors

Candidates for graduation whose overall grade point average in college-level courses is 3.25 or above are eligible to graduate with honors. This status is indicated on a student’s transcript as well as publicly announced during the spring graduation ceremony. The list is subdivided into three divisions based on grade point average as follows:

Summa cum Laude	4.0
Magna cum Laude	3.5-3.99
Ampla cum Laude	3.25-3.49

Graduate Guarantee

Transfer Credit:

SWCID guarantees to its Associate of Arts and Associate of Science students who have met the requirements for the degree that course credits will transfer to other Texas colleges or universities provided the following conditions are met:

1. Transferability means acceptance of credits toward a specific major and degree at a specific institution. These three components must be identified by the student during the application for admission process prior to the first semester of enrollment at SWCID.
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 catalog of the receiving institution.
3. Transferability refers to courses in a written transfer/degree plan filed in student’s file in the registrar’s office.
4. Only college level courses with Community College Academic Course Guide Manual approval number will be included in this guarantee. If all conditions above are met and a course or courses are not accepted by a receiving institution in transfer, the student must notify the appropriate instructional administrator within 10 days so the “Transfer Dispute Resolution” process can be initiated. If course denial is not resolved, the college will allow the student to take tuition free alternate courses, semester hour for semester hour, which are acceptable to the receiving institution within a one year period from granting of degree at SWCID.

Guarantee for Job Competency

If an Associate of Applied Science (A.A.S.) graduate is judged by his or her employer to be lacking in technical job skills identified as exit competencies of his or her specific degree program, the graduate will be provided up to twelve tuition-free credit hours of additional skill training by

SWCID under the conditions of the guarantee policy. Special conditions which apply to the guarantee are as follows:

1. The graduate must have earned the Associate of Applied Science degree or Certificate of Proficiency beginning May 1992 or thereafter in a Technical/Vocational/Occupational program identified in the college catalog.
2. The graduate must have completed the Associate of Applied Science Degree or Certificate of Proficiency with SWCID (with 75% of credits earned at SWCID) and must have completed the degree within a five year time span.
3. Graduates must be employed full-time in an area directly related to the area of program concentration as certified by the appropriate division chair.
4. Employment must commence within twelve (12) months of graduation.
5. The employer must certify in writing that the employee is lacking entry-level skills identified by SWCID as the employee's program competencies and must specify the areas of deficiency within ninety (90) days of the graduate's initial employment.
6. The employer, graduate, division chair, counselor and appropriate faculty member will develop a written educational plan for retraining.
7. Retraining will be limited to twelve 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. Students' sole remedy against SWCID and its employees for skills deficiencies shall be limited to twelve (12) credit hours of tuition-free education under conditions described above.
12. Activation of the "Graduate Guarantee Program" may be initiated by the graduate through contact of the appropriate administrator within ninety (90) days of graduate's initial employment.

Graduation Requirements

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

fall semesters. Degrees and certificates are not awarded automatically. To be considered as a candidate for a degree or certificate, the student must submit the intent to graduate to the Guidance and Counseling Office no later than the date published in the calendar in order to participate in the graduation exercise. An official degree check is required.

Catalog Restrictions: A student is expected to complete the certificate/degree requirements set forth in a particular Howard College/SWCID catalog. Normally, this will be the catalog in effect at the time the student enters the college. A student must then be continuously enrolled under the catalog in effect. If the student does not attend one or more semesters and re-enrolls, the student will then use the catalog in effect at the time of re-enrollment. Only with the specific approval of the Vice President of Instruction (SWCID Provost) may a different catalog be selected. **In no case may a student complete the requirements set forth in a catalog more than seven years old.** When necessary, a catalog issued later than the student's first registration may be selected by the Vice President for Instruction (SWCID Provost) in conference with the student.

Because the college must retain flexibility to improve its curriculum, course offerings may be changed during the student's education. If a course required under a previous catalog is no longer offered, a student eligible to graduate according to that catalog should consult an advisor to identify another course that may be used to fulfill the requirement.

Because of the rapid changes occurring in vocational/technical fields today, course work taken in a major field of study or vocational/technical courses directly related to that major field may not be accepted in transfer to satisfy specific Associate in Applied Science or Certificate program requirements. The appropriate Division Director must approve the acceptance of course credit in transfer when the course work was completed five years or longer before entering the Howard College program of study. This also applies to returning students when vocational/technical courses that are applicable to degree or certificate programs and the course content has changed to the point that retraining is necessary to ensure that the student has marketable skills for the degree/certificate pursued.

Requirements for Associate Degrees

SWCID awards the following degrees: Associate in Arts, Associate in Science, and Associate in Applied Science. In addition to the course work of the individual's degree plan, the requirements below must be met. Exception to the individual's degree plan or any of the requirements below can only be made upon the approval of the Provost.

1. Completion of all admission requirements.

2. Completion of at least 25% of the hours required for the degree to be earned from SWCID/Howard College.
3. Achieve a commutative grade point average of 2.0 on a 4.0 scale for all Howard College course work used to satisfy degree plan requirements.
4. Satisfactory completion of all financial obligations.
5. Satisfactory completion of the core curriculum for each degree as listed in this catalog. All students are expected to display competency in reading, writing, oral communication, and math skills prior to receiving an Associate Degree.
6. Satisfactory completion of Texas Higher Education Assessment (THEA) requirements.

Awarding of Degree Posthumously

Upon request the Board of Trustees may award a degree posthumously to a student in good standing when the death of a student occurs in the semester scheduled for graduation.

Requirements for Certificates

1. Completion of all admission requirements.
2. Completion of at least eight semester hours credit from SWCID/Howard College.
3. Achievement of a minimum commutative grade point average of 2.0 on a 4.0 scale for all Howard College course work used to satisfy degree plan requirements.
4. Satisfactory completion of all financial obligations.
5. Completion of Texas Higher Education Assessment (THEA) requirements (if required).
6. An official degree/certificate check is required.

Individual Courses of Study

The degree requirements outlined in this publication are intended to provide general information for students who are seeking a college degree. SWCID emphasizes the importance of individualized attention so that each student may realize his or her academic goals with a minimum of problems or delay. It is essential that students work closely with their academic advisor to establish a plan of educational objectives.

The AA, AS, And AAT degrees are for students who intend to transfer to senior institution. Students should select courses based upon the requirements of the senior institution to which they plan to transfer. Students must complete the general education core and additional academic work to receive the AA, AS, or AAT. Substitutions for any course in the general education core may be made only with the prior approval of the Vice President of Educational Programs.

Students seeking the Associate of Applied Science degree or Certificate must complete the courses outlined in the degree plan of this publication. Substitution for any course in the AAS degree or Certificate requires prior approval of the Vice President for Educational Programs.

Students desiring to transfer course work to Howard College to be applied toward a degree or certificate must have their transcripts evaluated during their first semester of enrollment. Transcript evaluation is conducted by the Advising Office and approved by the appropriate instructional officer.

Degree Requirements

Associate of Arts Degree

Students intending to work toward a Bachelor of Arts degree should take the curriculum leading to the Associate of Arts degree, as follows (Refer to the Core Curriculum for Transfer on the following pages to determine appropriate courses.):

<u>Subject</u>	<u>Semester Hours</u>
English	12
Government	6
History	6
Mathematics	3
Natural Science	8
Speech	3
Humanities	3
Visual/Performing Arts	3
Social/Behavior Science	3
Computer Science** or Institutionally Designated	2-3
Physical Education	2
Electives	9
Total	60-61

**The Computer Science requirement may be waived based on the following:

- a. A student took and passed a high school computer course within three years of enrolling at Howard College.
- b. A student has documentation of computer proficiency from another college or institution.
- c. A student takes and passes a computer proficiency test prior to registration. Contact your advisor for testing times and places.

Associate of Science Degree

Student intending to work toward a Bachelor of Science or a Bachelor of Business Administration degree should take the curriculum leading to the Associate of Science degree, as follows (Refer to the Core Curriculum for Transfer on the following pages to determine appropriate courses.):

<u>Subject</u>	<u>Semester Hours</u>
----------------	-----------------------

English	6
Government	6
History	6
Mathematics	3
Natural Sciences	8
Speech	3
Humanities	3
Visual/Performing Arts	3
Social/Behavioral Science	3
Computer Science** or Institutionally Designated	2-3
Physical Education	2
Electives	15
Total	60-61

**The Computer Science requirement may be waived based on the following:

- A student took and passed a high school computer course within three years of enrolling at Howard College.
- A student has documentation of computer proficiency from another college or institution.
- A student takes and passes a computer proficiency test prior to registration. Contact your advisor for testing times and places.

Associate in Applied Science Degree

The Associate of Applied Science Degree is designed for the student pursuing a two-year specialized collegiate level occupational program of study that will prepare him or her for immediate employment in business or industry. The following general educational requirements are included as an integral part of each AAS program. Both the general educational requirements and the specified occupational courses for the program in which the student is enrolled must be met in order to qualify for the degree. Degree plans are required for students working toward an AAS degree. Counseling should be sought as early as possible. Specific degree requirements can be found in the Workforce Education and Health Professions section of this catalog.

<u>Subject</u>	<u>Semester Hours</u>
English	3
Speech	3
Computer Science	3 or 4
Natural Science/ Mathematics	3 or 4
Social or Behavioral Science	3
Humanities or Fine Arts	3
Courses from area of Specialization	42-52
Total	60-72

Associate of Arts in Teaching

This degree is awarded upon the completion of a curriculum which has been designed based on the guidelines established by the Texas Higher Education Coordinating Board and parallels the first two years of a Texas four-year college or university program. These degrees enable the student to transfer toward a Bachelor of Arts or Bachelor of Science degree designed to prepare a student for teacher certification in the respective areas of emphasis. This degree will also satisfy the requirement of the No Child Left Behind guidelines for teacher's aides in public schools. It is strongly advised that prospective teacher certification candidates consult an advisor with regard to courses required by a proposed transfer institution. The Associate of Arts in Teaching degree is divided into three options which prepare students for specific teaching fields:

Early Childhood (EC) – 4 Grade Bilingual, ESL; 4-8 Grade; EC-12 Grade Special Education (High Need)

<u>Components</u>	<u>Semester Credit Hours</u>
Core Curriculum	44
Math 1350 and Math 1351	6
Science (above core)	6
EDUC 1301 and EDUC 2301	6

Grade 8-12 in any subject area; EC-12 in any area (Secondary):

<u>Components</u>	<u>Semester Credit Hours</u>
Core Curriculum	44
EDUC 1301 and EDUC 2301	6
Contents area teaching electives	12

Grades EC-4 Grade Generalist:

<u>Components</u>	<u>Semester Credit Hours</u>
Core Curriculum	44
Math 1350 and Math 1351	6
TECA 1303, TECA 1311, TECA 1318 and TECA 1354	12

Certificate of Completion

Technical and vocational certificates will be conferred on those completing the designated courses and general requirements.

Second Degree/Advanced Certificates

Students wishing to graduate from SWCID/Howard College may apply for only one degree and/or certificate during the same semester in which the student plans to meet graduation requirements for that particular degree and/or certificate. After receiving any degree from SWCID/Howard College, a student must complete a minimum of twelve additional semester hours at SWCID/Howard College before earning a separate degree or advanced certificate in a different major course of study. More than 12 semester hours may be required to complete the second degree depending on the course requirements in

the major course of study. The additional hours required must be completed after the date on which the first degree/certificate was awarded.

Core Curriculum Requirements for Associate in Arts and Associate in Science Degrees

To facilitate transferability of lower division courses, Senate Bill 148 requires each institution of higher education to adopt a core curriculum of at least 42 semester credit hours. The core curriculum can be transferred in block to any state college to be substituted for the core of the receiving institution. Howard College requires a 44 semester credit hour core curriculum as follows:

Core Curriculum

Component Area	Courses	Required Semester Credit Hours	Additional Semester Credit Hours
Communication	Composition-Two courses from the following: ENGL 1301, 1302-Composition I & II ENGL 2311-Technical and Business Writing	6	
	Speech, Modern Language/Communication Skills-One Course from the following: SGNL 1301, 1401-Beginning Sign Language I SGNL 1302, 1402-Beginning Sign Language II SPCH 1315-Public Speaking I SPCH 1321-Business and Professional Speaking	3	
Social and Behavioral Science	History-Both courses required: HIST 1301, 1302-United States History I & II	6	
	Political Science-Both courses required: GOVT 2301, 2302-American Government I & II	6	
	Social/Behavioral Science-One course from the following: ANTH 2346-General Anthropology (also listed as HUMA 2323-World Cultures) ANTH 2351-Cultural Anthropology ECON 2301, 2302-Principles of Economics I & II GEOG 1300 – Principles of Geography PSYC 2301-General Psychology PSYC 2302-Applied Psychology PSYC 2314-Life Span/Growth and Development PSYC 2315-Psychology of Adjustment SOC 1301-Introduction to Sociology SOC 1306-Social Problems SOC 2301-Marriage and the Family SOC 2319-Minority Studies SOC 2336-Criminology	3	
Mathematics	College-level algebra, equivalent, or above-one course from the following: MATH 1314-College Algebra MATH 1316-Plane Trigonometry MATH 1324-Mathematics for Business and Social Sciences I (Finite Math) MATH 1325-Mathematics for Business and Social Sciences II (Business Calculus) MATH 1332-Contemporary Mathematics I MATH 1342-Elementary Statistical Methods MATH 1348-Analytical Geometry MATH 2313, 2314, 2315-Calculus I, II, & III	3	
Natural Sciences	Laboratory Science Courses-Two courses from the following: AGRI 1413-Plant Protection (Entomology) AGRI 1415-Horticulture BIOL 1406, 1407-General Biology I & II (Science Majors) BIOL 1408, 1409-General Biology I & II (Non-science Majors) BIOL 1411-General Botany BIOL 1413-General Zoology BIOL 2401, 2402-Anatomy and Physiology I & II BIOL 2406 – Environmental Biology BIOL 2420-Microbiology CHEM 1405-Introductory Chemistry CHEM 1411, 1412-General Chemistry I & II CHEM 1419-Introductory Organic Chemistry I	8	

	CHEM 2423, 2425-Organic Chemistry I & II		
	GEOL 1403-Physical Geology		
	GEOL 1404-Historical Geology		
	GEOL 1405 – Environmental Geology		
	PHYS 140, 1402-College Physics I & II		
	PHYS 1410-Elementary Physics		
	PHYS 1411-Stars and Galaxies		
	PHYS 1412-Solar System		
Humanities	One course from the following	3	
	ENGL 2321-British Literature		
	ENGL 2322, 2323-British Literature I & II		
	ENGL 2326-American Literature		
	ENGL 2327, 2328-American Literature I & II		
	ENGL 2332, 2333-World Literature I & II		
	FREN 2311, 2312-Intermediate French I & II		
	HIST 2311, 2312-Western Civilization I & II		
	HUMA 1301-Introduction to the Humanities		
	HUMA 2323-World Cultures		
	(also listed as ANTH 2346-General Anthropology)		
	PHIL 1301-Introduction to Philosophy		
	PHIL 1304-Introduction to World Religions		
	PHIL 1316-History of Religions I		
	PHIL 2306-Introduction to Ethics		
	PHIL 2321-Philosophy of Religion		
	SGNL 2301-Intermediate Sign Language I		
	SGNL 2302-Intermediate Sign Language II		
	SPAN 2311, 2312-Intermediate Spanish I & II		
Visual/Performing Arts	Three hours from the following:	3	
	ARTS 1301-Art Appreciation		
	ARTS 1303, 1304-Art History I & II		
	ARTS 1311, 1312-Design I & II		
	ARTS 1313-Foundations of Art		
	ARTS 1316, 1317-Drawing I & II		
	ARTS 2316, 2317-Painting I & II		
	ARTS 2323, 2324-Life Drawing I & II		
	ARTS 2326, 2327-Sculpture I & II		
	ARTS 2333-Printmaking I		
	ARTS 2336-Fiber Arts		
	ARTS 2346, 2347-Ceramics I & II		
	COMM 1318, 1319-Photography I & II		
	DANC 1305, 1306-World Dance I & II		
	DANC 2301-Problems in Dance		
	DANC 2303, 2304-Dance Appreciation I & II		
	DANC 2325-Anatomy & Kinesiology for Dance		
	DRAM 1310-Introduction to Theater		
	DRAM 1320, 1321-Theater Practicum I & II		
	DRAM 1323-Basic Theater Practice		
	DRAM 1330-Stagecraft I		
	DRAM 1341-Make-up		
	DRAM 1351, 1352, 2351-Acting I, II, & III		
	DRAM 2336-Voice for Theater		
	DRAM 2361, 2362-History of the Theater I & II		
	DRAM 2366-Development of the Motion Picture		
	HUMA 1315-Fine Arts Appreciation		
	MUEN 1131, 1132, 2131, 2132-Instrumental Ensemble		
	MUEN 1151, 1152, 2151, 2152-Vocal Ensemble		
	MUSI 1300-Foundations of Music		
	MUSI 1303-Music Fundamentals		
	MUSI 1306-Music Appreciation		
	MUSI 1308-Music Literature I		
	MUSI 1310-American Music		
	MUSI 1311, 1312, 2311, 2312-Music Theory I, II, III, & IV		
Institutionally-Designated Option	One course from the following:		1
	EDUC 1100 or PSYC 1100-Learning Framework		
Sub-Total for Core Curriculum		41	1
Total Hours Approved for Core Curriculum			42

Special Programs

Adult Education
Continuing Education
Workforce Training

Adult Education

Adult Education provides instruction in communication and computation skills for individuals beyond the age of compulsory school attendance who are functioning at a level of performance which does not permit them to meet their adult responsibilities in today's society. The major goals of the state program are:

1. To provide adults with basic skills in reading, writing and speaking English (ESL-English as a Second Language); mathematical skills; and general knowledge acquisition through the eighth grade level of competency, (ABE-Adult Basic Education); and an accepted minimum competence level.
2. Prepare adults for competitive and successful results on the General Educational Development (GED) test. Assist adults to meet specific educational objectives below the college credit level.
3. Assist adults to meet specific educational objectives below the college credit level.
4. Provide educational prerequisites to vocational education or post-secondary education.

The Howard College Co-Op serves four counties: Glasscock, Reagan, Martin and Howard. When a sufficient number of people are interested, classes can be held in Coahoma, Stanton, Big Lake, Forsan, Grady, Garden City, and Big Spring. Information about night classes in the surrounding communities can be obtained by calling the local school or the Adult Education Office at Howard College.

A learning center, located on the Howard College campus, is open during selected day and night hours for students use. Students are encouraged to attend according to their own time schedule. All instruction is individualized. Successful GED students may participate in the college graduation ceremony which is held in May. Registration is open during the entire year. Students may register at the class. There is no fee for program participation or materials.

Continuing Education/Workforce Training

The concept of continuing education reflects the attitude of a fast-paced and changing society striving for more involvement in and awareness of the world around it. Continuing Education/Workforce Training provides the opportunity for the surrounding community to take classes for personal, social, physical, and professional needs. Classes are designed and created as a result of voiced needs and opinions of the community. Classes can be organized to meet projected needs of business, community, cultural and special interest groups. Community members who are interested in pursuing a new interest or teaching a class are encouraged to call the Continuing Education/Workforce Training Office.

