

RANGER COLLEGE



Academic
Catalog
2022-23

RANGER COLLEGE

ACADEMIC CATALOG

2022-2023

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

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This Catalog represents a flexible program of curricula, educational plans, offerings, and requirements which may be altered from time to time to carry out the mission and objectives of the College. The provisions of this Catalog do not constitute an offer for a contract which may be accepted by students through registration and enrollment in the College. The College reserves the right to change any provision, offering, or requirement at any time within the student's period of study at the College. The College further reserves the right to require a student to withdraw from the College for cause at any time.

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Table of Contents

FOREWORD	9
INSTITUTIONAL MISSION AND VISION	9
EQUITY STATEMENT	9
BASIC NEEDS INSECURITIES	10
CORE VALUES	10
GENERAL INFORMATION	11
LOCATIONS	11
HISTORY OF THE COLLEGE	11
RANGER COLLEGE PRESIDENTS	12
ACADEMIC CALENDAR	13
ADMISSION REQUIREMENTS	16
ACADEMIC FRESH START	18
DISTANCE EDUCATION	19
HOW TO ENROLL	19
STUDENT CLASSIFICATION	20
STUDENT LOAD	20
STUDENT ID CARDS	20
INTELLECTUAL PROPERTY RIGHTS	21
INTELLECTUAL PROPERTY RIGHTS OF EMPLOYEES	21
INTELLECTUAL PROPERTY RIGHTS OF STUDENTS	21
RESIDENCY	22
TYPE AND CITATION	22
REQUIREMENTS FOR RESIDENT CLASSIFICATION	22
EVIDENCE OF DOMICILE	23
OTHERS WHO PAY FEES AND TUITION EQUAL TO TEXAS RESIDENT FEES	24
NONRESIDENT, FOREIGN AND NONIMMIGRANT ALIEN STUDENTS	24
OTHERS	24
TEMPORARY ABSENCE FROM THE STATE	25
TUITION AND FEES	26
TUITION AND FEES PER SEMESTER CREDIT HOUR	26
COURSE REPEAT FEE	28
EDUCATIONAL SERVICE FEE	28
CONTINUING EDUCATION TUITION AND FEES	28

PAYMENT OF TUITION AND FEES THROUGH INSTALLMENT	29
ELIGIBILITY	29
INSTALLMENT PAYMENT PLAN TERMS	29
OVERDUE FINANCIAL OBLIGATIONS	30
AUDIT	30
ROOM AND MEALS	30
RANGER COLLEGE POLICY REGARDING OFF-SETTING DROPS AND ADDS	30
ADDING AND DROPPING COURSES	30
EXPERIENTIAL LEARNING	31
CREDIT-BY-EXAMINATION	31
CE TO CREDIT POLICY	34
TRANSFERS, WITHDRAWALS, AND REFUNDS	37
TRANSFER POLICY	37
WITHDRAWAL FROM THE COLLEGE	37
REQUESTING A TRANSCRIPT	38
REFUND POLICY	38
RETURN OF TITLE IV FUNDS POLICY	40
CONTINUING EDUCATION REFUND POLICY	41
ACADEMICS	42
ABSENCE POLICY	42
SYSTEM OF GRADING	42
MONITORING GRADES	43
REPEATING A COURSE	43
ACADEMIC DISHONESTY AND PLAGIARISM	43
ACADEMIC PROBATION AND SUSPENSION	43
ACADEMIC GRIEVANCE	45
SERVICEMEMBERS OPPORTUNITY COLLEGES CONSORTIUM (SOC)	45
SOC DEGREE NETWORK SYSTEM	45
ACADEMIC HONORS	45
GRADUATION WITH HONORS	46
MANDATORY TESTING: TEXAS SUCCESS INITIATIVE (TSI)	46
DEVELOPMENTAL STUDIES PROGRAM	46
GRADUATION UNDER A PARTICULAR CATALOG	47
CORE CURRICULUM FOR ASSOCIATE OF ARTS AND ASSOCIATE OF SCIENCE DEGREES	47
REQUIREMENTS FOR GRADUATION	49
GRADUATE GUARANTEE PROGRAM FOR AAS OR CERTIFICATE OF COMPLETION	52
INTENT TO GRADUATE	52
ATTENDANCE AT COMMENCEMENT	53
CODE OF STUDENT CONDUCT AND DISCIPLINE	54
RESPONSIBILITY FOR KNOWLEDGE OF POLICIES, RULES, AND REGULATIONS	54
STUDENT MISCONDUCT	54

STUDENT SERVICES	55
LIVING AND DINING ACCOMMODATIONS	55
STUDENT HEALTH SERVICES AND INSURANCE	55
STUDENT LEAVE OF ABSENCE	56
COUNSELING AND ADVISING	56
STUDENTS WITH DISABILITIES	56
JOB PLACEMENT SERVICES	56
TRIO STUDENT SUPPORT SERVICES	56
LIBRARY SERVICES	57
STUDENT FINANCIAL AID	57
IMPORTANT DATES FOR FINANCIAL AID	58
PROGRAMS OFFERED BY THE FINANCIAL AID OFFICE	59
EQUITY IN ATHLETICS DISCLOSURE ACT	62
STUDENT FINANCIAL AID STANDARDS OF ACADEMIC PROGRESS	62
REQUIREMENTS FOR MAINTAINING SATISFACTORY ACADEMIC PROGRESS:	62
CONSEQUENCES OF FAILING TO MAINTAIN SATISFACTORY ACADEMIC PROGRESS	64
TITLE IV, HEA FINANCIAL AID SUSPENSION	65
TITLE IV, HEA APPEAL PROCEDURES	65
FINANCIAL AID PROBATION	66
STUDENT RESPONSIBILITY FOR SAP	66
METHODS OF DISBURSEMENT FOR PELL GRANTS	67
VETERANS BENEFITS AND SERVICES	67
ELIGIBILITY FOR NEED-BASED FINANCIAL AID	68
STUDENT FINANCIAL AID RIGHTS AND RESPONSIBILITIES	68
DETERMINATION OF FINANCIAL NEED AND ELIGIBILITY	68
CRITERIA FOR DETERMINING AID	69
ESTIMATED STUDENT CHARGES PER SEMESTER: ACADEMIC YEAR 2022-2023	69
STUDENT LIFE	70
STUDENT ORGANIZATIONS AND ACTIVITIES	70
ATHLETICS	70
MUSIC ACTIVITIES	70
PHI THETA KAPPA	70
RANGER COLLEGE STUDENT GOVERNMENT ASSOCIATION	70
STUDENT RIGHT-TO-KNOW AND CAMPUS SECURITY ACT	71
SECURITY CAMERAS	71
POLICY ON STUDENT RECORDS	71
TRANSFER CURRICULA	72
REVERSE TRANSFER	72
GENERAL TRANSFER PROVISIONS	72
REQUIREMENTS AND LIMITATIONS	73
RESOLUTION OF TRANSFER DISPUTES	73
COURSE DESCRIPTIONS	75
AIRCRAFT SPECIAL OFFERINGS (AIRP)	75
AUTOMOTIVE (AUMT)	75
ACCOUNTING (ACCT)	76

AGRICULTURE (AGRI)	76
ART (ARTS)	77
BIOLOGY (BIOL)	77
BUSINESS (BUSI)	78
CHEMISTRY (CHEM)	79
CHILDHOOD EDUCATION (CDEC AND TECA)	79
COMPUTER INFORMATION TECHNOLOGY (COSC)	81
COSMETOLOGY (CSME)	81
CRIMINAL JUSTICE (CRIJ)	82
DRAMA (DRAM)	83
ECONOMICS (ECON)	83
EDUCATION (EDUC)	83
EMERGENCY MEDICAL SERVICES (EMSP AND HPRS)	84
ENGLISH (ENGL)	86
ENVIRONMENTAL SCIENCE (ENVR)	88
FIRE SCIENCE (FIRS, FIRT, EMSP)	88
GEOLOGY (GEOL)	89
GOVERNMENT (GOVT)	89
HEALTH SERVICES (HITT)	90
HISTORY (HIST)	90
HUMANITIES (HUMA)	91
MACHINING (MCHN, DFTG)	91
MATHEMATICS (MATH)	92
MUSIC (MUSI, MUAP, MUEN)	94
PHILOSOPHY AND RELIGION (PHIL)	95
PHYSICAL EDUCATION (PHED)	96
PHYSICS (PHYS)	97
PSYCHOLOGY (PSYC)	97
REGISTERED NURSING COURSES (RNSG)	98
LVN TO RN BRIDGE PROGRAM	Error! Bookmark not defined.
SOCIOLOGY (SOCI)	102
SPANISH (SPAN)	102
SPEECH (SPCH)	102
VOCATIONAL NURSING (VNSG)	103
WELDING (WLDG)	104
ACADEMIC TRANSFER PROGRAMS	107
TYPES OF TRANSFER PROGRAMS	107
PROGRAM LEARNING OUTCOMES	107
SUGGESTED TRANSFER CURRICULA	108
WORKFORCE EDUCATION PROGRAMS	109
ASSOCIATE OF APPLIED SCIENCE DEGREES AND WORKFORCE CERTIFICATES	109
ASSOCIATE OF APPLIED SCIENCE IN NURSING DEGREE (ADN PROGRAM)	110
ASSOCIATE OF APPLIED SCIENCE IN NURSING: LVN TO RN BRIDGE PROGRAM	114

AUTOMOTIVE TECHNOLOGY	116
COSMETOLOGY	117
EARLY CHILDHOOD EDUCATION	119
EMERGENCY MEDICAL SERVICES/TECHNOLOGY (EMT)	121
FIRE SCIENCE	122
MACHINING	124
VOCATIONAL NURSING	127
WELDING	130
<hr/> CONTINUING EDUCATION	<hr/> 133
<hr/> PAST CATALOGS	<hr/> 133

FOREWORD

Ranger College welcomes all students. Recent developments in post-secondary education have eliminated practically all barriers to training beyond high school. Ranger College offers programs and individual courses in both academic and workforce education.

This catalog details the precise areas offered, and each prospective student is urged to examine the list of courses. Students currently enrolled are encouraged to check the list of degree and certificate requirements so that these may be acquired with a minimum of time and effort.

At Ranger College, faculty and administration emphasize personal attention to individual student needs. The student is recognized and treated as a person, not a number.

INSTITUTIONAL MISSION AND VISION

The mission of Ranger College is to transform lives and give students the skills to be a positive influence in their communities.

Ranger College carries out its mission through a clearly defined set of programs, services, and community partnerships. These include:

- University transfer programs
- Workforce education programs
- Dual enrollment programs
- Continuing education programs
- Distance education programs
- Customized training
- Developmental courses

The vision of the college is to be the trusted leader in meeting current and emerging needs for training and education that transforms lives, inspires hope, and builds communities.

EQUITY STATEMENT

Ranger College endeavors to close systemic opportunity gaps in higher education by making data-informed decisions to assist student groups that have been historically marginalized. The college strives to remove existing barriers, to promote equal access, and to strive for equity for all

BASIC NEEDS INSECURITIES

Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance, is urged to contact Gabe Lewis, Director of Counseling, for support.

CORE VALUES

Ranger College shall be a dynamic public community college that is dedicated to fostering student success through excellence in educational instruction, quality support services, and responsible governance within the framework of the following values, which are listed and numbered in their order of importance:

1. **Integrity:** We commit to remaining fair, honest, ethical, and transparent in all of our dealings. We hold ourselves accountable to the communities we serve, and we diligently strive to ensure that what we say is always fully aligned and coherent with what we do.
2. **Excellence:** We strive to deliver programs, teaching, and service that are of the highest quality, and we commit to the continuous pursuit of improvement.
3. **Community:** We are committed to the cultivation of positive relationships and valuable common experiences among students, faculty, and staff. We are also committed to the cultivation of constructive partnerships and positive relationships with the communities we serve. We recognize both types of community-building as crucial to the fulfillment of our mission.
4. **Diversity:** We recognize and value diversity in its many forms as a representation of the richness of human experience. We respect the inherent worth and dignity of every person, and we therefore seek to foster inclusive working and learning environments that promote respect and appreciation for our varied cultures, beliefs, lifestyles, and perspectives.
5. **Leadership:** We value the unique strengths of our students, faculty, and staff, and we encourage all members of our community to lead from where they are by seeking opportunities to create positive change.
6. **Self-fulfillment:** We believe it is important for all members of our community to achieve their maximum personal potential. Within the framework of the five preceding values, we encourage and support our members in pursuing self-fulfillment based on service to others; preparation for future work and study; realization of personal, professional, and educational goals; enjoyment of present challenges and accomplishments; and pursuit of life-long learning.

Admissions, employment, and program policies of Ranger College are nondiscriminatory in regard to race, creed, color, sex, age, disability, veteran's status, and national origin. All recruitment and admissions materials comply with Section 504 and the ADA.

Ranger College is an equal opportunity provider and employer. Individuals wishing to file a Civil Rights program complaint of discrimination should complete the USDA Program Discrimination Complaint form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html or at any USDA office, or call 866.632.9992 to request the form. A letter containing all the information requested in the form may also be written. Completed complaint forms or letters should be mailed to U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W. Washington, D.C. 20250-9410, by fax (202) 690-7442, or email at program.intake@usda.gov.

GENERAL INFORMATION

LOCATIONS

Ranger College occupies a 50-acre campus within the city limits of Ranger, an Eastland County community of approximately 3,000 people located just north of Interstate 20 between Fort Worth and Abilene. The beautifully wooded rolling hills and several lakes provide ample opportunities for hunting, fishing and outdoor recreation, while the city of Ranger has excellent schools and churches and a congenial, supportive citizenry. Proximity to the Dallas/Fort Worth Metroplex is another advantage. Our Brown County Center serves Brownwood, Early, and the surrounding area. This center currently offers general education, continuing education, nursing, and cosmetology courses. Our Erath County Center serves Stephenville and the surrounding area. At this center we currently offer general education, early childhood education, machining, welding, EMS, continuing education, nursing, and cosmetology courses.