Tuition and fees for a Workforce Training Course or an approved Technical and Vocational course offered by Howard College for non-credit may be established by the college president or the designee and must be uniformly and consistently assessed for each course and may be set at zero. All fees are payable at the time of registration either by check, money order, or credit card. Cost of the student supplies will be discussed at the first class meeting. The student will be responsible for the purchase of supplies and books. Textbooks may be purchased at the Howard College Bookstore. Students are encouraged to delay the purchase of all student supplies until after the first class meeting.

Courses are open to interested persons regardless of age and educational background with some exceptions. International students enrolled in a continuing education program that exceeds 191 contact hours in a semester are required to provide confirmation that they are in the U.S. on an F-1 (student) visa. Federal and state law may exempt some individuals. Refer to the International Student Policy in this catalog for further information.

Courses may vary in length from a few weeks to a full semester. Short one or two-day seminars and workshops are also offered. Continuing Education/Workforce Training courses observe scheduled college holidays.

Classes are advertised prior to the starting date. Community members are encouraged to pick up a schedule at the college or request that a schedule be mailed to them. Every attempt is made to inform the public of scheduled courses. A student may register in the Admissions and Registrar's Office during posted hours of operation. Students are encouraged to enroll as soon as possible in order to insure a place in the course. Registration is continuous until a class starts.

The Continuing Education/Workforce Training Department reserves the right to cancel any course in which there is not sufficient enrollment. Interested persons are encouraged to register early in order to be counted as being enrolled to avoid any unnecessary cancellation. Should a class be cancelled after the student enrolls, the student will be given an opportunity to change to another course or receive a full refund.

Upon completion of approved courses, a certificate of completion with the CEU total will be given to students who successfully complete a course. A Continuing Education Unit (CEU) is equal to ten hours of classroom attendance. Satisfactory completion will be determined by attendance and performance as assessed by the instructor. Certificates of completion will be awarded to students who successfully complete any workforce training or community education course.

Student Services

Access to Student Records
Rights, Privileges, Expectations
Complaint Procedure
Diagnostic Center/Counseling
Computer Services
Tutorial Center
S.T.E.P.S. Lab
Libraries
Advanced Learning Center
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Student Organizations
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Scholastic/Honorary Societies
Religious Organizations
Intercollegiate Athletics
Intramural Programs
Diplomats
Publications
Health Services
Dental Hygiene Services
Cosmetology Services
Communications
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House and Food Services

Access to Student Records

As established in the Family Educational Rights and Privacy Act of 1974, Section 438, SWCID of Howard College provides students with access to their official education records and provides students with an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The college will obtain written consent from the student before releasing personally identifiable data from these records except for items classified as directory information. Directory information includes: student's name, address, and telephone number; place of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; most recent previous educational agency or institution attended; enrollment status, student classification and state of legal residence. Students may request that all or part of their directory information be withheld from the public by filing in person a Directory Information Restriction Request form which is to be obtained and filed in the Admissions Office.

A COPY OF THE STUDENT RECORD POLICY FOR THE COLLEGE IS PRINTED IN THE CURRENT STUDENT HANDBOOK.

Student Rights, Privileges, Expectations

SWCID of Howard College's primary function is to provide an educational environment which will include the opportunity for academic, social and personal growth. Enrollment in a tax supported educational institution of higher learning is not compulsory. It is optional and voluntary. The voluntary entrance of a student in such institutions is an entrance into the academic community by individual volition. By such voluntary entrance, the student assumes obligations of performance and behavior reasonably imposed by the institution of choice relevant to its lawful missions, processes and functions. These obligations are generally much higher than those imposed on all citizens by the civil and criminal law.

The college assumes that the student has earnest educational purpose and maturity of reasonable behavior. This assumption continues until the student demonstrates otherwise. Every student is subject to federal laws. Any student who violates any provision of those laws is subject to disciplinary action, including expulsion, notwithstanding any action taken by civil authorities on account of the violation. The privilege of exercising rights of citizenships under the Constitution of the United States is reaffirmed by the college to each student. The college strives to assure due process and to outline specific ways of appeal in case of disagreement with administered discipline. All policies regarding student conduct and discipline are outlined in the

Student Handbook which is located in the Dean of Student Services Office.

All students must obtain an official student I.D. card which is used at various college functions. Residence Hall students use I.D. cards as meal tickets, van shuttle, tutor, etc. I.D. cards are made at the Harold Davis Fitness Center on the Big Spring campus. I.D. cards are made at registration and in the Student Services Office in San Angelo. I.D. cards are made at registration on other campuses.

Student Complaint Procedure

All students have the right to inquire about, criticize, or propose improvement to college policies, procedures and regulations. Channels of expression include bringing the concern to the attention of the Student Government Association, an appropriate college committee, or an appropriate college official. Every effort will be made to resolve the problem.

All student complaints should be communicated to the Dean of Student Services at SWCID. The Dean of Student Services will attempt to resolve the matter and will provide a written response to the student.

Complaints may be submitted anonymously. However, in order to resolve a complaint in some cases, the complainant may not be able to remain anonymous. Permission to reveal the sources of the complaint will be obtained from the source before being revealed. If the student chooses to remain anonymous, the ability to fully resolve a complaint may be compromised, but every effort will be made to resolve the complaint.

If the student is not satisfied with the efforts or response of the Dean of Student Services to resolve the complaint, the student may appeal his/her complaint to the administrator appointed by the President. This administrative officer will call a committee of two faculty, one staff, and two students to review the complaint and the proposed solution. The decision of this committee is final.

This policy does not apply to complaints regarding student discipline, academic matters, discrimination or sexual harassment. Grievance procedures for these matters are outlined in the Student Handbook.

Diagnostic Center/Counseling

The Diagnostic Center was established to provide a specified range of services to SWCID of Howard College students and a Deaf and Hard of Hearing population in the region and, eventually, the entire state of Texas and across the nation. A multidisciplinary team steeped in Deaf

culture and fluent in American Sign Language (ASL) provides the following services:

- Educational Diagnostic tests which comprise of a thorough informal preliminary assessment, followed by a more formalized assessment with a full battery of tests to determine cognitive development, academic ability, personality and behavior factors, and ability to process information.
- Audiological services which indicate a client has a hearing loss that would adversely affect speech and language development.
- Vocational evaluation services are available to a certain category of clients. The Vocational Evaluation Counselor uses evaluation results for making appropriate determinations and recommendations for clients.
- Auxiliary assessments may include psychological evaluations, speech and language evaluations, ENT exams, etc.

Our audiological services as well as some diagnostic tests may be covered by health insurance, the Veterans' Administration Hospital, and the Department of Assistive Rehabilitation (DARS). The Center also offers a payment plan, which can be based on a sliding scale. Some Diagnostic Center services covered by the student services fees are provided at no direct cost to SWCID of Howard College students. In addition to its relationship with DARS, the Diagnostic Center also maintains a close working relationship with other in and out-of-state service provider agencies, including the Public Utilities Commission of Texas, which operates the Specialized Telecommunications Assistance Program (STAP) for which the center is a registered vendor.

Counseling Services

The Counseling Department provides assistance to SWCID of Howard College students in reaching their career and personal/social goals. To help students reach these goals, the Counseling Department offers these services.

1. Career Counseling,
2. Personal and social skills developmental counseling
3. Job placement services
4. Personal growth workshops
5. International student advising
6. Placement tests administration and analysis

All college students are encouraged to receive career counseling. All other counseling services are voluntary. Counseling services are for all SWCID of Howard College students, not only for the students with problems. Students wanting to learn new or different skills (social, career, or interpersonal) or students wanting to improve their skills can receive help from the Counseling Department.

Computer Services

In addition to the Computer Labs at Howard College, SWCID of Howard College has a Computer Lab on campus. This room is located in the SWCID of Howard College Administration/Classroom building. The Computer Lab provides to all students computer access for academic purposes. Priority will be given to students currently enrolled in computer and business major programs requiring computer access (i.e. Business and Computer Information Systems). Availability to all enrolled students will be on a space-available basis.

The SWCID Computer Lab has numerous computers and a variety of software programs including Netscape and E-mail software. Lab assistance is available for student use. Students are encouraged to take full advantage of these facilities.

Tutorial Center (TC)

The Tutorial Center (TC) is a support service available for students at SWCID for the purpose of receiving tutoring, accessing computer for academic purposes, using reference books, attending workshops, and taking tests.

The TC provides students with assistance in most academic areas, especially math and English. Scheduled appointments are preferred. However, students who need assistance may come into the TC during hours of operation when a full-time TC Coordinator and/or Tutorial Assistant will be available to help.

Several microcomputers and various computer software programs are available for student use. Programs, including PLATO, are available to aid students in math and English, along with additional programs related to other SWCID courses i.e. word processing programs and math.

S.T.E.P.S. Lab (Student Tutors Enhancing Program Success) Howard College Main Campus

The S.T.E.P.S. Lab is located in the Practical Arts Building on the Big Spring campus. The lab houses instructional equipment with tutorial software and materials. All of the equipment is available on a first-come first-serve basis to any currently enrolled Howard College student who presents a valid student ID card upon entrance. Lab hours are posted. In addition, group and individual tutoring is available through the lab. Contact the Director of the lab for more information.

Libraries of Howard College

As an integral support service for the programs and purpose of Howard College, the libraries of Howard College exist:

1. To provide the primary and secondary materials needed to support all aspects of the educational

enterprise, including university parallel curricula, occupational educational programs, and continuing education/community service programs:

- a. To serve as a resource for the cultural, recreational, and intellectual development of their communities;
- b. To be responsive to the needs and aspirations of the communities they serve.

The libraries shall seek to deliver their services through a variety of delivery systems and shall strive to facilitate maximum access to information as appropriate to user needs.

The College maintains libraries at the Big Spring, San Angelo and SWCID campuses. The college libraries provide traditional print and non-print resources consistent with the purpose of a comprehensive community college. Free access to external electronic resources, as well as cooperative agreements with other libraries and agencies, greatly extends the information available to the student. Personal assistance and instruction are available at all hours the libraries are open.

Library

In addition to the Anthony Hunt Learning Resource Center at Howard College, SWCID of Howard College has a Library on campus. This room is located in the SWCID of Howard College Administration/Classroom Building. It contains reading materials and a collection of reference books. There is also a collection of professional books and materials on deafness. The Library is usually available to faculty, staff and students during the day and evening. Specific hours will be posted each semester.

Willful damage to library materials or property or actions disturbing to other users of the library may lead to revocation of library privileges. Cases involving such damage will be referred to the appropriate authorities for further action.

All books and other library materials must be returned before the end of each semester. No transcripts of grades may be sent until the student's library record is cleared.

Advanced Learning Technology Center- Howard College Main Campus

The Advanced Learning Technology Center is located in the Horace Garrett Applied Science Building in Room 208. The center houses 20 computers, one HP LaserJet printer, one Dot Matrix printer, and two televisions with VCR's for viewing instructional videos. All of the equipment is available on a first-come first-serve basis to any currently enrolled Howard College student who presents a valid student ID card upon entrance. Lab hours are posted.

Game players, web chatters, or e-mailers are welcome. However, if a student is in need of the equipment for academic purposes (including research on the Internet), a student may be asked to leave and return at another time or may be asked to move to different equipment.

The lab is staffed by one full-time supervisor and several part-time assistants. They help students with most software and hardware problems, and they can assist in finding available equipment.

Media Services

The media center provides the materials, equipment and the environment for the production of media as a support service for the entire SWCID of Howard College campus. The media center assists students and staff by providing a range of support services through the use of classroom projection systems, the production of graphics, photography, videotapes, visual aids and film, and provides technical assistance. Media center staff members provide these services as well as train faculty to utilize the resources of the center so they can independently produce media materials.

Distance Learning – WINGS Network – Howard College Main Campus

The mission of the Distance Learning (WINGS) Network is to provide Howard College and its public with quality educational experiences at a distance for academic credit, personal enrichment, and/or professional development. Students may take courses from Howard College through a combination of face-to-face courses, live/interactive video, and online classes. Corporate sites and independent school districts may join Howard College's WINGS network to become receiver sites for credit and non-credit courses. The WINGS network increases opportunities for high school students to participate in concurrent enrollment and early admissions with Howard College. Select junior, senior and graduate level college courses are taught from educational consortia and then sent live to selected sites with two-way audio, increasing opportunities to participate in upper level and graduate degree programs while on the Howard College campus.

Student Organizations

A varied and wholesome program of student activities is provided through student organizations. The college feels that the student should have the opportunity to supplement classroom work by choosing activities which meet needs for recognition or growth, desires for companionship, spiritual growth and creative effort. Student activities afford recreation, opportunity for leadership development and effective group participation. The various student

organizations are sponsored by faculty and staff members and are responsible to the administration.

Students are encouraged to participate in one or more of the following clubs: Baptist Student Ministry, Adventure Club and Rattler Yearbook Club. (Clubs vary from year to year in name, kind, etc.)

SWCID of Howard College is not responsible for debts contracted by individual students or by student organizations.

Student Government Association

It is the responsibility of the Student Government Association (SGA) to promote student government and to develop and manage a well-rounded program of student activities. The SGA consists of all presently enrolled students of Howard College/SWCID. While all students are invited to attend SGA meetings, the representative voting bodies of the Student Government Association are the Student Senates.

The SWCID Student Senate consists of the following members:

1. Four officers elected by members of the Student Government Association and committees to serve school wide needs.
2. The Senate also acts as an intermediary between the students, the faculty, and the administration. The president of each Senate or their designee serves on the President's Council, the Special Events committee and the Commencement Committee.

Scholastic and Honorary Societies

Phi Theta Kappa

This is a national junior college honorary society. Iota Beta, the Big Spring chapter, was organized during the 1956-57 school year and was granted a charter at the 1957 national convention in Lawton, Oklahoma. To be eligible for membership, a student must have completed 15 semester hours at Howard College, must be at least a half-time student, cannot be enrolled in any developmental courses during the semester they were inducted, and maintain a 3.25 grade point average.

Alpha Tau Theta, the San Angelo chapter, was organized in the fall of 1990 and chartered April 11, 1991. To be eligible for membership, a student must have completed 15 hours at Howard College, must be at least a half-time student; cannot be enrolled in any developmental courses during the semester they are inducted, and maintain a 3.25 grade point average.

The purpose of Phi Theta Kappa is to promote scholarship, to provide recognition for scholarship, and to cultivate

fellowship among top-ranked scholastic student of the junior colleges of the United States.

Religious Organizations

Baptist Student Ministries

The Baptist Student Ministries is organized to encourage spiritual and Christian citizenship among SWCID students and faculty members. Weekly meetings of an inspirational nature, early morning developmental periods, and monthly social gatherings make up the chief activities of the BSM. Students who are members of local Baptist churches are considered members of the organization. Other students of all denominations are invited to join.

Intercollegiate Athletics

As part of the overall student activities program, both men and women participate in the Community League and tournaments in basketball, volleyball, soccer, softball, and flag football.

Intramural Programs

The intramural program provides all students with recreational and competitive opportunities. Team sports are arranged on a round robin basis, and individual or dual sports are set up by elimination tournaments, meets or special events.

Students may choose from intramural sports of flag football, softball, volleyball, ping-pong, foosball, racquetball, pool and more.

Information about signup dates and schedules may be found in the newsletters, on the message system and posted in the Recreation Center. The Recreation Department also provides students the opportunity to go camping, snow skiing, water skiing, hiking, etc. These trips are planned on the basis of student interest and student's expense.

SWCID Diplomats

Established in 1983, the SWCID of Howard College Diplomats serve as official hosts and hostesses at various institutional functions and represent the college at many community events. Selection to this prestigious group of four young women and men is based on high school records in both academic areas and extracurricular activities. Recommendation by a high school administrator or counselor is required.

Students interested in becoming SWCID Diplomats should contact the Dean of Student Services at SWCID.

Publications

Thistles

Thistles, the college literary magazine, is published annually by Thistles, the college writer's club. ***Thistles***

attempts to publish the best student writing and drawing done each year. Although most of the winning entries in the annual writing contest are published in *Thistles*, the content of the magazine is not limited to contest entries. All students are invited to submit essays, short stories, poems and drawings to the *Thistles* editor.

The Rattler

The Rattler is the yearbook of the college. In this book an effort is made to present a record of events of the school year in pictures. Staff members get experience in making layouts, copy writing, and in photography.

The Rattler Gazeteer, the college newspaper, is published once per semester by the Admissions Department. The Rattler Gazeteer includes general articles, advertisements and photos of SWCID people or campus life. All students, faculty and staff are invited to submit articles, and announcements to the Director of College Relations.

Health Services

SWCID is close to several large medical facilities that can meet most medical needs. Big Spring and SWCID students pay a health services fee each semester. Most services (vaccines, lab work, medications, procedures) are then provided to the students at no charge. The clinic has early morning and late evening hours of operation. Students should check with the health clinic to determine hours of operation.

Medical services are coordinated by the Student Services Division. Medical records are maintained in this division. A campus health and safety manual is available that addresses health and emergency procedures. In addition, information on health services relative to the residence halls is included in the residence hall supplement of the student handbook.

Dental Hygiene Services

Dental hygiene services, including teeth cleaning, are available to students at a reduced cost. Contact the Dental Hygiene Department to make an appointment.

Cosmetology Services

Cosmetology services, including haircut and styling, hair color, and nail and skin care are available to students at a reduced cost. Contact the Cosmetology Department to make an appointment.

General Communications

Sign Language Requirement

All students who enter SWCID of Howard College are expected to have or acquire expressive and receptive sign language skills during their time at the college. Students who do not have signing skills when they enter SWCID of Howard College will be asked to register for an appropriate

level sign language course even though sign language courses may or may not be a required course in the student's declared major.

Interpreting Services

Interpreting services are provided for any student needing either sign language, oral or voice interpreting. Services may be requested for classes at Howard College and SWCID campuses. Interpreting services are also provided for student phone calls, extracurricular activities (i.e. field trips, plays, etc.) and other school related needs. All requests for services are honored whenever possible.

Notetaking Services

SWCID students attending classes at Howard College are assisted in securing notetakers for their classes. Special notetaking paper is provided on request through Student Services.

Message Relay

RELAY TEXAS service operates 24 hours a day, seven days a week, allowing telephone calls between people who are deaf, hard of hearing or speech impaired and those who can hear or speak. There are no fees or charges for using this service within your local calling area and long distance calls made within Texas are billed at a 50% discount. Long distance calls made to places outside Texas will not be discounted and will have an additional charge for using the RELAY TEXAS agent. These charges will appear on your regular telephone bill each month.

TTY—Dial 711 for Deaf in Texas or nationwide

Voice—Dial 711

VP/VRS—All dorm rooms now have high speed internet.

Telephone

Any and all students wanting access to a telephone in their dorm room to make local and long distance calls must follow the procedures as listed below.

1. Deposit \$200.00 with the Student Services Secretary before telephones in the dorm room can be turned on.
2. Provide own telephone, TTY and any necessary lines/cords.
3. Each student's dorm room with a telephone will receive a copy of the monthly phone charges from Student Services. Since telephone charges are billed per room, students/roommates will have to decide who is responsible for paying which phone calls. Any disputed phone calls will be divided equally between persons in the dorm room.
4. Monthly telephone bills will be deducted from the \$200.00 deposited. All telephone deposits are to be paid to the Student Services Secretary who in turn will deposit the money and make sure the student's accounts are credited.

5. When telephone balances are down to about \$50.00 students will be informed to deposit again enough monies to raise their deposit back to the original \$200.00 phone deposit.
6. If students in any dorm room do not have enough money in their telephone account and do not pay monthly phone bills within a week after receiving their monthly phone bill, the telephone line in the room will be disconnected and not reconnected until the bill has been paid in full and the phone deposit of \$200.00 has been replenished. Due to student telephone abuse and current high unpaid student phone bills, no exceptions to this policy will be considered.
7. A pay telephone in the dorm lobby is available for those who prefer to use this in lieu of a room telephone.
8. All questions and concerns about dormitory telephones may be brought to the attention of Student Services.
9. Any phone messages between the hours of 8:00 A.M. and 5:30 P.M., Monday through Thursday and between 8:00 A.M. and 3:00 P.M., Friday will be taken by the front office and will be posted in the main building on the Student Life bulletin board.

Audiology Department

Audiological services are available through the Diagnostic Center. Students and others who need audiological evaluations, ear molds, hearing aid checks, cleaning, repairs, batteries and related accessories may receive these services at the Audiology Department in the Diagnostic Center at SWCID. Basic audiological evaluations are covered in the student service fee. Charges for other services may be assessed. The Audiology Department works closely with the Texas Rehabilitation Center and other State agencies in providing services to SWCID students.

Computer Services

The college has over 200 microcomputers of various brands and configurations available for student use. Students are encouraged to take full advantage of these facilities.

SWCID of Howard College will provide to all students computer access for academic purposes. This access is to aid the students' performance in the classroom. Priority will be given to students requiring computer access (i.e. Drafting, Computer Science, Developmental Program, etc.). Availability to all enrolled students will be on a space available basis.

Distance Learning

Distance learning may take the form of instruction offered at distant sites: out-of-district, out-of-state or out-of-

country or instruction delivered primarily by telecommunications technology.

Special Accommodations

Students needing special accommodation i.e. large print, tactile interpreting, special lighting, etc., must make the request known to the ADA Coordinator or appropriate academic advisor.

Special Services

Highland Council for the Deaf (HCD)

HCD is an agency in Big Spring that provides interpreting services, message relay services, information and referral. These services are available to students residing in the Big Spring community.

Communication Access Ability Group (CAAG)

Serving the communication access needs of people who are deaf or hard of hearing, working in partnership with Texas DARS-Office for Deaf and Hard of Hearing Services

Reasonable Accommodations

Howard College, pursuant to section 504 and ADA, will make every effort to provide "reasonable accommodations" to qualified individuals with disabilities, as long as doing so does not impose an undue financial or administrative burden (or if the accommodation fundamentally does not change the academic program). Accommodations allow individuals with disabilities to participate and compete on an equal basis with non-disabled colleagues, students or other beneficiaries of programs. There is no "universal accommodation" for any particular disability nor will any one accommodation meet the needs of all persons with disabilities. The college is not required to make all accommodations that individuals with disabilities requests. If the college determines the request is not reasonable or causes undue hardship for the college, the request may be denied. All accommodations determinations will require input from the person making the request.

Accommodations can take many different forms. Accommodations can be placed into five categories:

Input aids – to assist those whose functional limitation may make it difficult for them to record, retain or enter necessary information.

Output aids – to assist those whose functional limitation may make disseminating information difficult.

Alternative forms – so that all may understand pertinent material no matter what the functional limitation.

Telecommunications aids – to facilitate communications without barriers.

Alternative training and education methods – which can help individuals operate around a functional limitation that would normally preclude them from activities such as performing a job or participating in a classroom setting.

Students may request accommodations by completing a special services form which is available in the counseling office. It is in the student's best interest to disclose prior to registration.

In considering an accommodation, the following is suggested:

The student discloses the liability.

The student provides documentation on letterhead from a licensed physician, psychologist or diagnostician with proper diagnosis of the disability.

The student requesting the special accommodation and a representative from the college meets to discuss the accommodations requested through an intake interview with the campus ADA Coordinator.

Identifying appropriate accommodations is best done on a case-by-case basis. It is important to recognize that individuals with disabilities have different capabilities and varying degrees of disabling conditions.

Although an accommodation that would cause an undue hardship to the college is not a reasonable accommodation, an individual with a disability could be given the option of providing the accommodation or paying that portion of the cost that would constitute an undue hardship.

Residence Hall Information

At Howard College/SWCID, residence halls are an integral part of the college life. All full-time freshman students are required to live in the residence halls. The following exceptions to this policy shall apply: a student is married, a student is living at home, a student is living with relatives, or college housing is filled. Exceptions to this policy must be approved through the Dean of Student Services Office.

Residence Hall costs are listed in the Admissions Information section of this Bulletin. To apply for housing:

1. Request a Residence Hall Application from the Dean of Student Services Office.
2. Complete the application and return it to the Dean of Student Services Office with a \$100 reservation deposit.

The last date for a reservation deposit refund is July 15 for the fall semester, December 15 for the spring semester, and May 1 for the mini and summer semesters. After these dates, cancellation of a room will result in forfeiture of the deposit. Reservations will be accepted after the refund date with the understanding that the reservation deposit is forfeited. All unclaimed spaces will be declared vacant at 8:00 A.M. on the first day of classes.

At the close of registration, reservation deposits automatically become property deposits which are refunded when the student leaves the college, provided:

1. The resident involuntarily withdraws from the college for reasons of health or circumstances beyond his/her control;
2. The resident officially checks out of the residence hall with the Residence Hall Supervisors.

To obtain the deposit, the student must contact the Business Office.

Room Assignments: Room assignments are made on a first-come first-serve basis once a student's application and reservation deposit are received. Roommates will be assigned by college officials, and consideration is given to roommate preferences.

Apartments: Married couples apartments are available. A married couple will pay \$1,912.50 per the semester to live in a SWCID apartment. The summer rate is \$1,275 for the married students wishing to extend their contract to include summer months. The college will assume responsibility for payment of utilities except for long distance telephone services and any supplemental cable other than basic services the college already provides in the other dorm rooms.

Married couples may choose or not choose to participate in the Food/Meal plan. It makes no difference whether one or both of the persons that make up the married couple are SWCID students, the rent cost will remain the same.

When apartment space is available and individual students ask to be considered for living in the apartment annexes, one student would pay \$1,912.50 for the semester; two students would each pay \$956.25 for the semester; three students would each pay \$637.50 for the semester; four students would each pay \$478.13 for the semester.

When apartment space is available but students do not necessarily request to live in the apartment annexes but may have to due to a full dorm, then the college will assess each student asked to live in the apartment annexes \$500.00 each for the semester no matter if one, two, three, or four students are placed in the apartments.

Individual students living in the apartments are required to participate in the food/meal plan each semester.

Priority housing for the dorm annexes will be as follows:

- Married couples with or without child(ren)
- Single parents with child(ren)
- Approved upperclassmen/women
- Special/unique needs students.

Apartment annex contains two areas that are equipped with computers.

Housing Policies: All students are responsible for reading and understanding the on-campus housing policies which are listed in the Student Handbook and the Residence Hall Supplement.

Furnishings: Residence halls and annex are equipped with computers, a pay telephone, TTY's, televisions, and captioning decoders in the lobby area. Residence halls are also equipped with visual, as well as audio, alarm signals. Individual rooms have beds, mattresses, desks, and chairs. Students are expected to furnish their own personal effects, including sheets, pillows, pillow cases, blankets and bed spreads (extra large), towels and soap. Automatic washers and dryers are available in all residence halls. TV, computer, and cable service hookup is provided in each room. Local phone service is also provided. Students can acquire long distance service by contacting the current long distance company being used by SWCID. Each student will be billed individually for long distance service and are fully responsible for all bills incurred.

Food Service: Three meals are served Monday through Friday, and two meals are served on Saturday and Sunday. The cafeteria is located in the Maddux Student Center. A resident's meal ticket is his/her student I.D. and must be presented at each meal.

Parking Regulations: It is the responsibility of each student to become familiar with the parking and traffic regulations in the Student Handbook. Vehicles will be towed at the owner's expense.

Transportation: Since many students take classes at both Howard College and SWCID, transportation between

campuses is provided by a shuttle service. Airport shuttle service is provided for new students when they arrive at SWCID as a new student. It is the responsibility of the students to find their own transportation to airport during holidays and Spring Break.

Schedule: Residence halls will be closed during Thanksgiving and Christmas holidays and Spring Break at 5:00 P.M. before holiday is scheduled to start.

Holidays: The residence halls are closed during Christmas Break and Spring Break and residents are expected to vacate the residence halls. The college is not responsible for any personal belongings which are left in rooms.

Campus Security: Security personnel who are non-commissioned peace officers monitor SWCID/HC campuses. The security personnel have working relationships with local law enforcement agencies whereby all disturbances, criminal activities, and suspicious activities are reported by police radio to local law enforcement authorities. Brochures, which give you information concerning security services, crime prevention, general safety and security on/off campus, are published and made available by SWCID/HC. In compliance with the Campus Security Act of 1990, the college distributes to all current students descriptions of policies related to campus security and statistics concerning specific types of crimes.

Courses of Study

Arts/Sciences/Academic Transfer

Workforce Education

Tech-Prep Articulation

Abbreviations Used in
Course Descriptions

Numbering and Descriptions
Of Courses

Courses of Study

SWCID offers course work designed to prepare students to continue their education at senior institutions or to enter specific occupational areas at the end of a one-or-two year period of specialized training in occupational education.

The courses of study that follow are designed to aid students who wish to pursue either of these alternatives. It is suggested that each student see an academic advisor, the Registrar or other college advisor at the earliest opportunity in order to plan an effective program. **Any student that does not declare himself/herself as an academic (arts and sciences) major will be declared as a vocational/technical education major.**

Associate of Arts and Associate of Science

Arts and Sciences offers programs for transfer to baccalaureate degree-granting institutions. Students planning to transfer to a senior college or university should consult the catalog of that institution, a faculty advisor, the Registrar, or guidance office when planning their courses to meet specific degree requirements. Students desiring to qualify for the Associate in Arts or the Associate in Science degree must meet the following requirements:

	Associate in Arts	Associate in Science
English	12	6
Government	6	6
History	6	6
Mathematics	3	3
Natural Sciences	8	8
Speech	3	3
Humanities	3	3
Visual/Performing Arts	3	3
Social/Behavioral Science	3	3
Computer Science	3 or 4	3 or 4
Physical Education	2	2
Electives	9	15
Total	61-62	61-62

Workforce Education

Workforce Education seeks to develop intellectual abilities and skills that will enable the student to enter the workforce. The purpose of Workforce Education programs is to prepare students for jobs in business and industry. The student who completes a prescribed two-year curriculum in Workforce Education will receive the Associate of Applied Science Degree. Students desiring to qualify for the Associate of Applied Science degree must meet the following requirements:

Associate in Applied Science

English	3
Speech	3
Computer Science	3 or 4

Natural Sciences/Mathematics	3 or 4
Social/Behavior Science	3
Humanities/Fine Arts	3
Course in area of specialization	42-52 (see courses of study in area of specialization on the following pages)
Total	60-72

Note: Some courses of study include a “WECM Elective”. This is a course that is included in the Workforce Education Course Manual. Please contact your instructor or the Division Chair/Workforce Education for specific courses available.

Associate of Arts in Teaching (AAT)

This degree allows community colleges to offer specific math, education and early childhood courses required in a teaching degree from a university. In addition to the additional six hours of math, six hours of education and six hours of science, students take the core curriculum required by the college (42-48 semester credit hours).

Course Pre-requisites

Certain courses have basic skills competency requirements. It is the responsibility of each student to be aware of the pre-requisite requirements for each course in which he or she plans to enroll. Those students who do not meet the requirements must successfully complete them in order to establish academic eligibility.

Many Deaf and hard of hearing students complete high school with a very limited awareness of various career opportunities and the basic expectations of the world of work. For this reason, **all** students are required to learn about careers.

Passage of Program Entrance Tests is required of some workforce education majors. All students must be reading at or above fourth grade in order to declare a major. A few certificate programs at Howard College do not require any reading level scores. *Other AAS and certificate programs are available at Howard College (mainstreamed). Interested students must meet Howard College admissions requirements to enroll in these programs.

Tech Prep Articulation

In order for a student to receive credit for a Tech Prep course, there must be an articulation agreement between Howard College and the student’s high school. Deadlines to apply for articulation vary according to campus. The student must complete a Howard College Application for Admission Packet, a Tech Prep Articulation Request Form, and attach 2 copies of his/her high school transcript. One copy must be an official copy that states the high school graduation date. The student may complete the Tech Prep Articulation Request Form at the Howard College Admissions/Registrar’s Office or on his/her high school

campus. Representatives from Howard College will visit each high school campus in the spring of each year to assist student in completing their Tech Prep Articulation Request Form. If the student chooses to complete the Tech Prep Articulation Request Form on his/her high school campus a \$5.00 administration fee applies. Students who choose to pay the \$5.00 administrative fee will receive a T-shirt and a copy of their Howard College transcript once the credit is transcribed. Scholarships are available for students who are unable to pay.

Once the student has completed the Tech Prep Articulation application process, the request will be forwarded to the appropriate department at Howard College. That Department will analyze the high school transcript and mark all articulated courses in accordance with the Articulation Agreement on file. The application will then be examined by the Division Director of Workforce Education (BS) or the Dean of Instruction (SA) and then approved by the Vice President (BS) or the Provost (SA). If approved, the application will then be forwarded to the Registrar's Office. The Registrar's Office will then transcript the Tech Prep credit and, if the student has paid the \$5.00 administrative fee or received a scholarship, the Registrar will mail a copy of the Howard College transcript to the student. If the student has not paid the \$5.00, she/he can request a copy of the transcript showing the articulated credit six weeks after the application date.

Abbreviations Used in Catalog

All courses have a rubric. A rubric is a course name and number. For example, Freshman Composition has a rubric of ENGL 1301 and Introduction to Accounting has a rubric of ACNT 1303. This list of rubric abbreviations will explain where to look for a particular rubric in the course descriptions. For example, POFT can be found under the course descriptions for Business.

ABDR – Automotive Maintenance Technician
 ACCT, ACNT – Business
 ARTC – Graphic Arts Technology
 ARTS – Art
 AUMT – Automotive Maintenance Technician
 BCIS – Business/Computer Information Systems
 BIOL – Biology
 BMGT – Business
 BUSI – Business
 CDEC – Child Care and Development/Paraprofessional in Deaf Education
 CHEM – Chemistry
 CNBT – Building Construction Technology (Building Trades)
 COMM – Communications (Journalism)
 COSC – Computer Information Systems
 CRPT – Building Construction Technology
 DLBT – Dental Laboratory Technology

DFTG – Computer-Aided Drafting Technology
 ECON – Economics
 ELEC – Electronics
 ELP – English Language Program
 ENGL – English
 ETWR – English
 GOVT – Government
 GRPH – Graphic Arts Technology
 HIST – History
 HRPO – Business
 IT – Interpreter Training
 ITSC – Business/Computer Information Systems
 ITSE – Computer Information Systems
 ITSW – Computer Information Systems
 MATH – Mathematics
 MRKG – Business
 MUSI – Music Interpretation in ASL
 OSHT – Building Construction Technology
 PDE – Paraprofessional in Deaf Education
 POFI – Computer/Business
 POFT – Business
 PHED – Physical Education/Health/Kinesiology
 PSYC – Psychology
 SGNL, SLNG – Interpreting/Paraprofessional in Deaf Education
 SOCI – Sociology
 SPCH – Speech
 WDWK – Building Construction Technology
 WLDG – Welding

Texas Common Course Number System

The SouthWest Collegiate Institute for the Deaf of Howard College has adopted the Texas Common Course Numbering System. Beginning in the fall semester of 1993, many of our course numbers as well as the four letter prefix changed to the common course number. The purpose of this change is to facilitate a smooth transition from one college to the next. The college will assist students in identifying which courses at one college will meet specific course requirements at another college. It will also assist college personnel in identifying courses with comparable course content so that certain competencies can be expected upon completion of such courses.

Numbering and Description of Courses

A brief description of each course which the Howard College has been approved to offer at SWCID is given in the following pages. The programs are presented in alphabetical order. All of the courses are not taught every semester.

Courses are designated by four digit numbers which show both the rank of the course and its value in semester hours. The first digit on the left indicates the rank of the course. Developmental level courses begin with the digit 0.

Freshman level courses begin with the digit 1, while sophomore level courses begin with the digit 2. The second digit in the course number indicates the number of semester hour's credit. For example, English 1301 is freshman level as indicated by the first digit and carries three semester hours credit as indicated by the second digit. Chemistry 2423 is sophomore level and carries four semester hours. Noncredit developmental courses begin with the number 0 and have a 10 digit Coordinating Board approval number that begins with 32.

If a number appears in parenthesis following the course description, this is a course approval number assigned by the Texas Higher Education Coordinating Board. This indicates a parallel course in Texas state public senior institutions of higher education.

Workforce Education and Health Professions

Degrees and Certificates

SWCID Workforce Degree and Certificates

The following programs are non-transfer programs. However, courses listed in the course descriptions with a 10-digit approval number at the end of the course description are courses that will transfer.

Programs leading to the Associate in Applied Science Degree or a Certificate including the following:

Area of Interest	Certificate or Degree	Page
Automotive Maintenance Technician	Certificate	63
Building Construction Technology	Certificate	63
Computer Information Systems	AAS	64
Data Entry	Certificate	65
Dental Lab Technology	Certificate	65
Graphic Arts Technology	Certificate	67
Interpreter Training	AAS	67
Office Technology	Certificate	68
Paraprofessional in Deaf Education	AAS	69
Welding	Certificate	70

Automotive Maintenance Technician

The Automotive Maintenance Technician Program provides students with entry-level job skills for the automotive industry. Tool safety and job-site safety training in compliance with OSHA standards are stressed. Classes meet at the Automotive Shop located on the Howard College campus. Students who successfully complete the AUMT training will receive certificates from SWCID and will be ready to enter the work force.

Possible Employment Responsibilities: After completion of this program, students will know how to repair and adjust: automotive brake systems, automotive heating and air conditioning, service of automobiles, suspension and steering, automotive electrical lighting and accessories, engine repair basics and battery and starter functions.

Possible Employment Positions: Automotive Maintenance Technician

Possible Employment Locations: Private business, commercial business, municipal or other government agencies.

Prerequisites: MATH 0301, ENGL 0310, OSHT 1305 and students must have a 3rd grade or above reading level. They must complete the math and English with a grade of “C” or better to receive the AUMT Certificate.

Program Duration: Two semesters. This program could be longer depending on the student’s high school background and basic skills.