HISTORY OF THE COLLEGE

Ranger College is one of the oldest public two-year colleges in continuous operation in the state of Texas. Its history actually predates the legislation authorizing and establishing junior colleges in the state. In August 1925, the Board of Education of the Ranger Public Schools voted to proceed with plans for establishment of a junior college. On September 13, 1926, Ranger College opened with thirty students enrolled. The College operated under supervision of a College Council composed of three members of the Board of Education and nine other Ranger citizens. The College was recognized by the State Department of Education on March 23, 1927. The first State statute authorizing junior colleges was passed by the 41st Legislature in 1929.

The College operated under this statute until the passage of the “Validation of Junior College District Acts” by the 45th Legislature in 1937. The College continued to operate as part of the public school system until August 18, 1950. On this date, the Board of Education voted to separate the Junior College and the public schools. As a result of this action, Ranger Junior College, after 24 years of joint operation with the public school system, became a unit within itself. In this separate unit, Dr. G. C. Boswell became the first official President of the College. The College has operated continuously as an autonomous educational institution overseen by a Board of Regents since that date.

By 1973, Ranger College had expanded its basic university-parallel curriculum to encompass a variety of terminal workforce education programs. These programs include training in cosmetology, licensed vocational nursing, registered nursing, and welding. As in the past, the College continues to offer accredited, high-quality instruction and makes every effort to identify and meet additional needs of present and prospective students.

Ranger College Presidents

Dr. G. C. Boswell	1950 to 1952
W. W. Smith, Acting President	(Jan) 1953 to (Mar) 1953
R. N. Cluck	(Mar) 1953 to (Aug) 1953
Dr. Price R. Ashton	1953 to 1959
Dr. Theodore Nicksick, Jr.	1959 to 1966
Dr. W. W. Mince	1966 to 1971
Dr. Jack M. Elsom	1971 to 1990
Dr. Joe Mills	1990 to 2005
James McDonald, Interim President	2005 to 2006
Dr. Ken Tunstall	2006 to 2008
James McDonald, Interim President	(May) 2008 to 2009
Dr. William Campion	2009 to 2022
Derrick Worrels	2022 to present

ACADEMIC CALENDAR

FALL SEMESTER 2022	
August 15	Full-time faculty return to work
August 16-18	Faculty and staff in-service meetings
August 23	100 percent tuition refund deadline
August 22	Last day to register for fall classes Classes begin
August 25	Last day to drop/add classes
September 5	Labor Day – RC offices closed
September 9	Brown County Beautification Day
September 16	Erath Center Beautification Day
September 23	Ranger Campus Beautification Day
September 6	Fall census date
September 11	70% tuition refund deadline
September 18	25% tuition refund deadline
September 30	Deadline to apply for fall graduation
October 3-6	SACSCOC Onsite Committee Visit
October 13	All College Day
October 15	Day of Champions
October 16	PTK Inductions (Ranger campus), 3:00 p.m.
October 31	Last day to drop a course with “W”
November 4	Full-time faculty professional development meetings
November 21-25	Thanksgiving Break – RC Offices closed
December 5	Last day to withdraw from all courses with “Q”
December 6-8	Final exams
December 9	Graduation, 6:00 p.m.
December 12	Instructor grades due (noon)
December 15	RC Christmas Party (employees).
December 16-January 4	Winter Break – RC offices closed

WINTERMESTER 2022-2023

December 13	Classes begin
December 14	Wintermester census date
December 31	Last day to withdraw from course with "W" or withdraw from all courses with a "Q"
January 5	Final Exams / Wintermester ends
January 6	Instructor grades due (noon)

SPRING SEMESTER 2023	
January 5	Ranger College offices open after Winter Break
January 9	Full-time faculty return to work
January 11 and 12	Adjunct faculty meetings
January 10-12	Full-time faculty professional development meetings
January 16	100% tuition refund deadline Martin Luther King Jr. Day – RC offices closed
January 17	Last day to register for spring classes Classes begin
January 20	Last day to drop/add classes
February 1	Spring census date
February 7	70% tuition refund deadline
February 14	25% tuition refund deadline
February 17	Faculty Professional Development
February 24	Deadline to apply for spring graduation
March 13-17	Spring Break (Offices Closed)
March 25	Spring Clean-up Day
March 26	PTK Inductions (Ranger campus), 3:00 p.m.
March 31	Last day to drop a course with "W"
April 7	Good Friday – RC offices closed
April 28	Full-time faculty professional development meetings
May 2	Last day to withdraw from all courses with "Q"
May 2-3	Final Exams
May 5	Graduation
May 8	Instructor grades due (noon)

MAYMESTER 2023

May 8	Classes begin
May 10	Maymester census date
May 26	Last day to withdraw from course with “Q”
May 25	Final Exams/Maymester ends
May 30	Instructor grades due (noon)

SUMMER A, B, C 2023	
May 15	RC employees begin summer office hours
May 22	100% tuition refund deadline for Summer A and C Last day to register for Summer A and C classes
May 22	Summer A and C classes begin
May 25	Last day to drop/add Summer A and C classes
May 26	Summer A census date
May 29	Memorial Day – RC offices closed
May 27	70% tuition refund deadline for Summer A
June 1	25% tuition refund deadline for Summer A
June 2	Summer C census date
June 9	Deadline to apply for summer graduation
June 13	70% tuition refund deadline for Summer C
June 20	25% tuition refund deadline for Summer C
June 28	Summer A: Last day to drop with “W” or withdraw with “Q”
June 27	Summer A Ends/Final Exams 100% tuition refund deadline for Summer B
June 28	Instructor grades due for Summer A (noon) Last day to register for Summer B classes Summer B classes begin
July 11	Last day to drop/add Summer B classes
July 13	Summer B census date
July 13	70% tuition refund deadline for Summer B
July 15	25% tuition refund deadline for Summer B
July 3-7	RC offices closed
August 8	Summer B and C: Last day for “W” or “Q” drops
August 9-10	Summer B and C Final Exams

August 10	Summer graduation
August 11	Instructor grades due for Summer B & C (noon)
August 14	RC offices return to regular hours

ADMISSION REQUIREMENTS

Applications for admission and other documents necessary for admission should be addressed to the Registrar's Office. Admission requirements to Ranger College are the same for all students. All students seeking admission to Ranger College must meet one of the following requirements:

1. High School Graduation

Graduates of accredited high schools satisfy minimum entrance requirements. A high school transcript indicating a date of graduation **MUST** be provided.

2. College Transfer

An individual who is a transfer from another regionally accredited college or university must be eligible for readmission to the institution in which he/she was last enrolled. Official transcripts of previous college work must be provided.

3. General Education Development Test

A person who has not graduated from high school will be admitted if he/she has passed the General Education Development Test (G.E.D.).

4. Individual Approval

A person at least 18 years of age who did not graduate from an accredited high school may be admitted on an individual approval basis. Students able to benefit from Title IV funds must have obtained a high school diploma, GED, or its equivalent. A complete list of the approved standardized tests and the minimum scores required can be obtained in the Office of the Director of Financial Aid or from the Director of Testing. A person under 18 years of age who is not a graduate of an accredited high school or who has attended a non-accredited public or private high school, or who was schooled in a non-traditional setting may be admitted on the basis of written examinations or upon the recommendation of the principal or superintendent of the last high school attended.

Content of the written examinations shall reflect high school equivalency and shall be consistent with the minimums for high school completion established by the Texas Education Agency. The form and type of these examinations and the procedure for administering them are to be determined by the Registrar. A notarized record of the high school equivalent work with the date(s) of successful completion must also be submitted.

5. Bacterial Meningitis

Beginning January 2014, Texas State law (SB 62) mandates that all entering students under the age of 22 provide a certificate signed by a healthcare provider or an official immunization record verifying that a student has been vaccinated against bacterial meningitis, or has received a booster during the five years prior to registration. Students may also submit proof of approved conscience exemption from the Texas

Department of State Health Services. There is a cost associated with this vaccination that can range from as low as \$8 for individuals under 18 years of age up to \$120 for individuals above 18 years of age. Individuals should check with their local health department for details. Questions concerning the required bacterial meningitis vaccination should be directed to the Ranger College Registrar's Office at 254-647-3234.

6. Early Admissions Programs

- a. A qualified high school student may attend Ranger College following the successful completion of the eighth-grade year on a part-time basis, provided the student has written permission and recommendation from the high school principal and written permission from the student's parent/guardian. The student must have passed the required area of the TSI, (Reading, Writing or Mathematics), which relates to the course or courses in which the student desires to enroll, or the student must have a qualified exemption (STAAR, PLAN, PSAT, SAT or ACT score). The student load may not exceed eight (8) credit hours each semester (7 during the summer) or the Student Load Policy of the College. Students seeking admission under this provision are required by state law to comply with the Texas Success Initiative requirements.
- b. Qualifying Scores – College Readiness Standard (for students entering 10th grade in academic year 2003- 2004 and beyond) Sophomores who score 2200 on the 10th grade STAAR math and/or ELA (with writing subscore of 3) may use those scores to enroll in dual credit courses without taking a state-mandated TSI assessment through their senior year. (Keep in mind that by law this is not an exemption) - 10th grade scores give students permission to enroll in dual credit classes without testing. The true exemption is based on exit-level STAAR scores). Sophomores who meet the standard in one area may take dual credit courses related to the area of the test they passed. If the qualifying standard isn't met on either section of the 10th grade STAAR, but the student wants to take college-level courses in his or her 9th-12th grade years, the student must take one of the assessment instruments approved for TSI purposes. Once again, the student may take college-level courses related to the area(s) of the test he or she passed. There may also be institutional requirements students must meet.

Note: Students should be aware that they are enrolling in college-level courses taught by college-level faculty and will not receive special consideration because they are still in high school.

7. International Students

To be eligible for admission, an international student must meet requirements 1 or 2 outlined above. In addition to these requirements, an international student must:

- a. Submit a non-refundable \$100.00 application fee.
- b. Furnish a TOEFL (Test of English as a Foreign Language) score sheet with a minimum score of 500 for the paper-based score, 173 for the computer based score or 34 for the internet based score. Ranger College's institution code is 6608. Should TOEFL be unavailable, the applicant may substitute the ACT or SAT or an IELTS (International English Language Testing System) of 4.5 for evaluation.
- c. In unusual cases an appeals committee appointed by the President will consider individual cases regarding the admission of international students whose TOEFL scores are not available.
- d. Deposit the sum of \$8,000.00* with the Ranger College business office to cover the approximate cost of attendance for one year.
- e. Provide proof of medical insurance.

- f. Students who do not meet the above criteria may appeal for admission to the admitting officer.
- g. Student's (I-20) will be mailed only to the home address.
- h. Provide all official transcripts to the Registrar's Office.

*NOTE: This amount may be less depending on whether the student receives scholastic assistance from the college (based upon an award letter).

8. International Students who want to Transfer to Ranger College

An individual who is a transfer from another accredited college or university:

- a. Must be eligible for readmission to the institution in which he/she was last enrolled. Official transcripts of previous college work must be provided.
- b. The student must meet requirement 6 outlined above.
- c. Students must contact the DSO of the college they wish to transfer from and ask them to transfer the record to Ranger College (only upon approval of the DSO of Ranger College).
- d. Upon arrival at Ranger College, the student must report to the DSO (Registrar's Office).

*Note: an international student who wishes to transfer from Ranger College to another institution has to notify the DSO (Registrar's Office) of the intent to transfer in writing. The request must include all information for the receiving institution and the institution's actual date of transfer.

9. Transient Students

A transient student is one who has a home institution, will attend Ranger College for one semester or summer semester, and will then return to the same home institution. The student must complete the following forms for Ranger College:

- Transient Form
- Transcript from the home institution

Students must be in good standing with their home institution to enroll at Ranger College as a transient student. Financial aid is not available for transient students. Transient students are responsible for any applicable fees.

If a student chooses to continue with enrollment at Ranger College after one semester, the student must submit a new application and official transcripts from all schools previously attended before the student will be allowed to register for any subsequent semester.

ACADEMIC FRESH START

- Senate Bill 1321, passed by the Texas Legislature, permits Texas residents to seek admission to public institutions of higher education without consideration of courses taken ten or more years prior to enrollment. Students **may not** pick and choose what is to be ignored and what is not. Either **all** college courses ten or more years older are ignored, or they are all counted. Students who have earned three or more college-level credit hours prior to Fall 1989, and subsequently completed a minimum of three credits of college-level coursework between the fall of 1989 and the fall of 2003, are exempt from the Texas Success Initiative regardless of whether they elect to take advantage of Academic Fresh Start.
- For courses taken at Ranger College for which Academic Fresh Start is applied, the official transcript will continue to show all courses taken. Grades and grade point will be shown; however, the credit hours attempted and cumulative grade points will total zero for the Academic Fresh Start Courses and will not

reflect on the overall GPA. A notation will be placed on the transcript showing the semester that the student began to take courses under the Academic Fresh Start.

- All requests for Academic Fresh Start must be made in writing to the Registrar.

DISTANCE EDUCATION

Ranger College offers a number of courses through Zoom, online instruction, and the Digital Higher Education Consortium of Texas (DigiTex). Distance learning courses are equivalent in content and credit to courses taken through traditional methods. For ITV and online courses taught by Ranger College faculty, students may enroll through the normal registration process. For DigiTex courses, students should see the appropriate section of the RC website and also speak with a Ranger College advisor.