Automotive Maintenance Technician Tool Kits:

Automotive Maintenance Technician students are required to purchase automotive tool kits at a cost of \$800 at the time of registration.

First Semester

Course	Semester Hours
AUMT 1305	3

AUMT 1310	3
AUMT 1345	3
AUMT 1307	3
Total	12

Second Semester

Course	Semester Hours
AUMT 2328 ¹	3
AUMT 2321	4
AUMT 1316	3
AUMT 1319	3
WLDG 1421	3
Total	17
Total Hours	29

¹Capstone Course

Building Construction Technology Certificate

The Building Trades Certificate Program provides students with entry-level job skills for the construction industry. Tool safety and job-site safety training in compliance with OSHA standards are stressed. Classes meet on- and off-campus in labs designed for residential and commercial construction. Students must be free of chronic respiratory disease and allergies or reactions to wood or wood products, construction adhesives, paints and solvents. Students must be able to lift 50 pounds. Students purchase all textbooks for this program.

Possible Employment Responsibilities: Lab classes teach the fundamentals of site layout, foundations, framing, roof systems, exterior covering, installation of doors and windows, interior finishing, cabinet construction and installation, remodeling and tools. Theory classes present technical information, Uniform Building Code (UBC) regulations, blueprint reading and material analysis.

Possible Employment Positions: Worker’s Helper in the above mentioned areas.

Possible Employment Locations: Private business, commercial business, municipal or other government agencies.

Prerequisite: MATH 0321, PSYC 0200 and PSYC 0300, and Program Entrance Test. Student must have third grade reading level or above or have passed ENGL 0311 and ENGL 0321 with a grade of “C” or above.

Program Duration: (two years) This program could be longer depending on the student’s high school background and basic skills.

Building Construction Tool Kits: Building Construction students are required to purchase building tool kits at a cost of \$700.00 at the time of registration and student is responsible to keep tool kits.

The SWCID Building Construction Program is vocational training with heavy emphasis upon “hand skills” and work adjustment. Students who successfully complete the training will receive certificates from SWCID and will be ready to enter the work force.

First year

First semester

Course	Semester Hours
CRPT 1329	3
OSHT 1305	3
CNBT 1311	3
Total	16

Second Semester

Course	Semester Hours
CNBT 1305	3
CRPT 1325	3
CRPT 1323	3
CRPT 1315	3
Total	12

Second Year

First Semester

Course	Semester Hours
CRPT 1341	3
CRPT 1311	3
CRPT 1345	3
Total	9

Second Semester

Course	Semester Hours
CNBT 1381 ¹	3
Elective ²	3
Total	6
Total Hours	39

¹Capstone course

²Electives: *DFTG 1325, *DFTG 1305, *DFTG 1309, *DFTG 1317, PFPB 1313, and WLDG 1421.

Students must provide their own transportation to and from co-op sites.

*These courses are taught at Howard College.

Computer Information Systems

THEA Required

Associate in Applied Science (AAS) Degree Program

The Computer Information Systems AAS Degree Program is offered for students who desire to enter employment in business directly after completion of this two year program. The program is also offered for students who desire to pursue a degree in the Computer Information Systems at a senior college or university.

Students may choose to get a certificate in Data Entry Program before they start the Computer Information Systems (CIS) for an Associate Degree:

If a student decides not to follow the sequence recommended, a CIS/Business coordinator or an academic advisor will help the student select courses needed to reach his or her educational goals.

Possible Employment Responsibilities: Operating computers, preparing programs for business use, identifying

and correcting errors in programs, installing and using various software packages.

Possible Employment Positions: Various entry-level positions including Computer Clerk, Computer Programmer, Computer Operator, Computer Support Specialist, Technical and Applications Support Specialist

Possible Employment Locations: Business, government agencies, hospitals and private companies (i.e. banks and hospitals)

Program Duration: Two years. Additional prerequisite course(s) may be required depending on student's prior training and education.

Prerequisites: PSYC 0200, ENGL 0312, ENGL 0322, MATH 0302, Program Entrance Test, and/or interview with the CIS/Business Coordinator.

Students with computer and/or business skills or background may start the classes in the program before completing the prerequisites with the permission of the CIS/Business Coordinator.

- Students who lack a proficiency in sign communication may be required to enroll in SLNG 1304, SLNG 1305, or SLNG 1344 until proficiency is attained.
- Students who lack a proficiency in keyboarding speed and accuracy may be required to enroll in POFT 1127.

Freshman Year

First Semester

Course	Semester Hours
ACNT 1303	3
BCIS 1405	4
ITSW 2334	3
ETWR 1371	3
POFI 2301	3
Total	16

Second Semester

Course	Semester Hours
ENGL 1301	3
COSC 1309	3
ITSC 1305	3
ITSC 2380 ¹	3
COSC Elective ²	3
Total	15

Sophomore Year

First Semester

Course	Semester Hours
Social/Behavior Science Elective	3
MATH 1332	3
COSC Elective ²	3
COSC Elective ²	3
COSC Elective ²	3
Humanities/Fine Arts Elective	3
Total	18

Second Semester

Course	Semester Hours
ITSE 2309	3
BUSI 1301	3
ITSC 2386 ^{1/3}	3
SPCH 1321	3
COSC/BUSI Elective	3
Total	15
Total Hours	64

¹Students may be allowed to register for ITSC 2380 or ITSC 2386 in the spring semester to complete the cooperative education or internship in the spring semester, the following summer or the following fall semester only. Students must provide their own transportation to and from internship/co-op sites. For more information, students must see the CIS/Business Coordinator.

²Students may consult the CIS/Business Coordinator for suggestion for a COSC Elective course which may be best suitable according to students' interests in web design, networking, computer support technology, or information management.

³Capstone course.

Computer-Aided Drafting Technology

See Howard College Catalog

Cosmetology

See Howard College Catalog

Data Entry Technology Certificate

THEA Waived

The Data Entry Program is offered for students who desire to enter employment directly after completion of this two semester program or for students who desire to pursue an associate degree in the Computer Information Systems Program at SWCID or Howard College.

Possible Employment Responsibilities: Data entry, filing, perform clerical duties

Possible Employment Positions: Data Entry Operator, Microcomputer Specialist Assistant

Possible Employment Locations: Business, government agencies, hospitals and private companies (banks), and education (schools and colleges)

Program Duration: Two or three semesters. Additional prerequisite course(s) may be required depending on students' prior training/education.

Prerequisites: PSYC 0300, ENGL 0312, ENGL 0322, MATH 0302 and interview with the CIS/Business Coordinator.

- Students who lack a proficiency in sign communication may be required to enroll in SLNG 1304, SLNG 1305, or SLNG 1344 until proficiency is attained.

- Students who lack a proficiency in keyboarding speed and accuracy may be required to enroll in POFT 1127.

First Semester

Course	Semester Hours
BCIS 1405	4
ETWR 1371	3
POFI 2301	3
POFT 1325	3
ITSW 2334	3
Total	16

Second Semester

Course	Semester Hours
ITSC 1305	3
ITSE 2309	3
COSC/BUSI Elective ¹	3
SPCH 1321	3
POFT 1321	3
ITSC 2380 ^{2/3}	3
Total	18
Total Hours	34

¹Elective must be a 3-credit hour COSC or BUSI course. Students are encouraged to consult the CIS/Business Coordinator since some students' goals vary.

²Students may be allowed to register for ITSC 2380 in spring semester to complete the cooperative education in the spring semester, the following summer or the following fall semester only. Students must provide their own transportation to and from co-op sites. For more information, students must see the CIS/Business Coordinator.

³Capstone course

Dental Laboratory Technology

THEA Waived

Fixed Restorative/Ceramic and Denture Technique Certificate Program

The Dental Laboratory Technology Fixed Restorative, Ceramic and Denture Technique Certificate Program is offered for students who desire to enter employment directly after completion of this four semester program.

Possible Employment Responsibilities: Construct and assemble false teeth in a dental lab technology laboratory designed to construct crowns, bridges, dentures, partial plates and other prosthetic devices from prescriptions ordered by a dentist.

Possible Employment Positions: Dental Laboratory Technician in dental laboratories constructing a variety of crowns and bridges and dentures.

Possible Employment Locations: Dental laboratory operations in private business and government agencies.

Prerequisites: Demonstration of aptitude and ability through manual dexterity tests given by the department and a Program Entrance Test.

Program Duration: Four or five semesters. Additional prerequisite course(s) may be required depending on students' prior training/education.

Dental Tool Kits: DLBT students are required to purchase dental tool kits (\$700) at the time of registration. Payments may be made by cash, check, TRC or JTPA support. It is the responsibility of the student to notify the DLT instructor of his/her intention to enter or reenter the DLBT program in order to have sufficient tool kits available for purchase prior to the beginning of each semester.

If a student has been absent from SWCID for more than one year, the student is required to reenter the Dental Laboratory Technology program and participate again in all the hands-on skills courses.

Students enrolled in all Dental Lab Technology classes and laboratories must pass each class and lab with a "C" or better before enrolling in the next DLBT class and laboratory with the approval of the DLT instructor.

Students will be required to complete the following prerequisites: ENGL 0311, ENGL 0321, MATH 0301 with a grade of "C" or better. If placement tests or instructor evaluations show competency in the above classes, students may be permitted to enter the DLBT program.

First Year

First Semester

Course	Semester Hours
DLBT 1291*	2
DLBT 1301	3
DLBT 1305	3
DLBT 1371	3
Elective	1
Total	12

Second Semester

Course	Semester Hours
DLBT 1313	3
DLBT 1317	3
DLBT 2341	3
DLBT 2101	1
Elective	1
Elective	1
Total	12

Summer

Course	Semester Hours
DLBT 1372	3
DLBT 1273	2
Total	5

Second Year

First Semester

Course	Semester Hours
DLBT 2311	3
DLBT 2342	3
DLBT 2319	3
Total	9

Second Semester

Course	Semester Hours
DLBT 2321	3
Total	3

Total 41

¹If a student is required to take developmental studies courses, the training automatically becomes longer.

²Capstone Course

*DLBT 1291 is offered in both the fall and spring semesters.

Since most DLT students will take less than a full load of courses their last semester, DLT students will obtain special permission from the SWCID Dean of Students for dorm and cafeteria privileges during their last semester in the DLT program.

Digital Publishing

THEA required.

Associate in Applied Science (AAS) Degree program

The Digital Publishing program is offered for students who are interested in Digital Publishing. This program teaches design principles for the creation of advertising and publishing materials such as letterhead, business cards, ads, fliers, brochures, and manuals.

Possible Employment Positions: Graphic Design or Page Editor

Possible Employment Locations: Government agency, state agency, business or industry.

Prerequisites: ENGL 0323, ENGL 0313, and MATH 0302

Program Duration: Five semesters. An additional semester of basic skills courses may be required depending on student's prior training/education.

Lab Kits: \$130 to be paid at the time of registration.

Students who lack proficiency in sign communication may be required to enroll in SGNL 1301, SLNG 1304 or SLNG 1305 until proficiency is attained.

Students who lack a proficiency in keyboarding speed and accuracy may be required to enroll in POFI 1127 until proficiency is attained.

First Semester

Course	Semester Hours
² GRPH 1305	3
ENGL 1301	3
² ARTC 1302	3

² INDS 1301	3
PHED 1142	1
Total	13

Second Semester

Course	Semester Hours
² ARTC 1305	3
² ARTC 1327	3
² ARTC 2305	3
² ARTC 1313	3
PHED 2142	1
Total	13

Third Semester

Course	Semester Hours
¹ ARTS 1316	3
² ARTC 1353	3
² INDS 1341	3
¹ SPCH 1315	3
² ARTC 2313	3
Total	15

Fourth Semester

Course	Semester Hour
¹ ARTS 1317	3
² ARTC 2335	3
¹ SOCI 1301	3
¹ HUMA 1301	3
Elective	3
Total	15

Fifth Semester

Course	Semester Hour
³ GRPH 2388	3
¹ COSC 1309	3
MATH 1314	3
Elective	3
Elective	3
Total	15
Total Hours	71

¹Howard College courses

²WECM (The Workforce Education Course Manual)

³Capstone Course. Students must provide their own transportation to and from internship sites.

GRADE REQUIREMENTS

In order for a student to advance to the next course within the DP course of study, the student must pass each of the courses with a grade of "C" or better. DP majors making a grade of "D" or below on any of these courses will be required to repeat the course.

English Language Program (ELP) – Continuing Education (CEU)

SWCID is designed to provide full-time instruction in English as a Second Language to qualified Deaf and Hard of Hearing American and International students. With the comprehensive and intensive curriculum aimed at developing students abilities in and knowledge of English, Deaf Culture, American Culture and American Sign Language, they will gain the level of proficiency necessary for undergraduate and graduate level studies in the United States or enhance their employment possibilities.

Objectives: The primary objective of the ELP is to assist students who want to improve their English Language skills to the level whereby they can function in a rigorous academic environment. The ELP will provide instruction with the highest quality faculty. Our priorities include:

- To provide the highest quality instruction
- Enable students to enroll in academic programs within the shortest possible time
- Instill confidence necessary for effective use of English in both academic and social settings.

The college employs professionally trained instructors and continually reviews and updates our curriculum to be congruent with the most effective methods in providing Deaf and Hard of Hearing students ESL instruction to ensure that they benefit exponentially.

The ELP strictly limits class size in order to maximize the impact of instruction and supervision of students. Class placements are determined based on an assessment of English language proficiency at the time of admission.

Admissions: (Please refer to pages 19-20 for more information). Applicants must have completed secondary school and be 18 years of age or older. An application must be completed and the following documentation provided:

- Copy of official high school and college transcripts, GED or equivalent
- Non-refundable \$100.00 application fee in U.S. currency
- Copy of most recent audiogram
- Two letters of character reference from a teacher and any other person except a relative
- Certificate of funds form and proof of funds in the form of a bank statement or letter, of scholars from their sponsoring agent.

Note: Admission to the ELP does not constitute admission to SWCID of Howard College.

Graphic Arts Technology Certificate THEA waived

The Graphic Arts Technology program is offered for students who are interested in Graphic Arts. This program teaches design principles for the creation of advertising and publishing materials such as letterheads, business cards, ads, fliers, brochures and manuals.

Possible Employment Positions: Graphic arts or artist
Possible Employment Locations: Government agency, state agency, business or industry.

Prerequisites: ENGL 0313, ENGL 0323, MATH 0302

Program Duration: Two semesters. An additional semester of basic skills courses may be required depending on student's prior training/education.

Lab Kit: \$130 to be paid at the time of registration
 Students who lack proficiency in sign communication may be required to enroll in SGNL 1301, SLNG 1304 or SLNG 1305 until proficiency is attained.

Students who lack a proficiency in keyboarding speed and accuracy may be required to enroll in POFI 1127 until proficiency is attained.

First Semester

Course	Semester Hours
¹ GRPH 1305	3
¹ ARTC 1313	3
¹ ARTC 2335	3
¹ ARTS 1327	3
² ARTS 1316	3
⁴ Elective	3
Total	18

Second Semester

Course	Semester Hours
¹ ARTC 132	3
¹ ARTC 2313	3
¹ GRPH 1353	3
^{1/3} GRPH 2388	3
² ARTS 1317	3
⁴ Elective	3
Total	18
Total Hours	36

¹WECM (The Workforce Education Course Manual)

²Howard College Courses

³Capstone course—Students must provide their own transportation to and from internship sites.

⁴Elective(s) may be selected from the following: ARTS 1311, 1312, 2316, 2317, 2326, 2327, 2333, 2351, and/or 2352, or a course approved by the division chair.

GRADE REQUIREMENTS

In order for a student to advance to the next course within the GAT course of study, the student must pass each of the courses with a grade of "C" or better. GAT majors making a grade of "D" or below on any of these courses will be required to repeat the course.

Interpreter Training

THEA Required

Associate in Applied Science (AAS) Degree Program*

The Interpreter Training AAS Degree Program is offered to students who desire to be qualified sign language interpreters after completion of this four semester program.

Possible Employment Responsibilities: Providing signed and voiced interpreted communication for deaf and hearing consumers.

Possible Employment Positions: Interpreter, Interpreter/Aide, Educational Interpreter, Video Relay Interpreters, Vocational Communication Specialist, and Interpreter/Tutor

Possible Employment Locations: Public, private, and residential schools; vocational rehabilitation agencies, businesses which employ deaf individuals, government agencies, community organizations, churches serving the deaf and Video Relay service providers.

Prerequisites: Taking the sign language proficiency test determining appropriate placement in SLNG 1304, SGNL 1302, 2301 or 2302 and PSYC 0200.

*Tech Prep agreement with San Angelo Independent School District.

ITP "Skills" Courses-Grade Requirements

In order for a student to advance to the next course within the ITP course of study, the student must pass each of the following "skills" courses with a grade of "B" or better: SLNG 1211, SLNG 1304, SGNL 1302, SGNL 2301, SGNL 2302, and SLNG 2331. ITP majors making a grade of "C" or below on any of these courses will be required to repeat the course(s).

Freshman Year

First Semester

Course	Semester Hours
SLNG 1211	2
SLNG 1317	3
MATH 1332	3
SGNL 1301 or SLNG 1304 ^{1/2}	3
ENGL 1301	3
SLNG 1215	2
Total	15

Second Semester

Course	Semester Hours
SLNG 1321	3
SGNL 1302	3
ITSC 1309	3
SPCH 1315	3
SLNG 1346	3
PHED	1
Total	16

NOTE: Transfer courses from other colleges/universities will not be automatically accepted for SLNG 1304, SLNG 1305, SLNG 1344 and SLNG 1345 unless the student has successfully passed the sign language proficiency test with the appropriate score.

Sophomore Year

First Semester

Course	Semester Hours
SLNG 2288	2

SLNG 2315	3
SGNL 2301	3
SLNG 2302	3
SLNG 1348	3
PHED	1
SLNG 1106	1
Total	16

Second Semester

Course	Semester Hours
SLNG 2289 ³	2
SLNG 2311	3
SLNG 2331	3
Social/Behavioral Science Elec.	3
SGNL 2302	3
Humanities/Fine Arts	3
Total	17
Total Hours	65

¹Indicates courses that can be articulated with high school

²A student who demonstrates competencies required for this course can substitute an approved elective.

³Capstone course

⁴Students must provide their own transportation to and from internship sites.

Office Technology Certificate

THEA waived

The Office Technology Program is offered for students who desire to enter employment directly after completion of this two-semester program or for students who desire to pursue an associate degree in the Office Administration Program at Howard College.

Possible Employment Responsibilities: File, input data, prepare documents, use software, perform clerical duties

Possible Employment Positions: Office Clerk, File Clerk, Data Entry Operator, General Office Clerk, Office Support Specialist, Administrative Specialist

Possible Employment Locations: Business settings in government agencies, hospitals, companies (banks) and education (schools and colleges)

Program Duration: Two or three semesters. Additional prerequisite course(s) may be required depending on students' prior training/education

Prerequisites: PSYC 0200, MATH 0302, POFI 2301, and interview with the CIS/Business Coordinator

- Students who lack a proficiency in sign communication may be required to enroll in SLNG 1304, SLNG 1305, or SLNG 1344 until proficiency is attained.
- Students who lack a proficiency in keyboarding speed and accuracy may be required to enroll in POFT 1127.

First Semester

Course	Semester Hours
ETWR 1371	3

POFT 1325	3
POFT 1309	3
BCIS 1405	4
SPCH 1321	3
ITSW 2334	3
Total	19

Second Semester

Course	Semester Hours
POFT 1321	3
POFT 1319	3
BUSI/ACCT Elective ¹	3
HRPO 1311	3
POFT 2301	3
BMGT 2382 ^{2/3}	3
Total	18
Total Hours	37

¹Elective must be a 3-credit hour Business, Accounting or Office Technology course. The suggested courses are BUSI 1307, ACNT 1303, BUSI 1304, or ACCT 2301.

Students are encouraged to consult the CIS/Business Coordinator since some students' goals vary.

²Students may be allowed to register for BMGT 2382 in spring semester to complete the cooperative education in the spring semester, the following summer or the following semester only. Students provide their own transportation to and from co-op sites. For more information, students must see the CIS/Business Coordinator.

³Capstone course

Paraprofessional in Deaf Education

THEA required

Associate in Applied Science (AAS) Degree Program

The Paraprofessional in Deaf Education AAS Degree Program is offered for students who desire to enter employment directly after completion of this two year program. The program is open to qualified hearing or hard of hearing students.

Possible Employment Responsibilities: Classroom instruction in an aide position in classes with hard of hearing students, campus life dormitory supervisory positions, recreation and physical activity aide positions in an educational setting

Possible Employment Positions: Classroom aide, dormitory supervisory personnel, recreational aide

Possible Employment Locations: Classrooms for the hard of hearing, dormitory facilities for the hard of hearing, recreational/physical education classes for the hard of hearing.

Program Duration: Two years. Additional prerequisite course(s) may be required depending on student's prior training/education.

Prerequisites: Taking the Sign Language Proficiency test determining appropriate placement in SLNG 1304, SGNL 1302, 2301 or 2302. Taking the Program Entrance Test

determining qualification to enroll in the PDE major and appropriate placement in ENGL 0300 and/or ENGL 0303
 *Tech Prep agreement with San Angelo Independent School District

PDE Kits – PDE students are required to purchase PDE kits (\$100) at the time of registration.

Freshman Year

First Semester

Course	Semester Hours
SLNG 1317	3
SLNG 1371	3
ENGL 1301	3
PHED	1
CDEC 1313	3
Total	16

Second Semester

Course	Semester Hours
SLNG 1318	3
SGNL 1302 or SLNG 1305 ¹	3
SPCH 1315	3
ITSC 1309	3
PHED	1
Total	13

NOTE: Transfer courses from other colleges/universities will not be automatically accepted for SLNG 1304, SGNL 1302, SGNL 2301 and SGNL 2302 unless the student has successfully passed the sign language proficiency test with the appropriate score.

Sophomore Year

First Semester

Course	Semester Hours
CDEC 2286 ²	2
Humanities/Fine Arts	3
MATH 1332	3
PSYC 2301	3
SGNL 2301	3
SLNG 2315	3
Total	17

Second Semester

Course	Semester Hours
SLNG 1346	3
CDEC 2341	3
CDEC 2287 ⁴	2
PSYC 2314 or 2315	3
SLNG 1347	3
SGNL 2302	3
Total	17
Total Hours	63

¹Indicates courses that can be articulated with high school

²A student who demonstrates competencies required for this course can substitute an elective.

³CDEC 1321 and CDEC 1358 only offered at the Howard College main campus

⁴Capstone course

⁵Students must provide their own transportation to and from internship sites.

PDE “Skills” Courses-Grade Requirements

In order for a student to advance to the next course within the PDE course of study, the student must pass each of the following “skills” courses with a grade of “B” or better: SLNG 1304, SGNL 1302 and SGNL 2301. PDE majors making a grade of “C” or below on any of these courses will be required to repeat the course. PDE majors are required to pass all other SLNG and CDEC courses with a grade of “C” or better. PDE majors making a grade of “D” or below on any of these courses will be required to repeat the course.

Certificate Program

THEA waived

The Paraprofessional in Deaf Education Certification program is offered for students who desire to enter employment directly after completion of this two semester program.

Possible Employment Responsibilities: Classroom instruction in an aide position in classes with hard of hearing students

Possible Employment Positions: Classroom aide, dormitory supervisory personnel, recreational aide

Possible Employment Locations: Classrooms for the hard of hearing, dormitory facilities for the hard of hearing, recreational/physical education classes for the hard of hearing.

Program Duration: Two semesters. Additional semester(s) of basic skills courses may be required depending on student’s prior training/education.

Prerequisite: ENGL 0313, ENGL 0323 and MATH 0302

PDE “Skills” Courses-Grade Requirements

PDE majors are required to pass all SLNG and CDEC courses with a grade of “C” or better. PDE majors making a grade of “D” or below on any of these courses will be required to repeat the course. Taking the Program Entrance Test determining qualification to enroll in the PDE major and appropriate placement in ENGL 0300 and/or ENGL 0303

First Semester

Course	Semester Hours
SLNG 1317	3
SLNG 1373	3
CDEC 1313	3
PHED	1
ETWR 1371	3
POFI 2301	3
Total	16

Second Semester

Course	Semester Hours
SLNG 1318	3
SLNG 1346	3
SGNL 2301	3
CDEC 2286 ¹	2
CDEC 2341	3
Total	14
Total Hours	30

¹Capstone course. Students must provide their own transportation to and from internship sites.

Welding Certificate

THEA Waived

The Welding Certificate Program provides students with entry-level job skills for the welding industry.

Possible Employment Responsibilities: Weld flat and horizontal using stick and MIG wire; cutting with oxy-acetylene; reading weld symbols and basic blueprint; know all shop, welding, cutting, tools and safety.

Possible Employee Positions: Entry Level I Welder

Possible Employment Locations: Private business, commercial business, municipal or other government agencies, and lead up to self-employment; jobs on land, at sea and under.

Co-Requisites: ENGL 0311, Vocational MATH 0321, ENGL 0320, PSYC 0200 and PSYC 0300

Students taking a full load of welding classes can take only Developmental English or math in any given semester.

Students must take and pass WLDG 1313, 1425 and 1323 in the fall semester before taking WLDG 1428, 1430 and 2439 in the spring semester unless they have permission from the instructor. Only WLDG 1317 may be taken in the spring semester if all fall WLDG classes have not been taken and passed.

Program Duration: (two semesters) This program could be longer depending on the student's high school background and basic registration.

Welding Tool Kits: Welding students are required to purchase a welding tool kit at the cost of \$700 at the time of registration. A welding book and blueprint book are required at the time of initial registration and will be used in all classes.

Students must have an up-to-date tetanus record in advisor's student file.

The SWCID Welding Program is a vocational training program with heavy emphasis upon "hand skills" and work adjustment. Students who successfully complete the training will receive certificates from SWCID and will be ready to enter the work force.

First Semester

Course	Semester Hours
WLDG 1425	4
WLDG 1313	3
WLDG 1421	4
WLDG 1323	3
OSHA 1305	3
Total	17

Second Semester

Course	Semester Hours
WLDG 1317	3
WLDG 1428	4
WLDG 1430	4
WLDG 1435	4
DFTG 1309	3
Total	18
Total Hours	35

Course Descriptions

Certificate and Degree Courses

Continuing Education

ACCT 2301 Principles of Accounting I – Financial
Three semester hours (3-1)

Prerequisites: **ENGL 0323, ENGL 0313 with C or better and/or ACNT 1303.** Accounting concepts and their application in transaction analysis and financial statement preparation; analysis of financial statements; and asset and equity accounting in proprietorships, partnerships and corporations. Introduction to cost behavior, budgeting, responsibility accounting, cost control and product costing. (5203015104)

ACCT 2302 Principles of Accounting II
Three semester hours (3-1)

Prerequisite: **ACCT 2301.** This is a continuation of 2301. The course includes accounting for partnerships and corporations, cost accounting, decision making, and statements and analysis. (5203015104)

ACNT 1303 Introduction to Accounting I
Three semester hours (3-1)

Prerequisites: **POFT 1321, ENGL 0312, ENGL 0322 with B or better or permission of instructor.** Analyzing, classifying and recording business transactions in a manual and computerized environment. Emphasis on understanding the complete accounting cycle and preparing financial statements, bank reconciliations and payroll.

ACNT 1304 Introduction to Accounting II
Three semester hours (3-1)

Prerequisite: **ACNT 1303 with a grade C or better.** Accounting for merchandising, notes payable, notes receivable, valuation of receivables and equipment, and valuation of inventories in a manual and computerized environment.

ACNT 1313 Computerized Accounting Applications
Three semester hours (3-0)

Co-requisite: **ACCT 2302 or ACNT 1304.** A study of utilizing the computer to develop and maintain accounting record keeping systems, make management decisions, and process common business applications with emphasis on utilizing a spreadsheet and/or data base package/program.

ARTC 1302 Digital Imaging
Three semester hours (2-4)

Identify terminology, advantages and limitations of image editing software; distinguish bit-mapped resolutions for image acquisitions and output devices; use digital editing and painting tools; use basic half-tone theory in production of images, manipulate, create, and edit digital images for print and for web; specify appropriate file formats.

ARTC 1305 Basic Graphic Design
Three semester hours (3-0)

Graphic design with emphasis on the visual communication process. Topics include basic terminology and graphic design principles.

ARTC 1313 Digital Publishing I
Three semester hours (2-4)

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

ARTC 1327 Typography
Three semester hours (2-4)

A study of letterform and typographic concepts as elements of graphic communication. Emphasis on developing a current, practical typographic knowledge based on industry standards.

ARTC 1353 Computer Illustrator
Three semester hours (2-4)

Mastery of the tools and transformation options of an industry standard draw program to create complex illustrations and follow them through to the color output stage. Mastery in the use of basic elements of good layout and design principles and use the capabilities specific to vector (object oriented) drawing software to manipulate both text and graphics with emphasis on the use of Bezier curves. Acquisition of images via scanning and the creative use of clip art is included.

ARTC 2305 Digital Imaging II
Three semester hours (2-4)

Principles of design image processing and electronic painting. Emphasis on bitmapped or raster-based image marking and the creative aspects of electronic illustration for commercial and fine art applications.

ARTC 2313 Digital Publishing II
Three semester hours (2-2)

Prerequisites: **ARTC 1313 and ARTS 1302.** Layout procedures from thumbnails and roughs to final comprehensive and printing; emphasis on design principles for the creation of advertising and publishing materials, and techniques for efficient planning and documenting projects.

ARTC 2335 Portfolio Development for Graphic Design
Three semester hours (2-4)

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

ARTS 1311 Design-Two Dimensional
Three semester hours (2-4)

This is an introduction to the elements and principles of design with 2-D problems in a variety of techniques and

media. It includes the basic theory of color. Required of Art majors (5004015330)

ARTS 1312 Design-Three Dimensional

Three semester hours (2-4)

This is a continuation of ARTS 1311 with emphasis upon the 3-D concept. Required of Art majors. Prerequisite: ARTS 1311 or permission of the instructor. (5004015330)

ARTS 1316 Drawing I

Three semester hours (2-4)

This course incorporates the drawing of inanimate objects with consideration for line, space, forms and perspective. Good composition is stressed. Required of art majors. (5007055230)

ARTS 1317 Drawing II

Three semester hours (2-4)

This is a continuation of ARTS 1316. It is required of Art majors. Prerequisite: ARTS 1316 or permission of the instructor. (5007055230)

ARTS 2316 Painting I

Three semester hours (2-4)

Composition, color, and technical mastery of painting media are covered in this course. Emphasis is placed on the development of basic painting skills and aesthetic sensibilities. Required of Art majors. Prerequisite: ARTS 1316 (5007085230)

ARTS 2317 Painting II

Three semester hours (2-4)

This is a continuation of ARTS 2316. Expression and subject matter are unrestricted. Emphasis is placed on aesthetic factors. Prerequisite: ARTS 2316. (5007085230)

ARTS 2326, 2327 Sculpture I & II

Three semester hours (2-4)

Experiences in sculpture in clay, wood and plaster with an emphasis on expression in 3-D form in space are covered in this course. Prerequisite: 9 hours art. (5007095130)

ARTS 2333 Printmaking I

Three semester hours (2-4)

This is an introductory study into the various techniques of printmaking. (5007105130)

ARTS 2351 Advertising Art I

Three semester hours (2-4)

This is an introduction to the basic styles of lettering as used in the advertising and commercial art fields. Study and construction of letters through alphabets, calligraphy, logos, posters, ads, and permanent signs and billboards will be considered. (500401530)

ARTS 2352 Advertising Art II

Three semester hours (2-4)

This course is designed to acquaint the student with basic knowledge, understanding and skills of advertising art. The areas of lettering; layout, elements, production, principles of design, posters and displays, and long term design will be discussed. Problems in lettering, layout, logo artwork, business cards and stationery, newspaper and magazine ads, brochures, posters and design covers are covered. Prerequisite: ARTS 2351. Required for advertising Art concentration. (5007085330)

ARTV 1303 Basic Animation

Three semester hours (2-4)

Examination of concepts, characters and storyboard for basic animation production. Emphasizes creating movement and expression utilizing traditionally or digitally generated image sequences.

ARTV 1351 Digital Video

Three semester hours (2-4)

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

AUMT 1305 Introduction to Automotive Technology

Three semester hours (2-3)

This course provides an introduction to the automotive industry including automotive history, safety practices, shop equipment and tools, vehicle subsystems, service publications, fasteners, professional responsibilities, and automotive maintenance. May be taught manufacturer specific.

AUMT 1307 Automotive Electrical Systems

Three semester hours (2-3)

An overview of automotive electrical systems including topics in operational theory, testing, magnetism, diagnosis and repair of batteries, charging and starting systems and electrical accessories. Emphasis on electrical schematic diagrams, chassis wiring and switches and service manuals.

AUMT 1310 Automotive Brake System

Three semester hours (2-3)

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

AUMT 1316 Suspension and Steering

Three semester hours (2-3)

This course includes theory and operation of automotive suspension and steering systems including tire and wheel problem diagnosis, component repair, and alignment procedures. May be taught manufacturer specific.

AUMT 1319 Automotive Engine Repair**Three semester hours (2-3)**

Fundamentals of engine operation, diagnosis and repair, lubrication systems, and cooling systems. Emphasis on overhaul of selected engines, identification and inspection, measurements, disassembly, repair and reassembly of the engine. This class is recommended to be taken concurrently with AUMT 2428.

AUMT 1345 Automotive Heating and Air Conditioning**Three semester hours (2-3)**

This course included theory of automotive air conditioning and heating systems. Emphasis on the basic refrigeration cycle and diagnosis and repair of system malfunctions. Covers EPA guidelines for refrigerant handling and new refrigerant replacements. May be taught manufacturer specific.

AUMT 2321 Automotive Electrical Lighting and Accessories**Three semester hours (2-3)**

Repair of automotive electrical subsystems, lighting, instrumentation, and accessories. Emphasis on accurate diagnosis and proper repair methods using various troubleshooting skills and techniques. May be taught manufacturer specific.

AUMT 2328 Automotive Service**Three semester hours (2-3)**

This course includes mastery of automotive vehicle service and component systems repair. Emphasis on mastering current automotive competencies covered in related theory courses. May be taught manufacturer specific. This course is capstone.

BCIS 1405 Business Computer Applications**Four semester hours (3-3)**

Prerequisite or co-requisite: **POFI 2301 or POFT 1227**. Computer terminology, hardware, software, operating systems, and information systems relating to the business environment. The main focus of this course is on business applications of software, including word processing, spreadsheets, databases, presentation graphics, and business-oriented utilization of the Internet. (1102025404)

BIOL 1406 General Biology I**Four semester hours (3-3)**

Prerequisite: **Passed THEA reading**. Fundamental principles of living organisms, including physical and chemical properties of life, organization, cell structure and function, evolutionary adaptation, classification, and animal systems with an emphasis on the human body. Concepts of reproduction, genetics, ecology, and scientific method are included. (2601015103)

BIOL 1407 General Biology II**Four semester hours (3-3)**

Prerequisite: **Passed THEA reading**: Continuation of BIOL 1406. Overview of fundamental biological principles of living organisms, including the study of non-cellular biological material, biological diversity, biological development, ecology, and environmental conservation. (2601015103)

BIOL 2401 Human Anatomy and Physiology I**Four semester hours (3-3)**

Prerequisite: **BIOL 1406 or permission of the instructor**. This is a study of the structure and function of the human body. This course is designed to meet the requirements for medical technology and biology students. (2607065103)

BIOL 2402 Human Anatomy and Physiology II**Four semester hours (3-3)**

This is a continuation of BIOL 2401. (2607065103)

BIOL 2420 Microbiology**Four semester hours (3-3)**

Prerequisite: **BIOL 1406**. The goal of this course is to give the student a general knowledge of the fundamental principles of the biology of microorganisms. The course includes study of both pathogenic and nonpathogenic bacteria and fungi and also virology and human parasitology. Special studies of the bacteriology of milk, foods, water and sewage with reference to health and sanitation are also included. This course is designed to meet the needs of pre-nursing, medical technology and physical education majors and is not to be applied on a biology degree without first consulting the instructor. (2605015103)

BMGT 1301 Supervision**Three semester hours (3-0)**

A study of the role of the supervisor. Managerial functions as applied to leadership, counseling, motivation, and human skills are examined.

BMGT 1303 Principles of Management**Three semester hours (3-0)**

Concepts, terminology, principles, theory and issues that are the substance of the practice of management.

BMGT 2382 Cooperative Education – Business Administration and Management, General**Three semester hours (1-15)**

Prerequisite: **Acceptance into a business degree or certificate program and permission of instructor**. An intermediate or advanced course with lecture and work-based instruction that helps students gain practical experience in the discipline, enhance skills and integrate knowledge. Indirect supervision is provided by the work supervisor while the lecture is provided by the college

faculty or by other individuals under the supervision of the educational institution. Cooperative education may be a paid or unpaid learning experience. This course may be repeated if topics and learning outcomes vary. Students are responsible for their own transportation. (Capstone)

BMGT 2388 Internship – Business Administration and Management, General

Three semester hours (0-16)

Prerequisite: **Acceptance into a business degree or certificate program and permission of instructor.** A work-based learning experience that enables the student to apply specialized occupational theory, skills, and concept. A learning plan is developed by the college and the employer. Direct supervision is provided by the faculty or the work supervisor. An internship may be a paid or unpaid learning experience. This course may be repeated if topics and learning outcomes vary. Students are responsible for their own transportation. (Capstone)

BUSI 1301 Business Principles

Three semester hours (3-0)

Introduction to the role of business in modern society. Includes overview of business operations, analysis of the specialized fields within the business organization, and development of a business vocabulary. (5201015104)

BUSI 1304 Business Report Writing and Correspondence

Three semester hours (3-0)

Theory and applications for technical reports and correspondence in business. (2311015212)

BUSI 1307 Personal Finance

Three semester hours (3-0)

Personal and family accounts, budgets and budgetary control, bank accounts, charge accounts, borrowing, investing, insurance, standards of living, renting and home ownership, and wills and trust plans. (1904015109)

BUSI 1311 Salesmanship

Three semester hours (3-0)

Principles of personal salesmanship including methods and tasks applicable to a wide variety of industries and commercial settings. (0807065104)

BUSI 2301 Business Law

Three semester hours (3-0)

Principles of law, which form the legal framework for business activity. (220105124)

BUSI 2302 Legal Environment of Business

Three semester hours (3-0)

Role of law and government regulations in business and society. Includes legal reasoning, sources of law, social policy and legal institutions, and laws relating to antitrust

protection, security regulations, consumer protection, environmental protection, worker health and safety, and employment discrimination. (2201015224)

CDEC 1313 Curriculum Resources for Early Childhood Programs

Three semester hours (2-2)

Fundamentals of curriculum design and implementation in developmentally appropriate programs for young children.