HOW TO ENROLL

1. Complete the Application for Admission and return it to the Office of the Registrar. If a resident student, please return completed Dormitory/Room Application to the Campus Support Office with a \$50.00 non-refundable reservation fee. This fee covers both the Fall and Spring semesters.
2. Submit a picture I.D. You will need to take a picture of yourself with your valid picture I.D. An acceptable, valid picture I.D. includes state-issued, driver's license, passport, military-issued, etc. This picture will need to be emailed to the Registrar's Office at Registrar@RangerCollege.edu. If you are unsure if you have an acceptable I.D. or need assistance, please contact the Registrar's Office.
3. Request the high school from which you graduated or each college you have attended to send a complete transcript of your credits directly to the Registrar at Ranger College. A personally delivered transcript will not be accepted as an official record. If you are not a high school graduate, send your G.E.D. scores. Contact the Registrar's office if you have neither scores nor transcripts.
4. Although not required for admission, if you have taken the American College Test (ACT) and/or the Scholastic Aptitude Test (SAT), request that your scores be forwarded to the Registrar at Ranger College.
5. Although not required for admission, it is recommended that you take the TSI or approved alternate test before registration at Ranger College. Further information on mandatory testing may be found in this catalog.
6. Tests for placement and/or admission into a specific program may be required of an entering student.
7. Report to the College on the day of Registration and pay all tuition and fees. In order to use a PELL GRANT to pay registration costs, the completed and correct APPLICATION FOR FEDERAL STUDENT AID must be turned in to the Financial Aid Office no later than July 20th. A schedule of registration and pre-registration times may be found in the College Calendar of this catalog.
8. The 81st Texas Legislature (2009) requires all first-time students of an institution of higher education, including transfer students, who reside in on-campus housing to show evidence of being immunized against Bacterial Meningitis. Early notification of receipt of the Meningitis vaccination is preferred, but Ranger College must have confirmation of vaccination within the first two months of the student's first enrollment at the college.

STUDENT CLASSIFICATION

- A student who is enrolled for 12 or more semester hours is classified as a full-time student. One who is enrolled for less than 12 semester hours is classified as a part-time student.

Updated 2/14/2023

- A student who has earned fewer than 30 semester hours of college credit is classified as a freshman. One who has earned 30 hours, or more is classified as a sophomore.

STUDENT LOAD

- No student may enroll for more than five courses of three to four hours' credit each (including concurrent enrollment at Ranger College, another college, distance learning through telecommunications, and/or correspondence) without the approval of the Vice President for Instruction. Normally, approval for an overload is given only if the student has completed a minimum of 12 semester hours with a GPA of 3.0 for the previous semester. Special consideration may be given to students who can complete graduation requirements during their last semester.
- No student may enroll in more than two (2) developmental courses per semester.
- Any exceptions must be approved by the Vice President for Instruction.
- During a summer term, no student may enroll for more than seven semester hours without the approval of the Vice President for Instruction.

STUDENT ID CARDS

All Ranger College students taking six semester hours or more must have a Student Identification card. The ID card should be carried by the student at all times on the campus and will be used at the Cafeteria, Library, Special Events, Athletic or sporting events, and other areas of College activities.

If an ID card is lost, Ranger College students report to the Vice President of Student Services. Students at Erath and Brown campuses report to the respective Administration offices.

A \$10.00 replacement fee will be charged to the student's account.

Ranger College ID Cards can be obtained in one of the following locations:

- Office of the Vice President of Student Services in the Golemon Library Building on the main campus in Ranger
- Main Office at the Brown County Center
- Main Office at the Erath County Center

INTELLECTUAL PROPERTY RIGHTS

INTELLECTUAL PROPERTY RIGHTS OF EMPLOYEES

It is assumed that Ranger College shall retain intellectual property rights to all work created by Ranger College employees for use at the College.

Works related to an employee's job responsibilities, even if he or she is not specifically requested to create them, shall belong to the College as "works-made-for-hire". The work should be performed substantially at work using work facilities, but use of personal time or other facilities to create the work shall not change its basic nature if it is related to the employee's job.

"Works-made-for-hire" include but are not limited to: syllabi, curriculum, lectures, notes, tests, reports, documents, materials, ideas, concepts, designs, text, images, data, audiovisual works, information, pictures, specifications, plans, drawings, information and other items, expressions, works of authorship or work product of any kind that was authored, produced, created, conceived, collected, developed, discovered or made in connection with the Work or which relates in any manner to the Work Product.

In any instance when an employee wishes to retain intellectual property rights for newly developed material, an agreement of intellectual property rights must be made between the employee and the College before a course is developed. Any additional compensation for use of these materials must be stipulated in the agreement prior to the start of the course.

An employee who develops new material exclusively on his or her own personal time and uses only his or her personal equipment, software, and materials, may retain intellectual property rights to such course work. All costs incurred in filing for copyright or patent shall be borne by the faculty member.

INTELLECTUAL PROPERTY RIGHTS OF STUDENTS

Intellectual property produced by a currently enrolled Ranger College student as a part of coursework or research shall be owned by the student and not the College.

It is the responsibility of the student having ownership of the intellectual property, including, but not limited to inventions, discoveries, trade secrets, computer software, creative works, materials, and processes, to secure any licenses, copyrights, or patents.

Intellectual property created by a student in the course of employment by Ranger College shall be covered by intellectual property rights of employees.

RESIDENCY

The following information was obtained from THECB and the University of Texas-Austin. Ranger College requests that applicants contact the Registrar directly for information.

TYPE AND CITATION

Statutory. TEX.EDUC.CODE, TITLE 3, 54.052 *et seq.* The Texas Higher Education Coordinating Board (THECB) promulgates residency classification rules and regulations based on legislative statutes. These apply to all TX public junior, community and senior colleges and universities, public health service centers and Technical Institutes.

REQUIREMENTS FOR RESIDENT CLASSIFICATION

Independent individuals aged 18 years and older who are gainfully employed in Texas for twelve months before registration in a public institution of higher learning are entitled to resident status while maintaining legal Texas residence. An Oath of Residency may be required before registering.

Minors and dependents receive resident status if their parents or court-appointed legal guardians have resided in Texas for 12 months prior to registration. Minors are unmarried and under 18 years of age; dependents are those claimed as a dependent for federal income tax purposes by the parent or legal guardian in the year of enrollment and in the tax year prior to enrollment. This rule applies even if students become legal wards of or adopted by Texas residents while attending an educational institution there, or within 12 months before they begin attending a Texas educational institution, or under circumstances indicating that the guardianship or adoption was for the purpose of obtaining resident student status.

In the case of divorce, a minor or dependent student assumes the residence of the parent 1) who has custody at the time of enrollment, 2) who has claimed the dependent for federal income tax purposes both at enrollment and for the previous tax year, or 3) with whom the dependent has resided for the 12 months before enrollment. In cases where custody is legally granted to someone other than the parent, the residence of that person will prevail, provided that such custody was not ordered during or within a year before enrollment and was not granted for the purpose of receiving in-state tuition.

In the case of abandoned children, the residence of those who stand *in loco parentis* may determine the residence classification. The fact of abandonment must be clearly established and must not be for the purpose of affecting a minor's residency. Minors must actually reside with and receive substantially all support from those who stand *in loco parentis* for 2 years before enrollment, although the 2-year requirement may be waived in unusual hardship cases, e.g., death of both parents.

Minors who are enrolled as resident students when their parents move their legal residence from the state will be classified as nonresidents, but are entitled to pay resident tuition fees while continuously enrolled in a regular session in a TX public higher education institution. A minor who has been legally emancipated may establish his or her own claim to residency following the rules applicable to independent individuals 18 years of age or older.

Nonresidents who marry Texas residents must establish their own residency by meeting the standard requirements. TX residents who marry nonresidents keep resident status until they take steps to change their legal residence.

Under Texas House Bill 1403 (effective 2001) addressing the issue of undocumented students qualifying for resident status for tuition purposes, international students who meet all of the following requirements and do not establish a residence outside Texas will qualify for Texas residency regardless of INS status: 1) graduate

from a Texas high school (public or private) or receive a GED after attending for three consecutive years; 2) live with a parent, legal guardian or conservator during that time; 3) register as an entering student in a higher education institution *not earlier than* the Fall 2001 semester; and 4) sign an affidavit stating that they meet the above qualifications and will apply for permanent residency at the earliest opportunity they are eligible to do so.

An alien living in the U.S. under a visa permitting permanent residence or who is permitted by U.S. law to establish a domicile in this country has the same privileges of qualifying for resident status as a U.S. citizen. These categories include: holders of asylum or parolee/refugee status; students who have applied for adjustment of status to permanent residency (green card application); and holders of specific A, E, G, H, K, L, O, R, V and NATO visas.

EVIDENCE OF DOMICILE

Nonresident students who seek reclassification as residents must withdraw from school and be gainfully employed in Texas for 12 months before reentry into an educational institution. Accumulation of summer and other vacation periods will not satisfy the 12-month requirement. They may also be reclassified if they present facts which unequivocally indicate a fixed intention to reside permanently in the state, such as full-time employment in Texas and the nature of such employment while a student; purchase of a Texas homestead with a substantial down payment; and dependency upon a parent/guardian who has resided in Texas for at least 12 months before enrollment. All such facts are weighed in light of the fact that a student's residence while in school is primarily for the purpose of education and not to establish residence.

Military members who entered service from another state are presumed to maintain legal domicile there unless they show abandonment of the Evidence of Domicile. Nonresident students who seek reclassification as residents must withdraw from school and be gainfully employed in Texas for 12 months before reentry into an educational institution. Accumulation of summer and other vacation periods will not satisfy the 12-month requirement. They may also be reclassified if they present facts which unequivocally indicate a fixed intention to reside permanently in the state, such as full-time employment in Texas and the nature of such employment while a student; purchase of a Texas homestead with a substantial down payment; and dependency upon a parent/guardian who has resided in Texas for at least 12 months before enrollment. All such facts are weighed in light of the fact that a student's residence while in school is primarily for the purpose of education and not to establish residence.

Military members who entered service from another state are presumed to maintain legal domicile there unless they show abandonment of the previous domicile and establishment of a new Texas domicile during the term of active service, along with clear and unequivocal proof of such intent. The following is considered: abandonment of domicile of original entry, as evidenced by establishment of Texas domicile; and proof that Texas has remained the person's domicile when stationed outside of Texas after having established Texas as his or her domicile.

Establishment of Texas domicile requires first the filing of a State of Legal Residence Certificate with the military, declaring Texas as state of legal residence, followed by 12 months physical presence in the state. Four of the following additional actions are required to prove Texas domicile, both initially and during subsequent duty station outside Texas: 1) purchasing a residence and claiming it as a homestead; 2) registering to vote and voting in local elections; 3) registering automobiles in Texas and paying personal property taxes thereon; 4) maintaining a Texas driver's license; 5) maintaining checking or savings accounts or safety deposit boxes in

Texas; 6) having wills or other legal documents indicating Texas residence; 7) having membership in professional or other state organizations; and/or 8) establishing a business in Texas.

OTHERS WHO PAY FEES AND TUITION EQUAL TO TEXAS RESIDENT FEES

- Military personnel who are assigned to permanent duty in Texas and are not in Texas only for training, their spouses and dependent children.
- The spouse and children of a military member assigned to duty elsewhere immediately following an assignment in Texas if they continue to reside in Texas. (In order for the member's dependent children to qualify, the other parent must remain in Texas.)
- Spouses and children of military personnel stationed outside of Texas who reside in Texas and file a letter of intent to establish Texas residency with the institution of higher education they plan to attend.
- The spouse and children of an armed forces member who dies or is killed, if they become Texas residents within sixty days of the member's death. For additional provisions affecting U.S. or Texas military personnel, consult the College for Texans website.

NONRESIDENT, FOREIGN AND NONIMMIGRANT ALIEN STUDENTS

- Nonresident and foreign students holding competitive academic scholarships of at least \$1,000 for the academic year or summer for which they are enrolled. *
- Non-immigrant aliens, their spouses/children, residing in Texas under NATO agreements.
- Residents of bordering states (AR, LA, NM or OK) who enroll in a Texas public junior or technical college situated in counties immediately adjacent to the state(s) where they reside, or in any Texas public higher education institution with reciprocity agreements for resident tuition.
- Residents of Mexico who register in general academic teaching institutions in Texas counties immediately adjacent to Mexico and who show financial need.

* NOTE: Such students must have competed with Texas residents and been awarded a scholarship by a scholarship committee officially recognized by the administration and approved by the THECB

OTHERS

- Nonresidents whose families have been transferred to Texas by a company in keeping with the state's Economic Development and Diversification Program are entitled to pay resident tuition as soon as they move to Texas if they show intent to establish a Texas domicile.
- Teachers or professors at institutions of higher learning who are employed at least half-time on a regular monthly salary basis, their spouses and children. (This also applies to teaching/research assistants and their spouses and children who are employed in positions which relate to their degree programs.)
- Beneficiaries of the Texas Tomorrow Fund (fees covered by prepaid tuition contracts).
- Foreign Service Officers assigned to a U.S. Department of State office located in Mexico who are enrolled in a higher education institution.
- Registered Nurses enrolled in postgraduate nursing degree programs who intend to teach in a Texas licensure program.

TEMPORARY ABSENCE FROM THE STATE

- Minors whose parents move to another state or country and continue to claim legal residence in Texas may be classified as residents if they show conclusive evidence of the parents' legal claims to residence status and their intent to return to the state.
- Persons who leave Texas and return within one year may reestablish Texas residency and pay resident tuition if they have lived in Texas at least 5 years before moving. Minors and dependents also receive resident status if their parents qualify under this rule.

TUITION AND FEES

- Arrangement for payment of all tuition and fees must be made at time of registration. Tuition and fee amounts are set by the Ranger College Board of Regents and are subject to change at the beginning of any enrollment period.
 - For the 2022-2023 academic year the cost of tuition per credit hour is as follows:
 - **In-district students:** \$65 per credit hour
 - **Out-of-district students:** \$120 per credit hour
 - **Out-of-state and international students** will pay \$190 per credit hour with a \$350 minimum.
 - **Out-of-district dual credit students in academic courses** will pay \$68 per credit hour.
 - **Out-of-district dual credit students in CTE courses** will pay \$80 per credit hour.
 - All students will pay the following fees:
 - General Service Fee of \$10 per semester credit hour
 - Registration Fee of \$10 per semester credit hour
 - Technology Fee of \$35 per semester credit hour
 - Student activity fee of \$10 per semester credit hour.
 - Records Fee of \$30 per registration
 - Mandatory student accident plan of \$35 per year
 - Variable Follett ACCESS fee per ACCESS course*
 - Educational Service Fee at each registration. The Educational Service Fee charges are listed separately.
 - Lab fees may be required. Other fees, such as those for change of course, graduation, parking, room reservations, and so on, follow below or are listed elsewhere.
- * NOTE: Dual enrollment courses are excluded from the Access fee.