CDEC 2341 The School Age Child

Three semester hours (3-0)

A study of the appropriate age (5 to 13 years) programs, including an overview of development, appropriate environments, materials and activities, and teaching/guidance techniques.

CDEC 2286 Internship – Child Development and Early Childhood or Provider Assistant

Two semester hours (0-11)

Prerequisites: **(CDEC 2341 (co-requisite) and CDEC 1313.** An experience external to the college for an advanced student in a specialized field involving a written agreement by a workplace employee, the student achieves objectives that are developed and documented by the college and that are directly related to specific occupational outcomes. This may be a paid or unpaid experience. This course may be repeated if topics and learning outcomes vary. Students provide their own transportation for these external work experiences.

CDEC 2287 Internship II – Child Development and Early Childhood or Provider Assistant

Two semester hours (0-11)

Prerequisites: **CDEC 2286, final course.** An experience external to the college for an advanced student in a specialized field involving a written agreement by a workplace employee, the student achieves objectives that are developed and documented by the college and that are directly related to specific occupational outcomes. This may be a paid or unpaid experience. This course may be repeated if topics and learning outcomes vary. Students provide their own transportation for these external work experiences.

CNBT 1305 Residential and Light Commercial Blueprint Reading

Three semester hours (2-3)

Prerequisites: **MATH 0321, CRPT 1329 or equivalent or permission of the instructor.** Blueprint reading covering the theory of projection, architectural and engineering symbols, relationships of views and measuring with emphasis on residential and light commercial construction.

CNBT 1311 Construction Methods and Materials

Three semester hours (2-3)

Prerequisites: **MATH 0321, CRPT 1329 or equivalent or permission of the instructor.** An introduction to construction materials and methods and their applications. This is a hands-on survey course which has four components: construction management, concrete/masonry, carpentry, and woodworking. Students learn to use math, blueprints, building specifications, optical leveling equipment, hand tools, portable power tools, and stationary power tools in a sequence of learning activities designed for students to acquire entry level skill and knowledge of the construction industry.

CNBT 1381 Cooperative Education – Construction/Building Tech I

Three semester hours (1-20)

Prerequisites: **Completion of all curriculum/pass courses before taking CNBT 2380 or permission of instructor.** Career related activities encountered in the students' area of specialization offer through an individualized agreement among the college, employer and student. Under the supervision of the college and the employer, the student combines classroom learning with work experience. Includes a lecture component.

COMM 1316 News Photography I

Three semester hours (2-2)

This is an introduction to black and white photography, stressing basics of the photographic process; the use of variable exposure camera, lenses, accessories; and development and photographic printing. Lab fees are required. (0904015506)

COMM 1317 News Photography II

Three semester hours (2-2)

Prerequisite: **COMM 1316 or permission of the instructor.** This is a course in theory and practice of exposure, development, printing and enlargement of black and white photographs. It includes an introduction to various kinds of lenses, cameras and films. Projects include portraiture, sports, action, feature, available light and landscape photographs. Lab fees are required. (0904015506)

COSC 1309 Logic Design

Three semester hours (3-1)

Prerequisite or co-requisite: **COSC 1401.** A discipline approach to problem solving with structured techniques and representation of algorithms using pseudo code and graphical tools. Discussion of methods for testing, evaluation, and documentation. (1102015107)

COSC 1420 I "C" Programming I

Four semester hours (3-3)

Prerequisite or co-requisite: **COSC 1401 and permission of the instructor.** This course emphasizes the fundamentals of structured design, development, testing,

implementation, and documentation. It includes coverage of language syntax, data and file structures, input/output devices and disks/files. (1102015207)

CPMT 1311 Introduction to Computer Maintenance
Three semester hours (3-1)

Prerequisite or co-requisite: **CPMT 2345.** A study of the information for the assembly of a microcomputer system. Emphasis on the evolution of microprocessors and microprocessor bus structures. This is a sophomore level course.

CPMT 1345 Computer Systems Maintenance
Three semester hours (3-1)

Prerequisite: **CPMT 1311.** Examination of the functions of the components within a computer system. Development of skills in the use of test equipment and maintenance aids. This is a sophomore level course.

CPMT 2345 Computer Systems Troubleshooting
Three semester hours (3-1)

Principles and practices involved in computer systems troubleshooting techniques and repair procedures including advanced diagnostic test programs and the use of specialized test equipment.

CRPT 1311 Conventional Roof Systems

Three semester hours (2-4)

Prerequisites: **CRPT 1315, 1323 and 1325 or permission of instructor.** Study the principle of design and construction of a conventional roof system incorporating gable, hop and intersections. Emphasis on safe work practices and the selection, use and maintenance of tools and equipment.

CRPT 1315 Conventional Wall Systems

Three semester hours (2-4)

Prerequisites: **CNBT 1305 or permission of instructor.** Instruction in conventional wall systems with emphasis on wood frame construction. Topics include identification of components, construction of a wall system, safe work practices and selection, use and maintenance of tools and equipment.

CRPT 1323 Floor Systems

Three semester hours (2-4)

Prerequisites: **CNBT 1305 or permission of instructor.** An introduction to common floor systems. Topics include component identification, construction of a floor system, safe work practice, and selection, use and maintenance of tools and equipment.

CRPT 1325 Forms and Foundations I

Three semester hours (2-4)

Prerequisites: **CNBT 1305 or permission of instructor.** Instruction in the construction of basic form and foundation

systems including related safety tools, equipment for building layout. Emphasis on safe work practices and the selection, use and maintenance of tools and equipment.

CRPT 1329 Introduction to Carpentry

Three semester hours (2-2)

An introduction to the carpentry trade including safety, tools, equipment, terminology and methods.

CRPT 1341 Conventional Exterior Finish Systems

Three semester hours (2-4)

Prerequisite: **CRPT 1311, 1315, 1323 & 1325 or permission of instructor.** Installation of exterior finish systems and components including the placement and installation of cornice, windows, doors, siding and flashing. Emphasis on safe work practices and the selection, use and maintenance of tools and equipment.

CRPT 1345 Conventional Interior Finish Systems

Three semester hours (2-4)

Prerequisite: **CRPT 1311, 1315, 1323 & 1325 or permission of instructor.** Instruction in the installation of interior finish systems and components including the placement and installation of doors, trim and floor, wall and ceiling finishes. Emphasis on safe work practices and the selection, use and maintenance of tools and equipment.

DLBT 1273 Dental Implants

Three semester hours (2-4)

Prerequisite: **DLBT 2319.** Didactic instruction and clinical application of the fundamentals of dental implants. The purpose of implants, metal selection, osseointegration, surgical techniques, prognosis and cost, are some of the topics that will be presented. The advantages and disadvantages of the several implant systems available will be discussed.

DLBT 1291 Special Topics in Dental Laboratory Technician

One semester hour (2-0)

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

DLBT 1301 Dental Anatomy and Tooth Morphology

Three semester hours (2-4)

Study of the anatomy of the head and neck including the maxilla, mandible, and temporomandibular joint. Emphasis on natural dentition, tooth anatomy, form, function, nomenclature, tooth drawing and wax carving.

DLBT 1305 Dental Materials

Three semester hours (2-4)

Study of dental materials and their uses in the fabrication of all types of dental appliances.

DLBT 1313 Complete Denture Techniques I

Three semester hours (2-4)

Introduction to complete dentures. Topics include edentulous cast preparation, impressions, trays, baseplate, and occlusion rims.

DLBT 1317 Fixed Restorative Techniques I

Three semester hours (2-4)

Introduction to fixed restorative techniques. Topics include types of casts with removable dies and fabrication of posterior wax patterns.

DLBT 1371 Infection Control

Three semester hours (3-0)

Review and update information related to infection, control and aseptic techniques. Discussion of means of transmission, common signs and symptoms, and available treatments for communicable diseases found in dental work. Includes discussion of sterile and aseptic techniques.

DLBT 1372 Internship

Three semester hours (0-9)

A work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts. A learning plan is developed by the college and the employer.

DLBT 2101 Introduction to Occlusion/Mandibular Motion

One semester hour (1-1)

Introduction to the theory and principles of occlusion and mandibular motion including occlusal relationships of normal and abnormal maxillary and mandibular arches.

DLBT 2311 Fixed Restorative Techniques II

Three semester hours (2-4)

Continuation of construction and wax patterns for single unit crowns by spruing, investing, casting, and polishing the metal crown.

DLBT 2319 Intermediate Dental Skill

Three semester hours (2-4)

Concentrated experience that develops hands-on skills and expertise in fixed restorative, complete denture, or specialized laboratory technology procedures.

DLBT 2321 Fixed Restorative Techniques III

Three semester hours (1-5)

Continued refinements in porcelain-fused-to-metal restorations, both single and multi-unit. Introduction to and experience in fabricating crowns, ceramic shade control, characterization, and effect staining. Emphasis on tooth staining and troubleshooting techniques in ceramic restorations. Experience in the repair of single and multi-unit fixed partial dentures.

DLBT 2341 Dental Ceramics I**Three semester hours (2-4)**

Introduction to dental ceramic procedures with emphasis on porcelain and metal substructures. Topics include individual and bridge capings, waxing, casting, and preparation for porcelain adaptation.

DLBT 2342 Dental Ceramics II**Three semester hours (2-4)**

Construction of single and multiple unit ceramic teeth including characterization and shading of teeth. Emphasis on anterior teeth.

ENGL 0303 Advanced Study Skills**Three semester hours (3-0)**

Prerequisite: **ENGL 0312 and ENGL 0322**. This course emphasizes critical thinking and writing skills. The course helps students to develop skills in research and uses the MLA format in their research paper. (3201015212)

ENGL 0310 Developmental ESOL Reading**Three semester hours (3-1)**

This is English for speakers of other languages. Course work strives to improve vocabulary and begin reading fluency. (3201085612)

ENGL 0311 Developmental Reading I**Three semester hours (3-1)**

Prerequisite: **Placement by Reading Instructor or grade of "C" or better in ENGL 0310**. This is a basic course in reading improvement which emphasizes vocabulary development, faster word recognition, perceptual training, thinking skills and comprehension of the written word. Instruction involves manipulatives and hands-on practice to develop reading competence necessary to proceed with academic course work. (3201085212)

ENGL 0312 Developmental Reading II**Three semester hours (3-1)**

Prerequisite: **Placement by Reading Instructor or grade of "C" or better in ENGL 0311**. This is a continuation of Developmental Reading I. This is a fundamental course in reading skill development which uses a classroom and a laboratory setting to increase proficiency in comprehension and vocabulary usage as well as speed in obtaining information through reading. Emphasis will be placed on word relationships and understanding of organizational and thinking skills for increased understanding. (3201085212)

ENGL 0313 Developmental Reading III**Three semester hours (3-1)**

Prerequisite: **Placement by Reading Instructor or grade of "C" or better in ENGL 0312**. The course work is designed to improve interpretive reading, including conclusions, inferences, figurative language, increased

speed, improved decoding skills and comprehension utilizing more difficult reading materials. Prerequisite for ENGL 1301. (3201085212)

ENGL 0320 Developmental ESOL Writing and Grammar**Three semester hours (3-1)**

This is English for speakers of other languages. The course work is designed to develop writing skills, including Standard English usage, organization of ideas, and application of grammar. (3201085712)

ENGL 0321 Developmental Writing I**Three semester hours (3-1)**

Prerequisite: **Placement by Writing Instructor or grade of "C" or better in ENGL 0320**. This is a foundation course to give students a more comprehensive understanding of English sentence patterns and transforming thoughts into written form. Emphasis will be placed on sentence development and appropriate form. The relationship between reading and writing will be fostered. (3201085312)

ENGL 0322 Developmental Writing II**Three semester hours (3-1)**

Prerequisite: **Placement by Writing Instructor or grade of "C" or better in ENGL 0321**. This course is a continuation of Developmental Writing I. It is a developmental course designed to increase the student's ability to transfer thoughts and meaning to printed form. This course will provide additional practice in sentence construction, vocabulary development and paragraph organization to increase proficiency in basic writing skills which will enable students to proceed with additional academic course. (3201085312)

ENGL 0323 Developmental Writing III**Three semester hours (3-1)**

Prerequisite: **Placement by Writing Instructor or grade of "C" or better in ENGL 0322**. This is a review course structured to prepare students for college level English. A variety of writing activities based upon readings and personal experience will constitute the nucleus of the course. Grammar principles and vocabulary development will also be stressed. The course uses individualized and group instruction in a lab setting. This course cannot be substituted for required college-level English courses. (3201085312)

***Students enrolled in Developmental Writing III classes must pass the class with a "B" or better.**

ENGL 1301 Composition I**Three semester hours (3-0)**

Prerequisite: **ENGL 0313 and 0323 with a grade of "C" or better and eighth grade reading level or permission of the instructor**. Principles and techniques of written,

expository, and persuasive composition; analysis of literary, expository and persuasive texts; and critical thinking. Designed to improve reading skills through the use of thought-provoking material on which to base training in expository writing. Study of grammar and sentence structure will be integrated with the student's needs as reading and writing skills improve. (2304015112)

ENGL 1302 Composition II

Three semester hours (3-0)

Prerequisite: **ENGL 1301 with a grade of "C" or better.** Principles and techniques of written, expository, and persuasive composition; analysis of literary, expository and persuasive texts; and critical thinking. Includes analysis of prose readings, expository writing and investigative methods of research. Readings will include the main literary types. A more intensive application of grammar will be required in an effort to improve the correctness and precision of the students' writing. (2304015112)

ENGL 2304 Children's Literature

Three semester hours (3-0)

Children's Literature has been added as a vocational elective. The course includes literature for children in the elementary school with emphasis on selection, use and organization. Course content will include the study of Caldecott and Newberry Award books and non-print media.

ENGL 2311 Technical & Business Writing (single-semester course)

Three semester hours (3-0)

This course offers a study and practice in composition used in reports and letters for business, industry and technology. Prerequisite: ENGL 1301. (2311015112)

ENGL 2326 American Literature (single-semester course)

Three semester hours (3-0)

Selected significant works of American Literature. May include study of movements, schools or periods. Prerequisite: ENGL 1302. (2307015112)

ENGL 2327 American Literature I

Three semester hours (3-0)

Selected significant works of American Literature. May include study of movements, schools or periods. Prerequisite: ENGL 1302. (2307015112)

ENGL 2328 American Literature II

Three semester hours (3-0)

A continuation of ENGL 2327. Selected significant works of American Literature. May include study of movements, schools or periods. Prerequisite: ENGL 1302 or permission of instructor. (2307015112)

ENGL 2332 World Literature I

Three semester hours (3-0)

Prerequisite: **ENGL 1302 with a grade of "C" or better.** This course offers a survey of the literary heritage of our culture, beginning with the Greek and Roman classics and tracing the contribution of European and English masterpieces through the seventeenth century. (2303015212)

ENGL 2333 World Literature II

Three semester hours (3-0)

Prerequisite: **ENGL 2332 with a grade of "C" or better.** The literature of the eighteenth century to the contemporary is examined for the contribution of ideas and ideals. (2303015212)

ETWR 1371 Applied Composition I

Three semester hours (3-0)

Prerequisite: **ENGL 0312 and ENGL 0322 with a grade of "C" or better.** Communication skills are studied as a means of preparing for one's vocation. The course includes punctuation, grammar, sentence structure, word study, paragraphing and planning as employed in written business and technical communications.

ETWR 1372 Applied Composition II

Three semester hours (3-0)

Prerequisite: **ETWR 1371.** The study of communication processes is continued. Emphasis is on written persuasion directly related to work. Expository techniques in business letters and documented reports are covered.

GOVT 2301 American Government I

Three semester hours (3-0)

Prerequisite: **GOVT 0300, ENGL 0313, ENGL 0323 with a grade of "B" or better.** This is a survey of the fundamental principles of political science, of the American system of government, and of the origins and development of the Constitution of the United States and of Texas. This course satisfies legislative requirements for teacher certification. (4510025125)

GOVT 2302 American Government II

Three semester hours (3-0)

Prerequisite: **GOVT 2301 or permission of the instructor.** This is a study of the functions performed in the American system of government, both national and state, with special reference to Texas. (4510025125)

GRPH 1305 Introduction to Graphic Arts and Printing

Three semester hours (2-2)

An introduction to various phases of the graphic arts industry, including the history of printing, techniques involved in the production and distribution of printed materials, the kinds of printing industries and printing terminology. An introduction to printing equipment and relationship of each piece of equipment to the total plant

operation and shop safety, including job planning and career data.

GRPH 2336 Prepress Techniques

Three semester hours (1-7)

Prerequisite: **GRPH 1359 and ARTC 1302**. Hands-on experience in both electronic file imaging and traditional graphics camera use. Electronic file output and troubleshooting, graphics camera knowledge, traditional film assembly, and proofing process. High-end color scanning.

GRPH 2388* Internship-Graphic and Printing Equipment Operator

Two semester hours (0-9)

An experience external to the college for an advanced student in a specialized field involving a written agreement between the educational institution and a business or industry. Mentored and supervised by a workplace employee, the student achieves objectives that are developed and documented by the college and that are directly related to specific occupational outcomes. This may be a paid or unpaid experience. This course may be repeated if topics and learning outcomes vary. *(Capstone)

HIST 1301 United States History I

Three semester hours (3-0)

Prerequisite: **ENGL 0313, ENGL 0323 with "B" or better**. This is a survey course in history of the United States from 1492 to 1876. Special emphasis is given to colonization, the American Revolution, the forming of a new nation, the launching of the government, geographic expansion, sectional friction, the Civil War and Reconstruction. **FALL ONLY** (4508025125)

HIST 1302 United States History II

Three semester hours (3-0)

Prerequisite: **HIST 1301**. This is a survey course in history of the United States from 1876 to the present. It includes economic development, immigration, the Spanish American war, the growth of the United States as a world power, the Progressive Movement, World Wars I and II, the Great Depression and contemporary America. **SPRING ONLY** (4508025125)

HIST 2311 History of Western Civilization I

Three semester hours (3-0)

Prerequisite: **ENGL 0312, ENGL 0322 with "B" or better**. This is a study of the origin and development of various cultures and leading historical movements and their significance upon subsequent history from antiquity into the medieval period. (4508015425)

HIST 2312 History of Western Civilization II

Three semester hours (3-0)

Prerequisite: **HIST 2311**. This is a study of such developments as colonialism, the Industrial Revolution, the Age of Enlightenment, the French Revolution, nationalism and democracy. The rise of totalitarianism and the clashing ideologies of the Twentieth Century as causes of the present world situation will be emphasized. (4508015425)

HRPO 1311 Human Relations

Three semester hours (3-0)

Practical application of the principles and concepts of the behavioral sciences to interpersonal relationships in the business and industrial environment.