TUITION AND FEES PER SEMESTER CREDIT HOUR

(Due and payable at time of registration)

Semester Hours	In-District	Out-of-District (In-State)	Out-of-State (International)
1	225	280	350
2	355	465	605
3	485	650	860
4	615	835	1,115
5	745	1,020	1,370
6	875	1,205	1,625
7	1,005	1,390	1,880
8	1,135	1,575	2,135
9	1,265	1,760	2,390
10	1,395	1,945	2,645
11	1,525	2,130	2,900
12	1,655	2,315	3,155
13	1,785	2,500	3,410
14	1,915	2,685	3,665
15	2,045	2,870	3,920

16	2,175	3,055	4,175
17	2,305	3,240	4,430
18	2,435	3,425	4,685
19	2,565	3,610	4,940
20	2,695	3,795	5,195
21	2,825	3,980	5,450

OTHER FEES	
Building Use Fee (per semester hour; per traditional and ITV course)	\$15
Change of Course Fee	\$5
Parking Fee (per academic year)	\$25
Housing Administration Fee (per academic year/non-refundable)	\$100
Returned Check Fee	\$30
On-Line Course Fee (per semester hour)	\$35
Emergency Loan Processing Fee	\$100
A.D.N. Lab Fees (per semester)	\$300
A.D.N Testing Fee (per semester)	\$755
LVN Course Fees (per academic year)	\$425
LVN Testing Fee (per semester)	\$600
Machining Lab Fee (per course, excluding MCHN 1302 and MCHN 1343)	\$200
Drafting Lab Fee (per course)	\$200
Welding Lab Fee (per course)	\$65
Flux Core Lab fee (per course)	\$100
EMS Lab Fee (per course)	\$100
Follett ACCESS Fee (per ACCESS course)	Varies by course
Chemistry Fee (per course)	\$30
Biology Fee (per course)	\$30
Computer Info. Technology Fee (COSC, per course)	\$16
Developmental Course Fee (ENGL 0300, ENGL 0301, MATH 0314, MATH 0342)	\$60
Course Materials Fee	Varies by course
Transcript Fee (per transcript)	\$5
Machining Course Fee (Dual Credit - covers all courses for the academic year)	\$100

The following charges are not covered by Pell Grant or scholarship and must be paid by the student at the time the cost is incurred:

- Transcript fee

- TSI assessment fees
 - Change of Course fee
 - Dorm damages
 - Emergency Loan Processing fee
 - Graduation Fees
 - Housing administrative fees
 - Most bookstore supplies and clothing (except textbooks)
 - Returned check fee
 - TSI or ASSET Test fees
 - Parking permit fees
 - Parking or traffic violation fines
 - Associate Degree Nursing testing fee
 - Vocational Nursing testing fee
 - Proctoring and associated fees
- Ranger College's Testing Center provides free test proctoring services for online students who can attend specific testing sessions at one of the college's locations in Ranger, Stephenville, or Early. Fees associated with online courses are embedded in tuition costs. Students enrolled in online courses can also opt to use Respondus, an organization that offers online proctoring services for a fee, and that enables students to take examinations online at any time, anywhere, in a secure testing environment. For information on Respondus, visit <https://web.respondus.com>.

COURSE REPEAT FEE

The Texas Legislature has eliminated funding to higher education for courses that are attempted three or more times. An attempted course is defined as any course in which a grade is earned on the transcript, including repeated courses and courses dropped with a grade of "W."

In order to compensate for this loss of state funding, students attempting a course for the third or more time will be charged at a rate of three times the regular tuition per semester credit hour for each repeated course. The amount is subject to change each year upon action of the Texas Higher Education Coordinating Board. This rate will be assessed for courses attempted at Ranger College as of the fall semester 2002 or later. This assessment does not include courses attempted at other colleges.

EDUCATIONAL SERVICE FEE

- VN and ADN: \$10.00 per semester hour
- EMS: \$80.00 per semester hour
- Students not enrolled in nursing, EMS, or dual credit: \$65 per semester

CONTINUING EDUCATION TUITION AND FEES

Ranger College may charge a tuition ranging from \$0.50-\$16 per contact hour. Out-of-state tuition is charged at a rate of at least \$4 per hour, or double the in-state tuition, whichever is greater. If textbooks or materials are

required for the course, they will be available at registration for an additional fee. Fees are an additional charge and are assessed per course according to what the market will bear.

PAYMENT OF TUITION AND FEES THROUGH INSTALLMENT

A student enrolling at Ranger College during the fall and spring semesters has the option to pay tuition and fees by installment. A student desiring to pay using the installment plan must meet with the designated business office representative prior to or inclusive of the established deadline to request the program.

ELIGIBILITY

- A student enrolling at Ranger College for any number of credit hours during the fall and spring semesters can pay tuition and fees in the following manner: one-half payment of the tuition and fees by the first class day, followed by one-fourth payment by October 1st and one-fourth payment by November 1st (Fall Semester); one-half payment of the tuition and fees by the first class day, followed by one-fourth payment by March 1st and one-fourth payment by April 1st (Spring Semester). The student must have a payment plan set up in the Herring Bank Payment Plan system, which is available at www.rangercollege.edu.
- If a student receives assistance through the Pell Grant or other grant and scholarship programs, this assistance will be applied to tuition and fees before initiation of the installment plan is authorized. In instances where the Pell Grant or other grant and scholarship programs do not cover the full amount of tuition and fees, the installment plan will be provided as an option to cover the difference.
- Students receiving any type of financial aid that will cover one-half payment of tuition and fees by the first class day and processed by the Ranger College Financial Aid Office may make the remainder of the payments in thirds by the first days of October, November, and December in the Fall, and by the first days of March, April, and May in the Spring).

INSTALLMENT PAYMENT PLAN TERMS

- Failure to make any subsequent installment payments by the end of the semester shall not cancel the obligation to pay the total installment payments and late payment fees.
- A student who fails to make full payment of tuition, fees, room and board, 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 prior to the end of the semester may be denied credit for the work done that semester.
- A student seeking readmission to Ranger College after withdrawing without paying the full amount of tuition, fees, room, and board shall pay all past due installment payments and late payment fees less applicable refunds before readmission will be processed.
- A student completing the semester without meeting the full monetary obligation of the promissory note will have records withheld until full payment is made. Further, the student will be barred from registration, transcript transactions, graduation, and processing of documents.

OVERDUE FINANCIAL OBLIGATIONS

- All accounts must be paid when due. Before the end of each semester or term each student should determine that all accounts are paid. Non-payment of any such accounts will be entered on the student's record and the Registrar's Office will withhold transcripts until the obligation is discharged.
- The student may be dropped from the class rolls for non-payment of any financial obligation.
- Checks returned by the bank for any reason may constitute the student's automatic withdrawal from all classes. Ranger College reserves the right to require payment in cash from individuals with a history of returned checks. Stop payment and closed accounts will be considered the same as returned checks. Ranger College also reserves the right to hold all records until an adequate amount of time has elapsed to ensure the processing and payment of any checks written to clear students' accounts.
- Any fees and/or expenses incurred during the collection of an outstanding or overdue account will be the responsibility of the student.

AUDIT

A lecture course only may be audited on a space-available basis. An audit fee of \$50 is charged for each course. Senior Citizens (65 or older) residing in the Ranger College District may audit on a space-available basis without paying the audit fee.

ROOM AND MEALS

- The charge for room and meals for each semester is \$2,432.00. This may be paid in three installments. One-third payment is due by the first day of October, November, and December in the fall, and by the first day of March, April, and May in the Spring). Room and meal rates are subject to change by action of the Board of Regents.
- If a student obtains an official withdrawal from the Office of the Registrar, charges for living in the dorm and the meal plan will be refunded on a prorated basis. The refund will be computed to the end of the billing week during which the student officially withdraws. The College billing cycle begins on Thursdays and ends on Wednesdays for the room and meal plan.

RANGER COLLEGE POLICY REGARDING OFF-SETTING DROPS AND ADDS

Ranger College, prior to the class census date, will allow hours to be dropped and re-added without penalty to the student if the exchange is an equal one. When the charges for dropped hours are greater than for the hours added, the refund policy as adopted by THECB and outlined in Section 21.5 of the Texas Education Code will be applied to the net charges being dropped. If the charges for hours being added exceed the charges for the hours dropped, the student will pay the net additional charges.

ADDING AND DROPPING COURSES

- A student who wishes to add and drop a course at the beginning of a semester may do so only during the period indicated in the College Calendar. A fee of \$5.00 will be charged for classes dropped. To drop a course during the semester, a student must initiate the procedure with his or her advisor. A Class Drop Form must be signed by the advisor, instructor involved, and sent to the Registrar's Office.

- A course may be dropped on or before the specified date in the College Calendar with a grade of W. A course may be dropped after the specified date only by administrative authorization.
- A student in the developmental education program must remain enrolled in it continually until it has been determined that the student is complete in all Texas Success Initiative (TSI) areas.
- A student must submit a written request to the Registrar's office to drop a course.
- The State of Texas allows only a total of six drops during an individual's total four-year undergraduate enrollment.

EXPERIENTIAL LEARNING

Experiential learning allows students to receive college credit for equivalent educational experiences acquired through earlier schooling situations, work/on-the-job training or life experiences. Upon enrolling in Ranger College, a student may petition for a review of their experiential learning experiences.

Experiential learning credits may be earned through a portfolio assessment:

- through enrollment in an existing section of a course (after consultation with the instructor) and development of an individualized plan for participation and testing based on the instructor's evaluation of skill and experience levels (Departmental Exam).
- Through recommendations of the College Credit Recommendation Service of the Council for Adult and Experiential Learning (CAEL).

Offered via DigiTex and CAEL/LearningCounts, "Developing Your Portfolio for College Credit" is a self-paced course that guides students step-by-step through the preparation and compilation of components required for prior learning assessment portfolio evaluation through LearningCounts.org. After completing the course and their portfolio, students submit their portfolio for assessment by CAEL-trained faculty assessors with the appropriate subject matter expertise (additional cost for portfolio assessment).

The number of equivalent credits awarded may not exceed 25% of the total number of credits required for the specific degree or certificate. No graduation, residency, degree or certificate program requirements will be waived as a result of credits earned through this process.

CREDIT-BY-EXAMINATION

Under certain circumstances, Ranger College grants credit for non-traditionally demonstrated competencies. The student must be enrolled full-time on the official count day and have satisfactorily completed twelve (12) semester credit hours at Ranger College to be eligible for Credit-By-Examination. Students may earn credit in one of the following ways:

1. A minimum score of 3 on the College Entrance Examination Board (CEEB) Advanced Placement Exam (APE), for the following courses:

AP Test Title	Required Score	Course	Hours
Art History	3	ARTS 1301	3
Biology	3	BIOL 1406 and 1407	8
Calculus	3	MATH 2413	4
Chemistry	3	CHEM 1411	4
English Language/Composition	3	ENGL 1301	3
English Literature/Composition	3	ENGL 1301 and 1302	6
Physics 1	3	PHYS 1401	4
Physics 2	3	PHYS 1402	4
Spanish Language and Culture	3	SPAN 1411 and 1412	8
Statistics	3	MATH 1342	3
US Government & Politics	3	GOVT 2305	3
US History	3	HIST 1301 and 1302	6
World History	3	HIST 2321 and 2322	6
Macroeconomics	3	ECON 2301	3

2. A minimum score on the American College Testing Proficiency Examination Program (ACT-PEP) or the Scholastic Aptitude Test (SAT). To receive credit the students must have the following scores or higher.

English 1301 ACT Composite 23 and English 26 OR
 SAT (before March 2015) Composite 1070 and Critical Reading 550 OR
 SAT (beginning March 2015) Critical Reading 530

English 1302 ACT Composite 23 and English 28 or
 SAT Composite (before March 2015) 1070 and Critical Reading 600 OR
 SAT (beginning March 2015) Critical Reading 580

Math 1314 ACT Composite 23 and Math 26 OR
 SAT (before March 2015) Composite 1070 and Math 550 OR
 SAT (beginning March 2015) Math 580

Math 1316 or
 Math 1342 ACT Composite 23 and Math 28 OR
 SAT (before March 2015) Composite 1070 and Math 600 OR
 SAT (beginning March 2015) Math 630

3. A satisfactory score on the College Level Examination Program (CLEP) for certain subjects (not the general examination), as listed below:

CLEP Exam	Required Score	Course	Hours
American Government	50	GOVT 2305	3
American Literature	50	ENGL 2327 and 2328	6
Biology	50	BIOL 1406 and 1407	8
Calculus	50	MATH 2413	4

Chemistry	50	CHEM 1411	4
College Algebra	50	MATH 1314	3
English Literature	50	ENGL 2322 and 2323	6
Financial Accounting	50	ACCT 2301	3
History of the United States I	50	HIST 1301	3
History of the United States II	50	HIST 1302	3
Human Growth and Development	50	PSYC 2314	3
Introduction to Sociology	50	SOCI 1301	3
Introductory Psychology	50	PSYC 2301	3
Precalculus	50	MATH 2412	4
Principles of Macroeconomics	50	ECON 2301	3
Principles of Microeconomics	50	ECON 2302	3
Spanish Language	50	SPAN 1411, 1412	8
Western Civilization I	50	HIST 2321	3
Western Civilization II	50	HIST 2302	3

4. Academic credit may be awarded for certain subjects based on courses completed in the Armed Forces, USAFI, DANTEs, or military experience. Credit will be based on recommendations in the ACE (American Council on Education) Guide.
5. Departmental Examination.
 - To receive Credit-By-Examination, a student must submit a written request to the Vice President of Instruction setting forth the reasons for the request. The Vice President of Instruction will consider the validity of the request and may grant credit or arrange for a departmental examination for the student. Such course credit will not be granted until a student has earned twelve (12) semester credit hours in residency at Ranger College. Upon completion of these requirements, the course will be listed on the student's transcript with the grade of "CR" (Credit-By-Examination). Texas Success Initiative guidelines will be followed.
 - To be eligible for a departmental examination, the student, in addition to meeting the general requirements outlined above, must have completed two units with no grade below "B" in the area of testing during high school. For the grade earned in a departmental examination to be recorded on the official transcript, the student must have been enrolled in the course on the official count day or pay an examination and recording fee of \$10.00 per credit hour prior to taking the examination. The student must earn a minimum grade of "C" on the departmental exam to have the course listed on the transcript. A letter grade will be recorded for a student enrolled in the course and a grade of "P" (Credit-By-Examination) for students who do not enroll.
 - **The deadline for filing a departmental examination is within 30 days after the first-class meeting during the fall and spring semester and the equivalence during other semesters or terms.**
 - Credit earned by examination may be used for graduation or to fulfill prerequisite requirements at Ranger College. **Students may earn a maximum of twelve (12) semester credit hours by this method.** Hours earned by examination will not be included in computing grade point averages, scholastic honors, or residence requirements for graduation.

- A complete list of the approved standardized tests and the minimum scores required for credit at Ranger College is available in the office of the Senior Vice President of Instruction and in the Registrar's Office. **Students should be aware that other colleges have their individual regulations regarding the transfer of non-traditional credits.**

CE TO CREDIT POLICY

Ranger College will award semester course credit for internal and external assessments and for non-traditional training and experience.

The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, professional certification and professional course work, and learning outcomes that are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript.

SACSCOC Standards also include a requirement that "The institution publishes policies for evaluating, awarding, and accepting credit not originating from the institution. The institution ensures (a) the academic quality of any credit or coursework recorded on its transcript, (b) an approval process with oversight by persons academically qualified to make the necessary judgments, and (c) the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission."

Operating Requirements

Ranger College awards credit for courses based on credit from a non-traditional external agency organization. This is available to students who plan to enroll at RC and to currently enrolled students. RC also awards credit for training received while in the United States Armed Services.

Additional non-traditional educational training such as Ranger College training credit (CEU), corporate or industry certifications and trainings, professional certifications, and life experiences may also be considered for Ranger College credit award based on appropriate and consistent criteria.

Procedure

1. The total number of semester credit hours awarded for Credit Awards may vary depending upon the student's program of study; however, the total credit awarded (including transfer credits) cannot exceed 50% of the total credits required for the student's declared program of study. At least 25% of the total credits in a Ranger College student's certificate or AAS degree plan must be earned through regular semester credit hours (SCH) instruction at Ranger College.
2. To receive Credit Awards, students must be enrolled at Ranger College and must meet qualifications of residency. New students who request and meet the standards for Credit Award will be granted credit pending completion of qualification of residency. Credit accepted, but pending, will be considered in advising and scheduling classes.
3. While credit may be awarded by Ranger College for external exams and training, this credit may not satisfy requirements for a specific program of study. Students should check with program advisors to determine if accepted Credit Awards will meet program requirements.

4. Credit Awards which result in course credit will be reflected on the student's transcript with the Ranger College course number. Credit Awards resulting in Ranger College course credit will satisfy degree requirements when the specific course is listed in the degree plan.
5. A grade of CR (credit) will be assigned for any course in which Credit Awards are received. This grade is not computed in the grade point average, and the credit does not count toward calculation of student load for a term.
6. The student is responsible for obtaining documentation of external training and submitting it to the Registrar's Office at Ranger College. Credit Award documentation should be received prior to enrollment for use in course advisement and placement.
7. Credit Awards based on subjective, qualitative evaluation require the approval of the appropriate college administrator(s) as specified for the Credit Award type.

Ranger College Semester Credit for Continuing Education Credits

Ranger College students who have successfully completed continuing education (CEU) courses offered by Ranger College are eligible to apply for a semester credit hour (SCH) course credit. CEU courses from other accredited colleges may be considered, under special circumstances. Only CEU courses approved as workforce education courses in the Workforce Education Course Manual (<http://www.theccb.state.tx.us/apps/workforceed/wecm>) that are offered by Ranger College are eligible for a SCH credit.

CEU coursework must be demonstrated to be substantially the same as the equivalent SCH coursework. SCH equivalencies for CEU courses must be fully documented to show that individual continuing education students have met the same or similar objectives, rigor, course evaluation process, and course competencies. Faculty qualification standards are the same as would be required in the equivalent SCH course.

Once a student has submitted a Continuing Education Hours (CEUs) to Semester Credit Hours Evaluation Form to the division head, the college evaluation procedure will include the following requirements:

1. The division head will ensure that the following required criteria are evaluated and documented prior to recommending an SCH course equivalency for CEU coursework:
 - a. The actual number of class/lab (contact) hours in the CEU course is comparable to the approved number of contact hours for the SCH WECM equivalent course.
 - b. The instructor of the CEU class holds the credentials/experience that would be required of an instructor teaching the SCH equivalent of the WECM course, as defined by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
 - c. The course tasks, competencies, and learning outcomes for the CEU course are equivalent to those of the SCH version of the WECM course.
 - d. The course requirements for satisfactory completion of the CEU course are equivalent to those of the SCH version of the WECM course.
 - e. Students in the CEU course are evaluated/assessed comparably to students in the equivalent SCH version of the WECM course.
 - f. The student has received a satisfactory (passing) final grade for the CEU course.

2. Division chairs may consider additional criteria, such as results from formal certification or licensure exams taken as part of or at the conclusion of the CEU course. Appropriate documentation of any additional criteria considered by the division head must be included with the Continuing Education Hours (CEUs) to Semester Credit Hours Evaluation Form.
3. In documenting the equivalency of CEU coursework to SCH coursework, the division head may utilize any of the following to establish sufficient justification for recommending a SCH equivalency for a CEU course:
 - a. Written documentation provided by the student and/or instructor of a course syllabus, lesson plans, assignments, attendance records, test scores, and final grade.
 - a. Interview with student and/or instructor of record.
 - b. Written documentation of instructor credentials including official transcripts, resumes, and/or work experience for the instructor of record.
 - c. Written documentation from and/or interview with the provider institution of the CEU course.
4. Based on the documentation and evaluation of the CEU coursework, the division head may (1) recommend approval of equivalent SCH course credit to the appropriate director or dean or (2) close the request with no recommendation for approval. The division head will notify the student promptly when the request for SCH equivalent course credit is closed with no recommendation for approval.
5. When a director or dean receives a recommendation from a division head for equivalent SCH course credit for a CEU course, the director or dean may (1) recommend approval of equivalent SCH course credit to the Vice President of Instruction or designee or (2) close the request with no recommendation for approval. The director or dean will notify the student promptly when the request for SCH equivalent course credit is closed with no recommendation for approval.
6. When the Vice President or designee receives a recommendation from a director or dean for equivalent SCH course credit for a CEU course, the Vice President or designee may (1) approve the equivalent SCH course credit or (2) close the request with no approval. The Vice President or designee will notify the student promptly when the request for SCH equivalent course credit is either approved or not approved.
7. When the Vice President or designee approves an equivalent SCH course, the approved form and related documentation are submitted to the Registrar's Office for processing. The Vice President or designee has final authority for awarding equivalent SCH credit of CEU coursework.
8. Additional fees as approved by the Board of Regents may apply for evaluation of CEU coursework for SCH course credit.
9. Students who are not awarded SCH equivalent credit for CEU coursework are eligible to earn credit through departmental exams.

Responsibilities

- A. Students
 1. Request and /or submit all official documents to begin evaluation of credit award.
 2. Pay any additional fees required, if applicable, as approved by the Board of Regents for the SCH Credit Award.
- B. Division Chair
 1. Evaluate and document submitted materials to ensure equivalency of CEU coursework to SCH coursework.

2. Recommend approval of equivalent SCH course credit to the appropriate director or dean or close the request with no recommendation for approval
 3. Notify the student promptly when the request for SCH equivalent course credit is closed with no recommendation for approval.
- C. Vice President of Instruction (or Designee): Review all documentation and submit forms and documentation to the Registrar's Office approving or declining credit award.
- D. Registrar's Office: Review all documentation and enter all approved credit on the student's transcript.

TRANSFERS, WITHDRAWALS, AND REFUNDS

TRANSFER POLICY

Ranger College accepts students by transfer from any regionally accredited junior/community college, college, or university as long as the applicant is eligible for readmission to the institution in which he/she was last enrolled. Full credit is given for courses listed in the "Community College General Academic Course Guide Manual" or for equivalent courses from regionally-accredited public or private junior or senior colleges. Credit for courses in which a passing grade (D or better) has been earned may be transferred to Ranger College from a post-secondary institution that is accredited by one of the regional accrediting bodies.

To be admitted by transfer to Ranger College the student must follow this procedure:

1. File an application for admission.
2. Have official transcripts sent from all institutions of higher education previously attended to the Registrar's Office by the granting institution.

The Registrar at Ranger College will evaluate each transcript with assistance from the Vice President of Instruction, Counselor, or faculty members as needed. Acceptance of transfer courses does not imply full applicability toward graduation requirements, including grade point average and residency.

Certain exceptions to the requirement that the institution from which credits are transferred be accredited are allowed, and will be considered by Ranger College on an individual basis. Additional information about this is available in the offices of the Registrar or the Vice President of Instruction.

WITHDRAWAL FROM THE COLLEGE

A student may apply to the Registrar to withdraw from the College. The application to withdraw may be honored if the student's records with the College are clear. The following steps must be completed:

1. Obtain an official withdrawal form from the Office of the Registrar.
2. Obtain the signatures of each person listed on the form.
3. Return the official withdrawal form to the Office of the Registrar.
4. A student must submit a request in writing to completely withdraw from Ranger College. This request must be sent to the Registrar's Office.

A student who stops attending class and who fails to officially withdraw is subject to a grade of “F” in each course. All steps requesting a withdrawal must be completed before the last class day prior to the beginning of final examinations.

REQUESTING A TRANSCRIPT

In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, student academic records are classified as confidential, and may be released only with the student’s **written authorization and signature**.

In order to request a transcript, a student must submit an online transcript request and pay the required fee through their Campus Connect.

Students who attended Ranger College before the Fall of 1988 must:

- Print out a Transcript Request Form from the Ranger College website.
- Fill out the form with the requested information.
- Fax or mail it to the fax number or mailing address provided on the form.
- Make payment to the Ranger College Bursar’s Office.

Requests will be honored as quickly as possible. During peak periods (i.e., registration, commencement) there will be a delay. Transcripts should be requested a minimum of one week in advance of these events. The transcript fee is \$5.00 per transcript. The fee includes delivery by standard U.S. or International mail. Expedited or tracked delivery services may incur an additional cost. New graduates will receive two free transcripts sent by standard mail (within 30 days of graduation).

REFUND POLICY

1. The guidelines listed below are followed when a request for a refund is received.
 - A. The first class day refers to the day on which the semester is designated to begin according to the Ranger College catalog.
 - B. Class days are the number of calendar days the institution normally meets for classes, not the days a particular course meets.
 - C. Students who register late will have the time already lapsed in the semester counted against them.
 - D. A withdrawal or drop is not considered to be official until the proper notification is received in the Office of the Registrar.
2. Students who officially drop a course or courses or officially withdraw from Ranger College (or who are officially dismissed from Ranger College) and are enrolled in semester-length courses shall receive refunds of mandatory tuition and fees in excess of the minimum tuition as follows:
 - A. *Fall and Spring Semesters*

Prior to the first class day	100%
During the first fifteen class days	70%
During class days sixteen through twenty	25%
After the twentieth class day	NONE
 - B. *Summer Semesters*

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

Refunds are not available for the Follett ACCESS fee or the Mandatory student accident plan after the first class day.

- Students who officially drop a course or courses or officially withdraw from Ranger College (or who are officially dismissed from Ranger College) and are enrolled in flex entry and/or non-semester-length courses with a census date other than the 12th class day (4th class day for a six-week summer semester) shall receive refunds of mandatory tuition and fees in excess of the minimum tuition as follows:

Prior to first class day	100%
After classes begin	Refer to table below

Length of Class Term	Last Day for	Last Day for
In Weeks	70% Refund	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

- Tuition and fees paid directly to the institution by a sponsor, donor, grant or scholarship shall be refunded to the source rather than directly to the student who has withdrawn if the funds were made available through the institution. Certain fees are not refundable.
- Immediate refunds are not issued at time of withdrawal but will be mailed to the address left by the student with the Business Office. Refunds will not be made until after the last day for refunds. All claims for loss or damage, loans, returned checks or other debts will be considered before refunds are processed.

6. If a student withdraws because the student is called into active military service, the institution, at the student's option, shall:
 - a. refund the tuition and fees paid by the student for the semester in which the student withdraws;
 - b. grant a student, who is eligible under the institution's guidelines, an incomplete grade in all courses by designating "withdrawn-military" on the student's transcript; or
 - c. as determined by the instructor, assign an appropriate final grade or credit to a student who has satisfactorily completed a substantial amount of course work and who has demonstrated sufficient mastery of the course material.
7. Examples of refund calculations are available upon request.

RETURN OF TITLE IV FUNDS POLICY

In Accordance with the Higher Education Amendments of 1998, institutions are now required to calculate a "Return of Title IV Funds" for all students who:

- Receive Title IV financial aid, AND
- Withdraw before completing at least 61% of the enrollment period.