HRPO 2301 Human Resource Management

Three semester hours (3-0)

Behavioral and legal approaches to the management of human resources in organizations.

IMED 1405 Multimedia Authoring I

Four semester hours (3-3)

Prerequisite: **ITSC 1313**. Instruction in multimedia development with an icon-based developmental tool. Topics include interactivity, branching, navigation, and interface/information design using industry standard authoring software.

INDS 1301 Basic Elements of Design

Three semester hours (2-2)

A study of basic design concept with projects in shape, line, value, texture, pattern, spatial illusion, and form.

INDS 1341 Color Theory and Application

Three semester hours (2-2)

A study of color theory and its application to interior design.

***ITSC 1305 Introduction to PC Operating Systems (COSC 1313)**

Three semester hours (3-1)

Prerequisite or co-requisite: **COSC 1401 and permission of the instructor**. A study of personal computer operating systems. Topics include installation and configuration, file management, memory and storage management, control of peripheral devices and use of utilities.

ITSC 1313 Internet/Web Page Development

Three semester hours (3-1)

Prerequisite or co-requisite: **COSC 1401**. Instruction in the use of Internet services and the fundamentals of web page design and web site development.

ITSC 2380 Cooperative Education – Computer and Information Sciences, General

Three semester hours (1-20)

Prerequisite: **Acceptance into a data entry certificate and/or CIS degree program and permission of**

instructor. Career related activities encountered in the student's area of specialization are offered through a cooperative agreement between the college, employer and student. An intermediate or advanced course with lecture and work-based instruction that helps students gain practical experience in the discipline, enhance skills, and integrate knowledge. Indirect supervision is provided by the work supervisor while the lecture is provided by the college faculty or by other individuals under the supervision of the educational institution. Cooperative education may be a paid or unpaid learning experience. This course may be repeated if topics and learning outcomes vary. Students provide their own transportation for these external work experiences. (Capstone)

ITSC 2386 Internship – Computer and Information Sciences, General

Three semester hours (0-16)

Prerequisite: Acceptance into a data entry certificate and/or CIS degree program and permission of instructor. An experience external to the college for an advanced student in a specialized field involving a written agreement between the educational institution and a business or industry. A basic, intermediate, or advanced type of non-health professions work-based instruction that helps students synthesize new knowledge, or gain experience managing the workflow. Practical experience is simultaneously related to theory. Direct supervision is provided by the faculty or the work supervisor. An internship may be a paid or unpaid learning experience. This course may be repeated if topics and learning outcomes vary. Students provide their own transportation for these external work experiences. (Capstone)

***ITSE 1331 Introduction to Visual BASIC Programming**

Three semester hours (3-1)

Prerequisite: COSC 1309 and ITSC 1309 or permission of the instructor. Introduction to computer programming using Visual BASIC. Emphasis on the fundamentals of structured design development, testing, implementation, and documentation. Includes language syntax, data and file structures, input/output devices, and files.

***ITSE 1350 Systems Analysis and Design (COSC 1307)**

Three semester hours (3-1)

Prerequisite or co-requisite: COSC 1401 and permission of the instructor. Comprehensive introduction to the planning, design, and construction of computer information systems using the systems development life cycle and other appropriate design tools.

***ITSE 2309 Introduction to Database Programming**

Three semester hours (3-1)

Prerequisite or co-requisite: COSC 1401 and permission of the instructor. Application development using database

programming techniques emphasizing database structures, modeling and database access.

***ITSE 2313 Web Authoring**

Three semester hours (3-1)

Prerequisite: ITSC 1313. Instruction in designing and developing web pages that incorporate text, graphics and other supporting element using current technologies and authoring tools.

***ITSE 2347 Advance Database Programming**

Three semester hours (3-1)

Prerequisite: ITSE 2309 and permission of the instructor. Application development using complex database programming techniques emphasizing multiple interrelated files, menu design, security implementation, and multiple access.

***ITSW 2334 Advanced Spreadsheets**

Three semester hours (3-1)

Designed to provide an understanding of advanced functionality of electronic spreadsheets.

MATH 0301 Developmental Math

Three semester hours (3-1)

This is an introductory course designed to identify deficiencies and provide a review of fundamental operations in mathematics based on the individual student's identified need for compensatory work in basic arithmetic, pre-algebra and/or geometry. Emphasis placed on the use of computer for further practice outside the classroom. (3201045119)

MATH 0302 Math Skills

Three semester hours (3-1)

Prerequisite: MATH 0301 with a "C" or better or permission of instructor. This is a review course designed to identify deficiencies and provide a review of fundamental operations in mathematics and computational skills. A self-paced, individualized class, this course will provide the student with intensive work in arithmetic, fractions, decimals, percent, metrics, ratio and proportions. Emphasis placed on the use of computer of further practice outside the classroom. Students will also apply this mathematics to everyday life situations. (3201045119)

MATH 0311 Elementary Algebra

Three semester hours (3-1)

Prerequisite: MATH 0302 with a "C" or better or permission of instructor. For A.A.S. degree only. This course is for students who have had no prior algebraic work or who need a review of the basic algebraic skills. This course covers basic algebra, including operations of algebraic expressions, polynomial factoring, algebraic fractions, linear equations with one and two unknowns, inequalities and exponents. This course will prepare

students for MATH 0312 (Intermediate Algebra)
(3201045119)

MATH 0312 Intermediate Algebra

Three semester hours (3-1)

Prerequisite: **MATH 0302 with a “C” or better or permission of instructor. For A.A. and A.S. degree only.**

This course covers basic algebra, including factoring, rational expressions, functions, systems of two and three equations, interval notation, radical expressions, and quadratic equations. This course will prepare students for college level math. (3201045119)

MATH 0321 Vocational Math

Three semester hours (2-2)

This course is designed specifically for students enrolled in the vocational certificate program. Emphasis is on basic math skills, measurement and computational skills. The course uses individualized and group instruction in a lab setting. (3201045119)

MATH 1305 Tech Math I

Three semester hours (3-0)

Prerequisite: **MATH 0312 with a “C” or better or permission of instructor.** This course includes practical applied mathematics for students majoring in electronics, automotive, drafting and other occupational fields.

Arithmetic fundamentals, basic algebra, geometry and metrication, development of “number sense” and employment of the electronic course will apply the mathematical skills learned to work situations related to their course of study.

MATH 1306 Tech Math II

Three semester hours (3-0)

Prerequisite: **MATH 1305 with a “C” or better or permission of instructor.** This is a continuation of Tech Math 1305. Logarithms, trigonometry, mensuration, and more advanced algebra and geometry are covered. Use of technical tables, charts and graphs are also covered. Students will develop greater skill in the mathematical knowledge and its application to their major course of study.

MATH 1314 College Algebra

Three semester hours (3-0)

Prerequisite: **Two years of high school algebra and MATH 0312 or its equivalent.** This course is designed to stress the applications of mathematics for students planning to study science and engineering. The concepts of this course include factoring, exponents, determinants, linear and quadratic equations, theory of equations, binomial theorem and other related topics. (2701015419)

MATH 1316 Plane Trigonometry

Three semester hours (3-0)

Prerequisite: **MATH 1314 and/or permission of the instructor.** This course is a study of the functions of angles, identities and graphs of trigonometric functions, solutions of right and oblique triangles, logarithms, functions of double and half angles, inverse trigonometric functions and trigonometric equations. (2701015319)

MATH 1332 Contemporary Mathematics

Three semester hours (3-0)

Prerequisite: **MATH 0311 with a “C” or better or permission of the instructor.** This course is a study of modern algebra and geometry. Topics covered include basic elements of logic, number theory, computer science, probability, statistics and history. (2701015219)

MATH 1348 Analytical Geometry

Three semester hours (3-0)

Prerequisites: **MATH 1316 and MATH 1314 or by taking an advanced standing examination.** This course may be taken concurrently with MATH 1316. This course introduces to the student the relationship between algebra and geometry. It includes the fundamental formulas related to Cartesian coordinates and equations with special emphasis on the straight line, the circle, the parabola, the ellipse, the hyperbola, high plane curves, parametric equations, polar coordinates and an introduction to vectors. (2701015519)

MRKG 1311 Principles of Marketing

Three semester hours (3-0)

Introduction to basic marketing functions; identification of consumer and organizational needs, explanation of economic, psychological, sociological, and global issues, and description and analysis of the importance of marketing research.

OSHT 1305 OSHA Regulation Construction Industry

Three semester hours (2-3)

A study of Occupational Safety and Health Administration (OSHA) regulations pertinent to the construction industry.

PFPB Introduction to the Plumbing Trade

Three semester hours (2-3)

Material selection, mathematical calculations applicable to the plumbing trade, hand and power tools, and safety practices.

PHED Physical Education/Health/Kinesiology Freshman

Activity Classes

One semester hour (0-3)

These courses are designed to give the student a fundamental knowledge of activities with emphasis wherever possible on lifetime sports. (3601085128)

PHED 1103, 1123 Bowling

PHED 1104, 1124 Racquetball

PHED 1105, 1125 Weight Training
PHED 1106, 1126 Aerobics
PHED 1107, 1127 Badminton
PHED 1108, 1128 Running
PHED 1109, 1129 Men's Varsity Basketball
PHED 1110, 1130 Women's Varsity Basketball
PHED 1111, 1131 Men's Varsity Baseball
PHED 1112, 1132 Western Activities
PHED 1114, 1134 Tennis
PHED 1115, 1135 Golf
PHED 1118, 1138 Dance
PHED 1120, 1121 Karate
PHED 1140, 1141 Aqua Aerobics
PHED 1142, 1143 Lifetime Fitness
PHED 1150, 1151 Volleyball/Basketball
PHED 1152, 1153 Women's Varsity Softball

Sophomore

Activity Classes

One semester hour (0-3)

These courses are designed to give the student a fundamental knowledge of activities with emphasis wherever possible on lifetime sports. (3601085128)

PHED 2103, 2123 Bowling
PHED 2104, 2124 Racquetball
PHED 2105, 2125 Weight Training
PHED 2106, 2126 Aerobics
PHED 2107, 2127 Badminton
PHED 2108, 2128 Running
PHED 2109, 2129 Men's Varsity Basketball
PHED 2110, 2130 Women's Varsity Basketball
PHED 2111, 2131 Men's Varsity Baseball
PHED 2112, 2132 Western Activities
PHED 2114, 2134 Tennis
PHED 2115, 2135 Golf
PHED 2118, 2138 Dance
PHED 2120, 2121 Karate
PHED 2140, 2141 Aqua Aerobics
PHED 2142, 2143 Lifetime Fitness
PHED 2150, 2151 Volleyball/Basketball
PHED 2152, 2153 Women's Varsity Softball

PHED 1304 Personal/Community Health I

Three semester hours (3-0)

Basic general science, mental health, drugs, human body functions, diseases, and environmental health issues will be discussed. (5103015116)

POFI 2301 Word Processing

Three semester hours (3-1)

In-depth coverage of word processing software application

POFI 2331 Desktop Publishing for the Office

Three semester hours (2-3)

In-depth coverage of desktop publishing terminology, text editing, and use of design principles to create publishing

material using word processing desktop publishing features. Emphasis on layout techniques, graphics, and multiple page displays.

POFT 1227 Introduction to Keyboarding

Two semester hours (1-2)

Skill development in keyboarding with emphasis on alphabet, numbers and symbol key by touch. Skills can be applied to computers, typewriters and other equipment with keyboards.

POFT 1301 Business English

Three semester hours (3-0)

Prerequisite: **ENGL 0322 and ENGL 0312**

Introduction to a practical application of basic language usage skills with emphasis on fundamentals of writing and editing for business. Emphasis on applying the basic rules of grammar, spelling, capitalization, number usage, and punctuation; utilizing terminology to technical and business writing; developing proofreading and editing skills; and writing effective sentences and paragraphs for business applications.

POFT 1309 Administrative Office Procedures I

Three semester hours (3-1)

Study of current office procedures including telephone skills, time management, travel and meeting arrangements, mail processing, and other duties and responsibilities in an office environment.

POFT 1319 Records and Information Management I

Three semester hours (3-1)

Introduction to basic records and information management. Includes the life cycle of a record, manual and electronic records management, and basic filing procedures and rules.

POFT 1321 Business Math

Three semester hours (3-0)

Prerequisite or co-requisite: **MATH 0302 and permission of instructor, ENGL 0322 or permission of instructor.**

Instruction in the fundamentals of business mathematics including analytical and problem solving skills for critical thinking in business applications.

POFT 1325 Business Math and Machine Applications

Three semester hours (3-0)

Skill development in the use of electronic calculators and business mathematical functions. Emphasis on business problem-solving skills using spreadsheet software and/or electronic calculator/keyboard.

POFT 2301 Document Formatting and Skill Building

Three semester hours (3-1)

Prerequisite: **POFI 2301.** A continuation of keyboarding skills in document formatting, speed and accuracy.

Emphasis on proofreading, editing and following instructions, and keying documents from various copy.

POFT 2433 Advance Document Formatting and Skill Building

Four semester hours (3-2)

Study of advanced concepts in a variety of office-simulated correspondence activities with emphasis on organization, prioritizing, decision making, composition, placement, accuracy, and speed development.

PSYC/EDUC 0200 College Student Success

Two semester hours (2-0)

Prerequisite: **NSO**. (Transfer students who have passed the TASP or Stanford Achievement Test, completed nine or more college level hours and whose grade point average is 2.0 or better may be exempted from NSO and PSYC 0200.) This course is designed to help students make the transition between the secondary education and college, to provide practical applications of time-management, goal setting, listening, note-taking, test-taking, and setting up good study habits. Emphasis on knowing the different support services at SWCID, understanding college living, and knowing the different programs offered in the HCJCD. (3201015235)

PSYC/EDUC 0210 (0310) Career Planning

Three semester hours (1-2)

Prerequisite: **NSO and PSYC 0200**. (Transfer students who have passed the TASP or Stanford Achievement Test, completed nine or more college level hours and whose grade point average is 2.0 or better may be exempted from NSO and PSYC 0200, but are still required to enroll in PSYC 0300.) This course is designed to help students make the transition between college to the work force (School-to-Work [STW]). Student will learn attainable skills with resume, cover letter, and reference writings. Emphasis on success with obtaining a job through on-line search, participation with Texas Workforce Commission, knowing their different support services for obtaining a job, familiarization with the different laws as they apply to the workforce and other ongoing job searches. (3201015212)

PSYC 1100/EDUC 1100 Learning Framework

One semester hour (1-0)

A study of the 1) research and theory in the psychology of learning, cognition and motivation, 2) factors that impact learning, and 3) application of learning strategies. Theoretical models of strategic learning, cognition and motivation serve as the conceptual basis of 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 thus become effective and efficient learners. Students developing these skills should

be able to continually draw from the theoretical models they have learned.

PSYC 2301 General Psychology

Three semester hours (3-0)

Prerequisite: **ENGL 1301**. This course emphasizes the facts and principles governing human behavior. The general topics of this course include individual difference, intelligence, personality, heredity and environment, learning, memory, behavior disorders, psychotherapies and group behavior. (4201015125)

PSYC 2314 Life Span/Growth and Development

Three semester hours (3-0)

Prerequisite: **PSYC 2301 or ENGL 1301 and PSYC 2301**. The physical, mental, social and emotional development of the individual from infancy through adolescence is covered. Methods for child study, native and learned behavior patterns, individual differences, signs of maladjustment in children and problems in discipline are also discussed. (4207015125)

PSYC 2315 Psychology of Adjustment

Three semester hours (3-0)

This is a course designed to promote mental health through the process of exploring personal meanings and values. Emphasis is also placed on the factor involved in optimum mental health. (4201015625)

SGNL 1301 Beginning American Sign Language I

Three semester hours (2-3)

Introduction to American Sign Language covers fingerspelling, vocabulary and basic sentence structure. (510205511)

SGNL 1302 Beginning American Sign Language II

Three semester hours (2-3)

Prerequisite: **SGNL 1301 or the equivalent or demonstrated competence approved by the instructor**. This course is a continuation of SGNL 1301. Develops receptive and expressive ability and allows recognition and demonstration of more sophisticated grammatical features of American Sign Language (ASL). Increases fluency and accuracy in finger spelling and numbers. (1616035113)

SGNL 2301 Intermediate Sign Language I

Three semester hours (2-3)

Prerequisite: **SGNL 1302 or the equivalent as demonstrated by performance on the ASL evaluation**. Integrates and refines expressive and receptive skills in American Sign Language (ASL), including recognition of sociolinguistic variation. A practice-oriented approach to language acquisition, including the use of multimedia. Review and application of conversational skills in American Sign Language. Introduction to American Sign Language literature and folklore. (1616035213)

SGNL 2302 Intermediate American Sign Language II
Three semester hours (2-3)

Prerequisite: **SGNL 2301**

Continues Intermediate American Sign Language I. Review and application of conversational skills in American Sign Language. Introduction to American Sign Language literature and folklore. An integration of expressive and receptive skills with emphasis on literature, discourse styles, and contextualization at an intermediate level. Provides students with information on colloquial usage for signs and grammatical structures for complex sentences. (1616035213)

SLNG 1106 Interpreting Aesthetic Texts I

One semester hour (1-1)

Introduces the art of interpretation of aesthetic texts, including music, poetry and drama. Emphasis on incorporating the rhythm, fluidity, and beauty of American Sign Language production without sacrificing conceptual accuracy or clarity.

SLNG 1140 Interpreting Aesthetic Texts II

One semester hour (1-1)

Continuation of Interpreting Aesthetic Texts I. More advanced analysis of aesthetic texts and their interpretation from English to American Sign Language.

SLNG 1211 Fingerspelling and Numbers

Two semester hours (1-3)

Develops expressive and receptive fingerspelling skills. Receptive skills focus on whole word and phrase recognition and fingerspelling/number comprehension in context. Expressive skills focus on the development of speed, clarity and fluency.

SLNG 1215 Visual/Gestural Communication

Two semester hours (2-1)

A course in the development of skills in non-verbal communications. Emphasizes the use and understanding of facial expression, gestures, pantomime, and body language. Create and perform stories using these elements.

SLNG 1304 American Sign Language: Beginning I

Three semester hours (2-3)

An introduction to the basic skills in production and comprehension of American Sign Language (ASL). Includes the manual alphabet and number. Develops conversational ability, culturally appropriate behaviors and exposes students to ASL grammar.

SLNG 1317 Introduction to the Deaf Community

Three semester hours (3-0)

An overview of the physical, educational, social and cultural implications within the context of a deaf or hard of hearing individual's personal life, family and community in today's multicultural world. Emphasis on current

educational and vocational programs, legislation, technology, oppression and other issues.