The Return of Title IV funds policy is simply a calculation determining what portion of financial aid must be returned to the Title IV HEA program(s). The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the period. Calendar days are used but breaks of at least five consecutive days are excluded from both the numerator and denominator. The College will calculate the State Refund Policy to determine if the student will owe the institution any funds once the "Return of Title IV Funds" calculation has been completed. Returns must be distributed in the following order:

1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Federal PLUS Loans
4. Federal Pell Grant Program
5. Federal Supplemental Educational Opportunity Grant (FSEOG)
6. Other Student Financial Aid Programs
7. Other Federal, State, Private or Institutional sources of aid
8. The student

The college will use the official withdrawal date as it appears on the clearance sheet from the Registrar's Office. If the student does not officially withdraw, the college will contact instructors to determine the student's last attendance in class or at a school sponsored function to determine the last date of attendance.

The college must return unearned funds for which it is responsible to Title IV programs as soon as possible, but no later than 45 days from the determination of a student's withdrawal.

If a student did not receive all the aid that was earned prior to withdrawal, the student may be eligible to receive a post-withdrawal disbursement. The college must notify the student of post-withdrawal disbursement eligibility no later than 30 days after the college determines that the student withdrew. The student will have 14 business days to contact the college regarding the disbursement or the college will return the funds to the appropriate Title IV programs.

Early withdrawal from Ranger College may result in a student owing money to the college or the federal government or both. If a student completes over 60% of the program length, the student is considered to have completed 100% for Return to Title IV purposes.

CONTINUING EDUCATION REFUND POLICY

A community/junior college or technical college must follow the applicable refund policy outlined in subsection (a) (1) and (2) of this section for courses associated with any program which is approved for Title IV federal funding. The refund policy for Continuing Education is: 100% refund prior to the first day of class if Ranger College cancels the class. If the student officially drops during the first class day, there will be an 80% refund of tuition. There is no refund after the first class day. Refunds will be mailed to the student's permanent address two to four weeks after the class is officially dropped. The institution may determine a refund policy for another program. Therefore, regarding online continuing education classes provided by a proprietor vendor, the refund policy will be the following: Once the program curriculum is accessed online or through submission of a material shipment confirmation, refunds cannot be issued.

ACADEMICS

ABSENCE POLICY

- Regular and punctual attendance in all classes and labs is considered essential for optimum academic success. If the student has the equivalence of 2 weeks of unofficial absences in a course in which he/she is currently enrolled, the instructor may drop the student from the course with a grade of “F”. It is the responsibility of the instructor to keep an accurate and comprehensive record of attendance.
- Unofficial absences are counted from the first day of class as listed in the College Calendar, regardless of the date of the student’s registration.
- The only official absence is an authorized College activity. All work and/or assignments missed because of an official absence must be completed within one week or the official absence may count as unofficial. An official absence during the one-week period does not extend the deadline for the completion of assignments. A student in the developmental education program must remain enrolled in it continually until it has been determined that the student is complete in all TSI areas.

Attendance policies for nursing and cosmetology programs are detailed in their respective program handbooks.

Student Absences on Religious Holy Days

A religious holy day is a holy day observed by a religion whose places of worship are exempt from property taxation under the Texas Tax Code 11.20. In accordance with the Texas Education Code 51.911, Ranger College will excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day and travel for that purpose. A student whose absence is excused may not be penalized for that absence and will be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. Policies and procedures for absences due to religious holy days will be consistent with the College’s policies and procedures related to other excused absences.

If a student and an instructor disagree about the nature of the absence being for the observance of a religious holy day as defined above, or if there is a similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the President of the College or his or her designee. The student and the instructor shall abide by the decision of the President or his or her designee.

SYSTEM OF GRADING

The letters A, B, C, D, F, I, W, Q, L and P are used in the grading system of the College. These letters have the following significance:

A	Indicates excellent work (4.00)
B	Indicates good work (3.00)
C	Indicates satisfactory work (2.00)
D	Indicates passing work (1.00)
F	Indicates failure. This grade is also given if a student ceases to attend any class without going through the official drop procedure. (0.00)

- I* Indicates that the student has finished satisfactorily the work of the semester except for an examination or some similar requirement. A grade of I will become F if the required work is not completed by the end of the following long semester.
- W* Indicates that the student has requested to be officially withdrawn from a course on or before the drop date listed in the College Calendar. The process must be completed by the student in the Registrar's Office on or before this date.
- Q* Indicates that the student has totally withdrawn from College. The last day to receive a grade of Q' is the last class day prior to the beginning of final exams as listed in the College Calendar.
- L* Indicates Leave of Absence. A student may request a Leave of Absence (LOA) from the college under certain circumstances. Students requesting an LOA must make the request by completing the Ranger College Leave of Absence Request Form, available in the Office of the Senior Vice President of Instruction. The Ranger College Leave of Absence Policy is available by contacting the Office of the Senior Vice President of Instruction.
- P Indicates Credit-By-Examination. Hours earned by examination will not be included in computing grade point averages, scholastic honors, or residence requirements for graduation.

The grading systems for the vocational nursing, associate degree nursing, and cosmetology programs are detailed in their respective handbooks.

* NOTE: Grades marked with an asterisk are not included when computing a student's grade point average.

MONITORING GRADES

Students are able to monitor their academic progress through the Canvas & Blackboard grade centers. Final grades will be available at the end of the semester in Campus Connect.

REPEATING A COURSE

A course may be repeated at Ranger College or another institution if a student desires to attempt to improve a grade received in a course. *However, the last grade received will be recognized as the permanent grade.* When a course is repeated, the first course enrollment will not be included in calculating grade point averages or in calculating total hours for graduation at Ranger College. A course that is repeated does not remove the earlier course from the permanent record.

ACADEMIC DISHONESTY AND PLAGIARISM

Academic dishonesty is defined as any form of cheating, plagiarism, or falsification of scholastic records. The first instance of documented academic dishonesty results in zero credit on that assignment and a mandatory discussion with the course instructor. A second instance of academic dishonesty or plagiarism in the same class results in automatic failure of the course. The instructor will notify in writing the student, the VP of Instruction, the Registrar, and any relevant coach or high school counselor.

ACADEMIC PROBATION AND SUSPENSION

All students must maintain a satisfactory level of academic achievement in order to remain in good standing at Ranger College. This level of academic achievement is determined on the basis of each student's cumulative

grade point average, calculated on the basis of all academic work attempted at Ranger College and/or presented for transfer. Developmental coursework is included.

Probation: Any student failing to maintain the minimum academic requirements listed below will be placed on academic probation.

- On 15 semester hours or less attempted, a student must have a cumulative grade point average of not less than 1.50.
- On 16 to 30 semester hours attempted, a student must have a cumulative grade point average of not less than 1.75.
- On 31 semester hours or more attempted, a student must have a cumulative grade point average of not less than 2.00.

A 2.00 cumulative grade point average is required on all courses presented for graduation.

Probation Continued: Any student who is placed on probation may remain in school on a status of “probation continued” if they make a 2.0 grade point average in the previous term even if the cumulative is not at the academic requirements below.

- On 15 semester hours or less attempted, a student must have a cumulative grade point average of not less than 1.50.
- On 16 to 30 semester hours attempted, a student must have a cumulative grade point average of not less than 1.75.
- On 31 semester hours or more attempted, a student must have a cumulative grade point average of not less than 2.00.

A student on probation will remain on probation until that student’s grade point average for the previous semester has raised his or her cumulative grade point average to a 2.00 or above.

Suspension: Students who are on academic probation and do not meet the requirements for “probation continued” status will be placed on academic suspension.

A student placed on academic suspension by Ranger College or any other institution will not be permitted to enroll or re-enroll until one long semester (Fall or Spring) has transpired.

Students returning from academic suspension will be admitted on academic probation. Athletic eligibility and financial aid requirements are different in some cases from academic progress requirements. Athletic eligibility questions should be referred to the head coach or Athletic Director. Financial aid eligibility questions should be referred to the Financial Aid Director.

Vocational nursing students should consult the **Vocational Nursing Handbook** for scholastic requirements of the vocational nursing program.

Veterans should consult the Registrar for scholastic requirements of the Veterans Administration. Veterans not making satisfactory progress will be reported to the Veterans Administration at the end of the semester. Veterans who drop a course or withdraw from school will be reported immediately to the Veterans Administration.

ACADEMIC GRIEVANCE

All academic grievances must be filed before the end of the following long semester after the assignment of a disputed grade or grades. This includes the denial of credit from another institution of higher education. The Academic Grievance Procedure is outlined in detail in the Student Handbook.

SERVICEMEMBERS OPPORTUNITY COLLEGES CONSORTIUM (SOC)

The Ranger College District is a member of the Servicemembers Opportunity Colleges (SOC) Consortium and the SOC Degree Network System. Established in 1972, SOC is a consortium of national higher education associations and more than 1,700 institutional members. SOC Consortium institutional members subscribe to principles and criteria to ensure that quality academic programs are available to military students, their family members, civilian employees of the Department of Defense (DOD) and Coast Guard, and veterans. A list of current SOC Consortium member institutions can be found on the SOC website at <http://www.soc.aascu.org>.

SOC DEGREE NETWORK SYSTEM

The SOC Degree Network System (DNS) consists of a subset of SOC Consortium member institutions selected by the military services to deliver specific associate and bachelor's degree programs to servicemembers and their families. Institutional members of the SOC DNS agree to special requirements and obligations that provide military students, their spouses and college-age children with opportunities to complete college degrees without suffering loss of academic credit due to changes of duty station. SOC operates the 2- and 4-year Degree Network System for the Army (SOCAD), Navy (SOCNAV), Marine Corps (SOCMAR), and Coast Guard (SOCCAST). Refer to the SOC Degree Network System -2 and -4 Handbooks to view associate and bachelor's degree programs, location offerings, and college information. An electronic version of the Handbook is posted on the SOC website, <http://www.soc.aascu.org>, on the SOCAD, SOCNAV, SOCMAR, and SOCCOAST home pages.

ACADEMIC HONORS

As early as possible after the end of each long semester, the Registrar will compile the President's and Dean's List. The criteria for these honors include a student who was full-time during the previous long semester in residence with the following grade point average:

- President's List: 4.0
- Dean's List: 3.0 to 3.99

The system of grade points used to indicate the quality of work of the student follows:

- Grade A - 4 grade points for each semester hour
- Grade B - 3 grade points for each semester hour
- Grade C - 2 grade points for each semester hour
- Grade D - 1 grade point for each semester hour
- No grade points are allowed for grade F, I, W, Q, L and CR.

No grade points are allowed for developmental courses for graduation or honors.

GRADUATION WITH HONORS

Those members of a graduating class receiving an Associate Degree who have an average of at least 3.8 grade points per semester hour on all work taken at Ranger College are graduated with High Honors, and those students who complete their work with an average of at least 3.5 grade points but less than an average of 3.8 grade points per semester hour are graduated with Honors. To be considered for graduation with honors, a student must have completed at least thirty semester hours in residence at Ranger College. Only grades earned at Ranger College will be considered.

MANDATORY TESTING: TEXAS SUCCESS INITIATIVE (TSI)

- The Texas Higher Education Coordinating Board implemented the Texas Success Initiative in the fall of 2003. This program requires institutions to assess the academic skills of entering undergraduate students prior to enrollment. This requirement applies to all full-time and part-time students enrolled in a degree program or a certificate program containing 42 or more hours. *
- The TSI Assessment is accepted at Ranger College for placement purposes for those students not already exempt. Previously accepted tests such as ASSET, COMPASS, ACCUPLACER, and the TASP are no longer accepted for new college students after August 2013. Any student who has not taken the TSI assessment instrument will not be permitted to enroll in courses other than non-credit, developmental, or pre-collegiate courses until he or she has taken this assessment.
- Under the Texas Success Initiative, a student who fails to meet the minimum passing standard will be required to participate in a developmental program. Each student will have an individualized plan which will include the appropriate developmental education necessary to ensure readiness of the student to perform freshman-level academic coursework.
- A student in the developmental education program must remain enrolled in it continually until it has been determined that the student is complete in all TSI areas.
- Grade points and semester hour credits attained in developmental courses are counted toward financial aid eligibility and athletic eligibility but are not counted toward graduation.

Performance on the TSI/alternative tests will not be used as a condition for admission.

* NOTE: The cosmetology, vocational nursing, welding, machining, and EMT certificate programs are exempt from TSI requirements. See a Ranger College counselor or advisor for information on TSI exemptions.

DEVELOPMENTAL STUDIES PROGRAM

The developmental studies program at Ranger College is designed to help students who need to improve their basic skills in reading, writing, and mathematics. The program has two major goals: (1) to help the student prepare to meet the requirements of the Texas Success Initiative, and (2) to help the student gain the skills necessary to be successful in academic classes at the college level.

Students who are identified as possessing skills below college level in reading, mathematics, and/or writing will be required to take developmental courses in the particular subject area. Students are placed in developmental coursework based on holistic placement procedures using both quantitative and qualitative data, including, but not limited to: TSI scores, high school GPA, prior coursework, motivation, and TSI diagnostic profiles. Developmental courses are non-transferable college credit and may not be counted or used as hours towards graduation. These courses are open to all students.

In accordance with requirements established by the Texas Higher Education Coordinating Board, Ranger College's developmental studies program employs a corequisite model in which students who are placed in a developmental course are simultaneously enrolled in their first college-level course in the same subject. Academic advisors guide students through the enrollment process to ensure the correct selection and alignment of developmental and corequisite college-level courses, as well as the correct route of advancement through the program.

Developmental courses at Ranger College include:

- ENGL 0300: Beginning Reading and Writing I
- ENGL 0301: Beginning Reading and Writing II
- MATH 0342: Foundations of Math
- MATH 0314: Intermediate Algebra

GRADUATION UNDER A PARTICULAR CATALOG

Candidates for any degree or certificate must meet the graduation requirements as set forth in the catalog for the year of first enrollment, provided that more than five years have not elapsed since that enrollment, or they may choose to graduate under the current catalog. If more than five years have elapsed since initial enrollment, candidates must graduate under the current catalog.