SLNG 1318 Media Equipment and Materials

Three semester hours (2-3)

Overview of the types of media (including microcomputers) and the uses of each, with emphasis on those most useful in training programs for individuals. Practice in equipment operation, maintenance and management of materials.

SLNG 1321 Introduction to the Interpreting Profession

Three semester hours (3-0)

An overview of the field of American Sign Language (ASL)/English Interpretation. Provides an historical framework for the principles, ethics, roles, responsibilities, and standard practices of the interpreting profession.

SLNG 1344 American Sign Language: Intermediate I

Three semester hours (2-3)

Prerequisite: **SLNG 1305**. Integrates and refines expressive and receptive skills in American Sign Language (ASL), including recognition of sociolinguistic variation. A practice oriented approach to language acquisition, including the use of multimedia.

SLNG 1345 American Sign Language: Intermediate II

Three semester hours (2-3)

Prerequisites: **SLNG 1344**. An integration of expressive and receptive skills with emphasis on literature, discourse styles, and contextualization at an intermediate level. Provides students with information on idiomatic/colloquial usages for signs and grammatical structures for complex sentences.

SLNG 1346 Working with Deaf-Blind Persons

Three semester hours (3-0)

Prerequisite: **SLNG 1317, ENGL 0322 and ENGL 0312 with a grade of "C" or better or permission of instructor**. Instruction in the skills necessary to work with people who are deaf-blind, including deaf-blind children, in educational and residential settings. Includes skills for working as a Support Service Provider (SSP) for a deaf-blind person. May include outside activities.

SLNG 1347 Deaf Culture

Three semester hours (3-0)

Prerequisite: **SLNG 1305, ENGL 0322 and ENGL 0312 with a grade of "C" or better**. Provides a historical and contemporary perspective of American Deaf culture using a socio-cultural model. Includes cultural identity, values, group norms, communication, language, and significant contributions made by deaf people to the world.

SLNG 1348 Vocabulary Development for Interpreters

Three semester hours (3-0)

Prerequisite: **SLNG 1305**. A course in vocabulary building in English and American Sign Language for interpreters.

SLNG 1373 Safety and First Aid

Three semester hours (3-0)

This course covers the fundamentals of safe conduct in home, traffic, recreation, community and workplace. First Aid is organized to meet requirements leading to a course completion card in First Aid.

SLNG 2288 Internship I-Sign Language Interpreter

Two semester hours (0-8)

Prerequisite: **SLNG 1211 and SLNG 1305 or permission of instructor**. An experience external to the college for an advanced student in specialized field involving a written agreement between the educational institution and a business or industry. Mentored and supervised by a workplace employee, the student achieves objectives that are developed and documented by the college and that are directly related to specific occupational outcomes. This may be a paid or unpaid experience. This course may be repeated if topics or learning outcomes vary. Students must provide their own transportation to and from off campus sites.

SLNG 2289 Internship II-Sign Language Interpreter

Two semester hours (0-8)

Prerequisite: **SLNG 1211 and SLNG 1305 or permission of instructor**. An experience external to the college for an advanced student in specialized field involving a written agreement between the educational institution and a business or industry. Mentored and supervised by a workplace employee, the student achieves objectives that are developed and documented by the college and that are directly related to specific occupational outcomes. This may be a paid or unpaid experience. This course may be repeated if topics or learning outcomes vary. Students must provide their own transportation to and from off campus sites. (Capstone course for ITP)

SLNG 2302 Interpreting II

Three semester hours (2-3)

Prerequisite: **SLNG 1211, SLNG 1321 and SLNG 1305 or permission of instructor**. Enhancement of interpreting skills and discourse analysis to increasingly complex tasks utilizing consecutive and interactive interpreting experiences including multimedia materials. Emphasis on skill analysis and peer evaluation.

SLNG 2311 Interpreting in Specialized Settings

Three semester hours (3-0)

Overview of interpreting/transliterating with special populations (e.g. deaf/blind, high visual, oral) in special settings (e.g. religious, artistic, medical, legal, mental

health). Reinforce interpreting theories and techniques in relation to special population(s) and/or setting(s).

SLNG 2315 Interpreting in Educational Settings

Three semester hours (3-0)

Increases awareness of current techniques, issues, and ethics in mainstreaming and bilingual/bicultural education practices. Includes a survey of technical signs and signed English systems currently in use.

SLNG 2331 Interpreting III

Three semester hours (2-3)

Prerequisite: **SLNG 1211, SLNG 1321 and SLNG 1305 or permission of instructor**. A practice oriented course to strengthen skills in the integration and application of processing more complex source materials. Continued exposure to simulated interpreting experience including multimedia material.

SOCI 1301 Introduction to Sociology

Three semester hours (3-0)

Prerequisite: **ENGL 0312, ENGL 0322 with a grade of "C" or better or permission of instructor**. This course provides a broad general background in the field of sociology. Its purpose is to give the student an intelligent understanding of the nature of group life and the history, structure, functions and processes of social institutions. Socialization, development of human personality, integration and current trends in family and community life are also discussed. (4511015125)

SOCI 2301 Marriage and the Family

Three semester hours (3-0)

Prerequisite: **ENGL 0312, ENGL 0322 with a grade of "B" or better or permission of instructor**. This course includes characteristics of and problems within courtship, marriage and family in American society with special emphasis on parent/child relationships. (4511015425)

SPCH 1315 Public Speaking I

Three semester hours (3-0)

Prerequisite: **SPCH 1311 or permission of instructor**. This course concentrates on developing public speaking skills. It is a study of speech construction, including the use of outlining and supporting material. Practice is given in outlining, preparing and presenting special types of speeches. Focus is placed upon the persuasion, information and entertainment skills involved in oral communication. (2310015312)

SPCH 1321 Business and Professional Speaking

Three semester hours (3-0)

This is a practice course to meet the needs of students in business and professional fields. It is designed to give the fundamentals of speech as used in communication

situations such as interviews, group discussions and public speaking. (2310015212)

WLDG 1313 Introduction to Blueprint Reading for Welders

Three semester hours (1-4)

A study of industrial blueprints. Emphasis placed on terminology, symbols, graphic description and welding processes, including systems of measurement and industry standards. Interpretation of plans and drawings used by the industry.

WLDG 1317 Introduction to Layout and Fabrication

Three semester hours (1-4)

A fundamental course in layout and fabrication related to the welding industry. Major emphasis on structural shapes and use in construction.

WLDG 1323 Welding Safety, Tools and Equipment

Three semester hours (2-3)

An introduction to welding careers and safety practice, including welding safety; OSHA and the Hazardous Communication Act; Material Safety Data Sheets (MSDS); basic mathematics; measuring systems; shop operations; use and care of precision measuring tools; and the use and care of hand and power tools. Instruction on various types of welding equipment and processes, basic welding gases, fluxes, rods, electrodes, symbols and blueprints.

WLDG 1421 Introduction to Welding Fundamentals

Four semester hours (2-4)

An introduction to the fundamentals of equipment used in oxy-fuel and arc welding, including welding and cutting safety, basic oxy-fuel welding and cutting, basic arc welding processes and basic metallurgy.

WLDG 1425 Introduction to Oxy-Fuel Welding and Cutting

Four semester hours (2-4)

An introduction to oxy-fuel welding and cutting, safety, setup and maintenance of oxy-fuel welding, and cutting equipment and supplies.

WLDG 1428 Introduction to Shielded Metal Arc Welding (SMAW)

Four semester hours (2-4)

An introduction to shielded metal arc welding process. Emphasis placed on power sources, electrode selection, oxy-fuel cutting, and various joint designs. Instruction provided in SMAW fillet welds in various positions.

WLDG 1430 Introduction to Gas Metal Arc Welding (GMAW)

Four semester hours (2-4)

A study of the principles of gas metal arc welding, setup and use of GMAW equipment, and safe use of tools/equipment. Instruction on various joint designs.

WLDG 1435 Introduction to Pipe Welding

Four semester hours (2-4)

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 weld positions 1G and 2G using various electrodes.

Continuing Education

English Language Program

English Literacy: Learning English at the ELP is reciprocal in a rich cultural context. Subjects taught are linked, not compartmentalized. A global and interactive approach is used. **These classes are Continuing Education (CEU) hours.**

RDCS 1000: ESL: Communications Improvement I (48-96)

Presentation of basic reading, writing, speaking and listening skills for students whose primary language is other than English. Extensive practice in reading and comprehending simple short stories, articles, and dialogs and writing related sentences. Emphasis on high-frequency vocabulary (basic sight words) and phonics; refining oral and written production and listening skills; and increasing control of the English sound system to minimize miscommunication or misperception due to foreign accent.

RDCS 1001: ESL: Communications Improvement II (48-96)

Provides dynamic communicative practice for students whose primary language is other than English, exposing student to the uses of language in a variety of relevant contexts. Emphasis on vocabulary expansion and comprehension of short paragraphs, the relationship of meaning to grammatical form and dictionary skills.

RDCS 1004: ESL: Communications Improvement III (48-96)

Improvement in reading vocabulary/comprehension skills as well as speaking, writing and listening skills. Focus on recognition and comprehension of idioms, analogies, antonyms and synonyms, and context clues; interpretation of factual material and inferences; identification of paraphrases of sentences: and development of practical library skills.

RDCS 1005: ESL: Communications Improvement IV (48-96)

Designed for students whose primary language is other than English. Focus on comprehending challenging industrial

and business-related materials. Emphasis on vocabulary development and skill acquisition, including determining meaning from context, identifying word forms and variation in meaning, synonyms and antonyms, context clues, connotation and denotation, and fact and opinion.

Grammar and Writing (6 hours)

Covers the basic structure and principles of English Grammar, and composition from an analytical perspective. Develops academic and pragmatic features of American English.

POFT 1004: Business Writing (7-48)

A study of the basic elements of composition. Skill development in comparing paragraphs, expressing clear and correct sentences and using the rules of grammar.

RDCS 1006: Occupational Specific Communication Skills (Formerly Occupational Specific English)(16-48)

Mastery of a selected vocabulary of technical/occupational terms, including appropriate pronunciation of terms and use of English language structures required by business and industry for successful on-the-job performance.

Reading, Vocabulary and Idioms (6 hours)

Covers common American idioms, increases word power, and builds reading comprehension via short and long articles followed by questions requiring creative thinking.

RDCS 1002: Communication Skills for Business and Industry (Formerly Reading Skills Review) (7-32)

Comprehensive study of communication skills for business and industry, including reading, writing, listening and speaking. Emphasis on proper written communication skills, grammar, sentence structure, punctuation, capitalization, spelling, style, etc., as preparation for the development of written office communication skills; reading in technical-vocational areas. Development of reading comprehension, reading rate, and vocabulary with particular emphasis on business communications, business and business-related terminology as well as library familiarization.

RDCS 1003: Communication Skills for the Workplace (Formerly Workplace Literacy) (16-48)

Addresses essential listening, speaking, reading, writing and computational skills required by business and industry. Improvement of communication skills as well as study skills related to successful job performance.

FRNL 1091: Special Topics in Foreign Languages and Literatures, General (7-112)

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.

American Sign Language (3 hours)

Teaches expressive and receptive ASL, basic ASL grammatical rules, vocabulary and idioms.

SLNG 1001: Conversational Sign Language I (16-48)

An introduction to sign language, fingerspelling and numbers. Provides basic functional communication skills with individuals who are deaf.

SLNG 1002: Conversational Sign Language II (16-48)

Enhancement of conversational abilities with practice sessions designed to improve communication with individuals who are deaf.

SLNG 1003: Intermediate Sign Language for Workers with the Deaf (16-48)

Intensive practice of American Sign Language (ASL) for workers with the deaf.

American Culture (3 hours)

Familiarizes the student with American and West Texas history, customs, geography, holidays and other topics as a contextual framework for language study.

EDTC 1025: Principles and Practices of Multi-cultural Education (48-48)

Examination of cultural variations found in our society and reflected in our pluralistic classrooms. Topics include culturally influenced behavior, major cultures, cultural diversity, and the process of intercultural communication and teaching, including differences in lifestyles, communication styles, learning styles, and various sources of stress for diverse cultural groups.

Definition of Terms

Glossary

Many of the terms/items contained in this catalog are new to entering students. Therefore, in an attempt to make this catalog more meaningful to the reader, we are providing this brief glossary.

Associate Degree (A.A., A.S., A.A.S.) A degree granted by a junior college which recognized a student's satisfactory completion of an organized program of study. In many colleges, the degree will require 60 or more semester hours. The minimum requirement for the degree at SWCID is 62 semester hours.

- A.A. Associate in Arts
- A.S. Associate in Science
- A.A.S. Associate in Applied Science
- A.A.T. Associate in Arts in Teaching

Audit Attending a class in order to observe and learn the information without taking part in the discussion or completing the other course requirements. No credit or grade is earned for auditing a class. The same fees are charged if the course is taken for credit or audit.

Capstone The capstone is a learning experience which results in a consolidation of a student's educational experience and certifies mastery of entry-level workplace competencies. The capstone experience must occur during the last semester of the student's educational program.

Career/Degree Plan Once a student decides upon a college major, the student works out a program of studies with help from his or her academic advisor. This career plan contains the course work which the student must successfully complete in order to earn his or her certificate or associate degree.

Certificate (Program) A certificate granted by a junior college which recognizes a student's satisfactory completion of an organized program of study. The difference between an associate degree and a certificate is the length of the program. Certificate programs are normally one year or less and require 15 to 42 semester hours for completion. Certificate programs are also referred to as "short term training programs".

Class Load Number of credit hours carried by a student during a semester. An average (normal) load would be 15 to 17 credits. Developmental/Preparatory students are encouraged to take 12-15 hours. TRC/VR clients are encouraged to take 12-15 hours.

Concurrent Enrollment (a) Enrollment by the same student in two different colleges at the same time or (b) enrollment by a high school student in high school and college at the same time, or (c) enrollment by a student in two related courses in the same semester.

Course of Study Students may take one or more courses in designated Workforce Education content areas. A course of study may not include a total of more than 359 clock hours in the area of concentration.

Credit Hours The number of clock hours a student spends in a given course during the semester.

Developmental Studies A comprehensive program to assist students in developing basic academic skills: reading, writing, study skills and math.

Drop/Add A revision in the courses which a student had registered to take during the semester. A student is usually permitted to add courses or drop courses with permission of his or her advisor and the classroom instructor. There is always a stated deadline after which no additional courses can be dropped or added by a student. Any courses dropped after the twelfth class day will be recorded on the student's transcript as a withdrawal.

Electives Courses which may or may not be a part of the required list of classes included in a program of studies. These courses permit students to enroll in classes to meet their particular interests or abilities.

Full-Time Student Any student who is carrying 12 or more credit hours in a regular semester, six to eight credit hours during a summer session.

General Academic Elective An appropriate general education course approved as an elective for certificate and degree programs.

General Studies A comprehensive academic program that provides university-parallel curricula at Freshman and Sophomore levels. This program prepares the student for transfer to a four-year or senior college/university of choice.

Grade Points The numerical value given to a letter grade earned in a college course: A=4, B=3, C=2, D=1, F=0

GPA (Grade Point Average) This figure is obtained by dividing the total grade points earned by the number of credit hours attempted.

Laboratory Hours (Lab) The number of clock hours in a semester the student spends each week in the laboratory or other learning environment.

Lecture Hours The number of clock hours in a semester the student spends each week in a classroom.

Major The student's main emphasis of study.

Mini-Semester A condensed, extensive three week long semester generally offered in May at the end of the academic year.

Mirror Course A course being offered for both credit and non-credit. Example, a computer class for credit is on the fall schedule and Continuing Ed might have the same class on the schedule but it is for non-credit. The students in the class are mixed—some credit—some non-credit.

New Student Orientation A developmental term during the summer or spring that is required of most students for admission to SWCID.

Non-Resident A student who has not lived continuously in Texas for one full year prior to enrollment.

Part-Time Student A student enrolled for eleven or less credit hours in a single semester, five or less credit hours during a summer session.

Placement Tests (Program Entrance Test) Tests given to students prior to enrollment in a program of studies to determine if the student is capable of doing coursework /tasks involved in the training for the certificate or college degree. The Program Entrance Tests are used in conjunction with counseling and other forms of assessment to help the student select the most appropriate type of college major or training program.

Prerequisite A course which must be taken before a student can enroll in a particular class. Often it is the course which precedes another class in a particular program sequence. Prerequisite courses may be college level or remedial.

Probation A trial period (often a semester in length) in which a student must improve his or her scholastic achievement or be dismissed from college.

Program A specified course of study leading to a degree or certificate in a technical/vocational major.

Registration The process of providing information about one's self, signing up for classes for a semester and paying the tuition charges and other fees.

Resident A student living continuously for one full year in Texas prior to enrolling at SWCID and who meets other residency requirements for eligibility. This is an important factor for determining who pays out-of-state tuition costs.

Schedule of Courses A listing of all the courses to be offered during a semester. This schedule is used for registration. It lists the subject title, course number, course

title, units of credit, instructor, time of instruction and location of all classes offered during the semester.

Semester Fall and spring terms of 16 weeks each.

Semester Hour An hour that presents the work accomplishment by a class meeting one hour a week for 16 weeks. Most classes meet three hours a week; consequently, most courses will carry three semester hours of credit.

Stanford Achievement Test with Deaf Norms

Achievement test taken by deaf students. Students who pursue a degree or certificate with nine or more semester hours of general education courses beginning September 1, 1995 must take and pass this test before graduating. Students who do not pass the test will be required to participate in remediation until the test is passed.

Summer Session Summer term of 10 weeks with classes meeting the equivalent number of credit hours as that of a semester.

TASP (Texas Academic Skills Program) Test mandated in the spring of 1989 by the Texas Education Code (TEC) 15.306 provides information about the reading, mathematics and writing skills of students entering Texas public colleges and universities.

TBA To be announced. Found on the listings in the schedule of courses. It means that the class time, place and/or the name of the instructor has not been determined at the time the schedule was printed.

THEA Texas Higher Education Assessment Test. THEA replaced TASP.

Transfer Courses Courses designed to match lower division courses of a four year college or university and for which credit may be transferred to said institution. Under each course description in the SWCID catalog is a group of numbers in a bracket () which indicates Coordinating Board classification. This number indicates that other Texas colleges and universities have a similar course and may accept the course for transfer to their college or university.

Transfer Student Person who changes from one college to another after having met the requirements for admission at the second college or university.

Transferable College credit earned through satisfactory completion of a course which has been accepted by another college institution, usually an upper division college or university.

Transcript An official record of all the courses taken at a college or university. It contains the final grade and credit earned for every course taken at the college level.

Unique Course A general academic course which is not part of the approved Texas Higher Education Coordinating Board course inventory which must be submitted and approved by the Coordinating Board each year and which will count towards the major requirements.

Workforce Education (WFE) Formerly called Vocational or Occupational Education; includes programs designed to prepare students to enter the job market immediately upon completion of program requirements.

designated to handle inquiries regarding the non-discrimination policies:

Director of Human Resources
1001 Birdwell Lane
Big Spring, TX 79720

The Howard County Junior College District does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, veteran status, or any other legally protected status in educational programs, activities, admission or employment practices. The following position has been