CORE CURRICULUM FOR ASSOCIATE OF ARTS AND ASSOCIATE OF SCIENCE DEGREES

The degree requirements for the Associate of Arts (A.A.) in general studies, the Associate of Arts in Teaching (A.A.T.), and the Associate of Science (A.S.) in general studies include a 42-hour core of general education courses emphasizing the need for basic intellectual competencies—reading, writing, speaking, critical thinking—as well as broad intellectual perspectives including historical and political consciousness; multicultural awareness; numerical comprehension and analysis; and concern for ethics, aesthetics, and personal and social values. These courses are designed not only to help students understand and appreciate their heritage, but to prepare them for responsible citizenship in a rapidly changing world. Competency in each of the core components is established by successful completion of the appropriate courses. The general education courses in the core curriculum for the A.A., A.A.T., and A.S. Degrees are as follows.

Ranger College Core Curriculum		
CORE COMPONENT	COURSE SELECTION	CREDIT HOURS
Communication	ENGL 1301 and 1302	6
Mathematics	Choose one of the following: MATH 1314, 1316, 1324, 1325, 1332, 1342, 2312, 2413	3
Life and Physical Science	Select two of the following: BIOL 1406, 1407, 1408, 1409, 2401, 2402, 2420, 2421 CHEM 1411, 1412 GEOL 1403, 1404 PHYS 1401, 1402	8
Language, Philosophy and Culture	Choose one of the following: ENGL 2322, 2323, 2326, 2327, 2328, 2332, 2333 HIST 2321, 2322	3
Creative Arts	Choose one of the following: ARTS 1301 DRAM 1310 MUSI 1306, 1310	3
American History	Take both of the following: HIST 1301, 1302	6
Government/Political Science	Take both of the following: GOVT 2305 and 2306	6
Social and Behavioral Sciences	Choose one of the following: PSYC 2301, 2314 SOCI 1301 ECON 1301, 2301	3
Component Area Option	Take both of the following: EDUC 1100 or PSYC 1100 SPCH 1311 or 1315	4
		TOTAL 42

REQUIREMENTS FOR GRADUATION

Associate of Arts in General Studies

The Associate of Arts Degree will be awarded to students who meet the following requirements:

1. Successful completion of sixty semester hours of college-level work.
2. Successful completion of the core curriculum as listed above, which includes the following courses:
 - Six semester hours of Communication.
 - Three semester hours of Math.
 - Eight semester hours of Life and Physical Science.
 - Three semester hours of Language, Philosophy and Culture.
 - Three semester hours of Creative Arts.
 - Six semester hours of American History.
 - Six semester hours of Government/Political Science.
 - Three semester hours of Social and Behavioral Sciences
 - Four semester hours of the Component Area. Either EDUC 1100 or PSYC 1100, plus SPCH 1315.

In addition to the core:

- Three additional semester hours to be chosen from the following: ENGL 2311, 2322, 2323, 2326, 2327, 2328, 2332, 2333, 2341
- Fifteen hours of electives.

Associate of Arts in Teaching Degree

The Associate of Arts Degree in Teaching Degree will be awarded to students who meet the following requirements:

1. Successful completion of sixty semester hours of college-level work.
2. Successful completion of the core curriculum as listed above, which includes the following courses:
 - Six semester hours of Communication.
 - Three semester hours of Math. (MATH 1314, 1332, 1342)
 - Eight semester hours of Life and Physical Science (For EC-6 it must be BIOL 1406 & CHEM 1411).
 - Three semester hours of Language, Philosophy and Culture.
 - Three semester hours of Creative Arts.
 - Six semester hours of American History.
 - Six semester hours of Government/Political Science.
 - Three semester hours of Social and Behavioral Sciences
 - Four semester hours of the Component Area. Either EDUC 1100 or PSYC 1100, plus SPCH 1315.

In addition to the core for EC-6:

- Six additional hours of mathematics: MATH 1350 & 1351
- Four additional hours of Life and Physical Science (GEOL 1403)
- Three additional hours of Creative Arts
- Six hours of EDUC 1301 & 2301

In addition to the core for Middle-Level Math:

- Nine additional hours of mathematics: MATH 1350, 1351, & 1342
- Three additional hours of science.
- Six hours of EDUC 1301 and 2301

In addition to the core for General Area:

- Six additional hours of mathematics: MATH 1350 & 1351
- Three additional hours of science.
- Six hours of EDUC 1301 and 2301
- Three hours of content area courses

1. A minimum cumulative grade point average of 2.00 on all college-level courses completed at Ranger College and a minimum cumulative grade point average of 2.00 in all courses presented for graduation.
2. Successful completion of twenty-five percent (25%) of the required hours from Ranger College to graduate with the Associate of Arts degree.
3. Not in excess of fifteen semester hours by correspondence and twelve semester hours by Credit-By-Examination.
4. Successful completion of all Texas Success Initiative requirements. (Developmental courses may not be counted or used as hours towards graduation.)
5. Satisfactory settlement of all business accounts.
6. All disciplinary matters must be resolved with the Office of the Vice President for Student Services.

Associate of Science in General Studies

The Associate of Science Degree will be awarded to students who meet the following requirements:

1. Successful completion of sixty semester hours of college-level work.
2. Successful completion of the core curriculum as listed above, which includes the following courses:
 - Six semester hours of Communication.
 - Three semester hours of Math.
 - Eight semester hours of Life and Physical Science.
 - Three semester hours of Language, Philosophy and Culture.
 - Three semester hours of Creative Arts.
 - Six semester hours of American History.
 - Six semester hours of Government/Political Science.
 - Three semester hours of Social and Behavioral Sciences
 - Four semester hours of the Component Area. Either EDUC 1100 or PSYC 1100, plus SPCH 1315.

In addition to the core:

- Three additional semester hours of mathematics OR four additional semester hours of life and physical science.
 - Fifteen hours of electives.
3. A minimum cumulative grade point average of 2.00 on all college-level courses completed at Ranger College and minimum cumulative grade point average of 2.00 in all courses presented for graduation.
 4. Successful completion of twenty-five percent (25%) of the required hours from Ranger College to graduate with the Associate of Science degree.
 5. Not in excess of fifteen semester hours by correspondence and twelve semester hours by Credit-By-Examination.
 6. Successful completion of all Texas Success requirements. (Developmental courses may not be counted or used as hours towards graduation.)
 7. Satisfactory settlement of all business accounts.
 8. All disciplinary matters must be resolved with the Office of the Vice President for Student Services.

Associate of Applied Science (Workforce Programs)

The Associate of Applied Science Degree will be awarded to students who meet the following requirements:

1. Successful completion of an approved program of study.
2. A minimum cumulative grade point average of 2.00 on all college-level courses completed at Ranger College and minimum cumulative grade point average of 2.00 in all courses presented for graduation.
3. Successful completion of twenty-five percent (25%) of the required hours from Ranger College to graduate with the Associate of Applied Science degree.
4. Not in excess of fifteen semester hours by correspondence and twelve semester hours by Credit-By-Examination.
5. Successful completion of all Texas Success requirements. (Developmental courses may not be counted or used as hours towards graduation.)
6. Satisfactory settlement of all business accounts.
7. All disciplinary matters must be resolved with the Office of the Vice President for Student Services.

Certificate of Completion

1. Successful completion of an approved program of study.
2. A minimum cumulative grade point average of 2.00 for courses which apply to the certificate and have been completed at Ranger College. The licensed vocational nursing program requires an 80% passage rate on all course work.
3. Successful completion of twenty-five percent (25%) of the required hours from Ranger College to graduate with a Certificate of Completion.
4. Successful completion of all Texas Success requirements, if required. (Developmental courses may not be counted or used as hours towards graduation.)
5. Satisfactory settlement of all business accounts.
6. All disciplinary matters must be resolved with the Office of the Vice President for Student Services.

GRADUATE GUARANTEE PROGRAM FOR AAS OR CERTIFICATE OF COMPLETION

Guarantee for Job Competency

If a recipient of an Associate of Applied Science or certificate of completion is judged by his or her employer to be lacking in technical job skills identified as exit competencies for his or her specific degree program, the graduate will be provided tuition-free credit hours of additional skill training by Ranger College under the conditions of the guarantee policy. This guarantee includes the number of tuition-free credit hours as defined here:

Degree or Certificate Tuition-free Credit Hours: Certificate of completion (15-29 hours) up to 3 credit hours, certificate of completion (30-42 hours) up to 6 credit hours, Associate of Applied Science Degree up to 9 credit hours.

Special conditions that apply to the guarantee include the following:

1. The graduate must have earned the Associate of Applied Science degree or certificate of completion beginning September 1993, or thereafter in a technical, vocational or occupational program identified in the college's General Catalog.
2. The graduate must have completed requirements for the Associate of Applied Science degree or certificate of completion with Ranger College as stated in the requirements for graduation in the college's General Catalog. The degree or certificate must have been completed within three years.
3. Graduates must be employed full-time in an area directly related to the area of program concentration as certified by the Senior Vice President of Instruction.
4. Employment must commence within 12 months of graduation.
5. The employer must certify in writing that the employee is lacking entry-level skills identified by Ranger College as program exit competencies and must specify the areas of deficiency within 90 days of the graduate's initial employment.
6. The employer, graduate, department head, job placement counselor, and appropriate faculty member will develop a written educational plan for retraining.
7. Retraining will be limited to credit hours related to the identified skills 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 agreed upon for the educational plan.
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. A student's sole remedy against Ranger College and its employees for skill deficiencies will be limited to 3, 6, or 9 credit hours of tuition-free education under the conditions described above.
12. Activation of the "Graduate Guarantee Program" may be initiated by contacting the Senior Vice President of Instruction within 90 days of the graduate's initial employment.

INTENT TO GRADUATE

Students intending to graduate must submit an Application for Degree form, located at www.rangercollege.edu on the Student Information page. The application must be submitted by the eighth week of the semester upon

which the student intends to graduate. The fee to graduate is built into the tuition and fees charged to students, so there is no charge to walk at the ceremony.

Students walking at the graduation ceremony will receive a cap, gown, tassel, and cords (if applicable). Students will also receive a diploma and diploma cover. Each additional diploma costs \$10.

ATTENDANCE AT COMMENCEMENT

Candidates for a certificate or degree are expected to attend commencement exercises. In unusual circumstances, a candidate may be excused by the Registrar. Students who receive any form of financial aid or scholarship assistance from Ranger College are expected to participate in commencement exercises. Students who participate in commencement exercises will be exempt (unless they otherwise wish to improve their grade) from the traditional final examinations during the appropriate semester of graduation.

CODE OF STUDENT CONDUCT AND DISCIPLINE

Admission to the College confers special benefits not available to all citizens, but acceptance of the benefits imposes additional responsibilities. When a student enters Ranger College, it is assumed that they have a serious purpose and a sincere interest in their development.

It is the intent of the College to grant the student as much freedom as is compatible with the ordinary rules of society governing the proper conduct of all citizens.

Definite disciplinary regulations are, therefore, kept to a minimum. Enrollment at Ranger College signifies that a student recognizes the authority of the College, and they agree to abide by the policies and regulations of the College or its representatives.

RESPONSIBILITY FOR KNOWLEDGE OF POLICIES, RULES, AND REGULATIONS

The Code of Student Conduct is subject to change by action of the Board of Regents. Each student should be familiar with all published policies, rules and regulations of the college. Copies of such documents will be available to the student for inspection in the Campus Support Services offices and on the Ranger College webpage (www.rangercollege.edu). The student is responsible for obtaining published materials to update the items in this code. Each student is expected to comply with the college's established policies, rules and regulations as well as federal, state, and local laws. This principle extends to conduct off campus which is likely to have adverse effect on the college, or on the educational process, or which characterizes the offender as an unfit associate for other students.

STUDENT MISCONDUCT

Each student is expected to act in a manner consistent with a college student attending an educational institution. Any individual or student organization guilty of misconduct while enrolled at Ranger College is subject to disciplinary sanction(s), condition(s) and/or restriction(s). Actions and behavior constituting misconduct or prohibited behavior are detailed in the Student Handbook in the section on student misconduct.

STUDENT SERVICES

LIVING AND DINING ACCOMMODATIONS

An important aspect of the total educational experience while attending college is the students' living situation. Daily experiences in the residence hall have a profound influence on the individual's growth and development which cannot be obtained in the classroom. All single undergraduate students who do not live with their parents and carry 12 or more semester hours on the Ranger campus are required to reside in a college residence hall. Any deviation from this policy must have written approval from the Vice President of Student Services prior to the time of registration. A student whose academic course load falls below 12 semester hours may be asked to move from a residence hall.

The College maintains four residence halls for men: Ranger Hall, which will accommodate 96; Nicksick Hall, which will accommodate 48; Meyerson Hall, which will accommodate 68 and Regents Hall, which will accommodate 32.

The College maintains two residence halls for women: Wagley Hall, which will accommodate 96; and Kuykendall Hall, which will accommodate 48.

A Housing Administration Fee of \$100.00 is required of each dormitory resident, which will cover both the Fall and Spring semesters, and is due and payable prior to their occupancy in a dormitory room. Application, accompanied by the \$50.00 application fee, is submitted to the office of the Campus Support Services. Room assignments are made by the Vice President of Student Services. The \$100.00 fee is non-refundable.

In the cafeteria, capable personnel prepare and serve well-balanced, nutritional meals at a minimal cost. **All resident students are required to purchase the college meal plan.** A student requiring a special diet may make a formal request to the cafeteria manager for special diet considerations.

The cafeteria and all residence halls will be closed during Thanksgiving and Christmas Holidays, Spring Break, and between semesters. As necessary repairs and cleaning will be done during these periods, the residence halls must be vacated.

STUDENT HEALTH SERVICES AND INSURANCE

Good health is conducive to learning. For this reason, Ranger College has elected to provide to students for \$35 annually an accident insurance policy. This policy is made available through an independent insurance company and is not insured by Ranger College. Students may inquire about this policy in the Office of Student Services to receive a brochure and claim form.

Ranger College encourages each student to undergo a medical examination prior to initial enrollment. The College does not provide medicine, hospitalization, or surgical services, nor does it assume responsibility for injuries incurred by students when taking part in any college activity or any other activity related to the college, including, but not limited to, athletic programs, intramural sports programs, physical activity courses or programs, student activities, dormitory life, or general classes and programs. Student athletes are required to undergo a physical exam. Any medical doctor, dentist, clinic, or hospital is available to students for diagnosis and treatment. Such off-campus medical and dental services are to be used at the expense of the student.

STUDENT LEAVE OF ABSENCE

A student may request a Leave of Absence (LOA) from the college under certain circumstances. Students requesting a LOA must make the request by completing the Ranger College Leave of Absence Request Form, available in the Office of the Vice President for Instruction. The Ranger College Leave of Absence Policy is available by contacting the Office of the Vice President for Instruction.

COUNSELING AND ADVISING

Counseling services are maintained for the benefit of all students. These services include such areas as educational, vocational, and personal-social counseling. The Counseling Service office is staffed by professional counselors who offer assistance to those who are undecided on a field of study or career, who wish to improve study habits, or who need help in any problem area. Counseling services are available on a voluntary basis, and students need not be referred by anyone in order to receive counseling. Interviews are confidential, and no information is released to anyone without the student's permission. The Counseling Services office is located in the Jack Elsom Administration Building.

Ranger College also provides academic advising to assist students with course selection, transferability of courses, career choices, and other pertinent concerns. Students meet with an advisor prior to the beginning of each semester to assist them in reaching their educational goals. Advising Centers are located on the Ranger campus and at the Erath and Brown County Centers.

STUDENTS WITH DISABILITIES

Ranger College responds dynamically to the multicultural student body and community it serves and takes pride in advocating equal educational opportunities for all students by providing information and assistance to people with disabilities who wish to pursue their higher education at Ranger College. A student (or employee) with a disability has a right to an equal opportunity to participate in and benefit from programs offered at Ranger College. The rights and responsibilities of students with disabilities are specified in the Ranger College ADA Plan (Americans with Disabilities Act). To obtain information concerning disability services, please contact the ADA coordinator in the Counseling Services office.

JOB PLACEMENT SERVICES

Ranger College provides placement services to assist students in obtaining part-time and full-time employment. Students should contact the Counselor's office located in the Old Administration Building to fill out a Job Placement Request form so that a file can be set up containing information such as job interests, skills, and additional contact information. Assistance and information are available for writing resumes, preparing for interviews, and completing employment applications.

TRIO STUDENT SUPPORT SERVICES

Ranger College participates in the grant-funded TRIO Student Support Services (SSS) program, which is available to students on the main campus. This is a federal program that helps students stay in college. Its basic strategy is to enhance students' academic skills through a combination of academic advising and tutoring, accompanied by training and assistance in such things as applying for financial aid, transferring to a four-year

institution, researching possible career directions, and improving study skills, time management, and financial literacy. The program strives to make the transition to college as smooth as possible for participating students.

To be eligible for TRIO SSS, a student must be enrolled full-time, show a need for academic support, and be classified as either low-income, first-generation college student, or disabled. Students interested in this program can find out more by visiting the Student Support Services office in the Business Building on the main campus or accessing its webpage at <https://www.rangercollege.edu/student-support-services>.

LIBRARY SERVICES

- The Golemon Library and Learning Resources Center provides educational support to the students, faculty, and staff of Ranger College and to the surrounding community. The library is located on the Ranger Campus and is a center of college activity.
- There are also media resource centers located at the Brown and Erath County Centers.
- Ranger College is a TexShare partner. “TexShare is a consortium of Texas libraries joining together to share print and electronic materials, purchase online resources, and combine staff expertise. TexShare services are available to patrons of participating member libraries all across Texas, regardless of institution type, size, or location. The consortium is administered by the Texas State Library and Archives Commission” (<https://www.tsl.state.tx.us/texshare/index.html>).
- The library houses a book collection of nearly 14,000 volumes. A selection of reference materials and special collections are available for in-house use. Subscriptions are maintained on approximately 15 periodicals and journals, with recent back issues open for perusal. An interlibrary loan agreement with OCLC First Search supplements the collection.
- In addition to print resources, patrons have the use of 28 computer stations. Library computers provide access to the Internet, word processing, and over 70 on-line databases. The library’s automated catalog is also available from these computers.
- Other services offered at the Golemon Library and Learning Resources Center include laptop and graphing calculator checkouts, photocopying, laminating, and printing at no cost. Because independent study and research are encouraged at Ranger College, study areas are located throughout the library.
- The Golemon Library and Learning Resources Center supports the Ranger College programs at all locations. Materials owned by the Golemon Library are available for use by students, faculty, and staff at any location where the College offers courses. Students and faculty at distance locations have access to the collection through the library’s on-line catalog. Items may be requested by email, phone, and via the TexShare program. Additional resources are available from local municipal libraries where Ranger College has cooperative agreements in place.

STUDENT FINANCIAL AID

Application Procedures

There are 3 options to apply for financial aid at Ranger College. On all applications Ranger College must be identified as one of the schools that is eligible to receive the information. The Ranger College school code is 003603.

- **Option 1: FAFSA on the Web:** Ranger College recommends that any student who has access to the Internet complete the Free Application for Federal Student Aid via the web at www.fafsa.gov. This process allows the student to enter new applications, corrections, or renewals applications. The process takes approximately 1 week. Students and parents may complete the FAFSA form using the myStudentAir app, which can be downloaded in the Apple App store (iOS) or Google Play store (Android). The myFAFSA component—which is used to complete the FAFSA form—is one of the app’s featured functions.
- **Option 2: Mail FAFSA to the Federal Processor:** Students can mail the Free Application for Federal Student Aid to the federal processor per the directions in the packet. All students should receive a Student Aid Report (SAR) in approximately 4 to 6 weeks.
- **Option 3: Complete a PDF form on the web:** Students can access the Free Application for Federal Student Aid at www.fafsa.ed.gov and click the link for FAFSA filing options to complete a PDF FAFSA. The PDF FAFSA is available to print and fill out manually. It is also screen-fillable. This means data can be entered on the screen before printing. Students choosing this option will not be able to save the data to their computer. They will need to print the signature page and mail to the address it shows. The form takes about 10 days to process.

Once the Financial Aid Office receives the Student Aid Report from the student or the federal processor, the office will review the application and determine whether additional documents are required. These documents can include, but are not limited to, copies of IRS tax return transcripts and W-2’s, as well as a verification worksheet required by the Department of Education. The student will be notified by mail of any further documentation requirements. Once the required documentation has been received in the Financial Aid Office, a notification of award eligibility will be sent to the student. The time frame from receipt of verification documents in the Financial Aid Office to award letter origination is approximately one week.

Important Dates for Financial Aid

Students should apply for financial aid as early as possible before the academic period for which they are requesting assistance. Student aid funds are limited, and the demand is usually greater than funds available. Financial Aid awards are made by the academic year (Fall and Spring). It is necessary that students reapply each academic year.

Priority Dates and Deadline for Registration

Students wishing to use their financial aid to pay for registration must have their files completed by the following dates. Priority is given to students who have submitted to the Financial Aid Office all requested and required documentation prior to these dates:

- July 20.....Fall/Spring semester
- December 14Spring semester only
- April 15.....Summer semesters*
- April 15.....Summer semesters*

* Note that Ranger College does not process aid for transient students.

Programs Offered by the Financial Aid Office

Federal Pell Grants

A Federal Pell Grant is awarded based on each student's financial need. Need is primarily based on Adjusted Gross Income (AGI) and family size, but other factors such as assets and the number of family members in college are also taken into account. The exact eligibility amount is calculated when the College receives and processes an Institutional Student Information Report (ISIR) from the U.S. Department of Education. Pell Grants are awarded only to undergraduate students who have not earned a bachelor's or professional degree. The annual maximum and minimum awards are set by federal regulations. Pell Grant funds are based on the number of hours enrolled when the funds are received. **All** other sources of aid will be given in addition to the Pell Grant.

Federal Supplemental Educational Opportunity Grants

FSEOG is awarded to undergraduates with exceptional financial need, with priority given to Federal Pell Grants recipients with the lowest Expected Family Contributions (EFC). Students will be awarded FSEOG based on the availability of funds at the College on a first-come, first-served basis until funds are depleted. The College cannot guarantee that every eligible student will receive an FSEOG award. The annual maximum and minimum awards are set by federal regulations.

Federal Work Study Opportunities

Ranger College participates in the Federal College Work-Study Program which is sponsored jointly by the federal government and Ranger College. Students must submit a FAFSA and have unmet financial need to be eligible for work-study. Student assistants are employed in faculty and administrative offices, laboratories, the library, student services and community service jobs. Because all wages are on an hourly basis, work schedules are arranged around class schedules. Funds are awarded on a first-come, first-served basis until funds are depleted. Students must request work-study by FAFSA or in person.

Student Loans

To apply for a federal student loan you must first complete and submit a Free Application for Federal Student Aid (FAFSA). Based on the results of your FAFSA form will determine your eligibility for a federal student loan and determine if it will be a Subsidized Stafford Loan or an Unsubsidized Stafford Loan. You will also be required to submit a Student loan Request Form to the Financial Aid Office.

Before you receive your loan funds you will be required to complete entrance loan counseling, financial awareness counseling, complete and sign a Master Promissory Note, agreeing to the terms of the loan.

- **Subsidized Stafford Loans**

Awards are available to students enrolled at least ½ time with established financial need as determined by submission of a Free Application for Student Financial Aid (FAFSA). Award amounts are determined by federal regulations. Repayment and accrual of interest begins 6 months after ceasing to attend at least ½ time. The government pays the loan interest while the student is enrolled at least ½ time.

- **Note:** Due to federal law, funds for first-time borrowers at Ranger College may not be disbursed until 31 days after the beginning of the semester.

- **Unsubsidized Stafford Loan**

Awards are available to students enrolled at least ½ time regardless of financial need. Maximum eligible amounts include awards for the same period through the Subsidized Stafford Loan program and are determined by federal regulations. Interest accrual begins at the time loan funds are received.

- **Note:** Due to federal law, funds for first-time borrowers at Ranger College may not be disbursed until 31 days after the beginning of the semester.

- **Parent Plus Loan**

Funds are available to parents of dependent students that are enrolled at least ½ time regardless of financial need. Borrowers must be US citizens or permanent residents. Parents may borrow up to the cost of attendance minus other aid received by the student. Interest accrues upon receipt of loan funds. Repayment begins within 60 days of receipt of funds.

The Texas Public Education Grant

This grant was established by the Texas State Legislature for Texas residents based on need. The annual maximum and minimum awards are set by state regulations and are awarded on a first-come, first-served basis until funds are depleted.

Texas Educational Opportunity Grant (TEOG)

This grant was established by the Texas State Legislature to help needy students who complete high school with advanced curriculum and are pursuing an Associate Degree. These funds will be awarded on a first-come, first-served basis until all funds are depleted. This grant is only available to full-time students who are Texas residents. **HARDSHIP POLICY:** In the event of a hardship or other good cause, the Financial Aid Director may allow an otherwise eligible person who is awarded a Texas Grant or TEOG to receive the funds while enrolled for less than ½ time or if the student falls below student academic progress requirements. Requests will be reviewed on a case-by-case basis. The policy is available in writing in the Financial Aid Office for public review upon request.

Texas Exemptions and Waivers

The state of Texas and Ranger College provide and fund several tuition exemptions and/or waivers. Interested students should contact the Office of Student Financial Aid or the Texas Higher Education Coordinating Board at 1-800-242-3062 or www.collegeforalltexas.com for additional information. Exemptions and waivers include, but are not limited to, the following:

- AFDC or TANF
- Blind and Deaf Students
- Certified Education Aides
- Certified Fire Fighters
- Children of Disabled Fireman and Police Officers
- Dependents of Texas Veterans killed in action
- Early High School Graduates
- Hazelwood Act
- High School Valedictorians

- Senior Citizen (65 and over)
- Students in Foster Care or other residential care

Scholarships

The Ranger College policy on awarding financial aid and scholarships is that students who receive grant money and Ranger College scholarships cannot exceed Ranger College's total direct costs equal to the on-campus costs for full-time. A full Ranger College scholarship is considered the difference between grant funds and total direct costs. NO grant funds or Ranger College scholarship funds will be given directly to a student that are over the on-campus total direct school costs. ("Total direct school costs" are charges which come directly from the school.)

A limited number of Ranger College scholarships are awarded through a variety of individual divisions to students who perform service in activities such as athletics, communicative arts, drama, band, drill team, and honors program. To compete for or maintain one of these Ranger College scholarships, a student must be in good academic standing and meet the required standards of Ranger College and the governing rules. Students are only eligible to receive one Ranger College Scholarship in any given semester. Other scholarships that are available are:

- A. **Promise Scholarship:** The Ranger College Promise Scholarship is available to graduates of current dual credit partner school districts and homeschools as a benefit of partnership with the College. Eligible students must have graduated from a current partner school district within one academic year of enrollment at Ranger College. The scholarship will only be awarded for courses taken in the Fall and Spring semesters. Scholarship funds will be awarded based on two tiers:
- Tier 1 eligible students will receive up to \$500 per regular long semester (Fall and Spring) for a maximum of four concurrent semesters. Tier 1 is worth up to \$2,000.
 - Tier 2 eligible students will receive up to \$750 per long semester (Fall and Spring) for a maximum of four current semesters. Tier 2 is worth up to \$3,000.

The Ranger College Promise Scholarship is applicable to tuition and fees only and will be applied after all other federal or state financial grants and/or private scholarships. The Promise Scholarship cannot be combined with or stacked onto any previously awarded merit-based or other scholarship from Ranger College. The Promise Scholarship will not pay over and above tuition and fees and is not refundable. This scholarship is meant to 1) subsidize aid already in place for qualifying students, to fill gaps in their aid; and/or 2) provide aid to those who may not qualify for other federal or state-sponsored programs such as Federal Pell grants etc.

- **Tier 1 Eligibility:**
 - Graduate from a current RC dual credit partner district and, within one academic year of graduation, enroll as a full-time student working to complete a degree or certificate with Ranger College.
 - Maintain a minimum 2.5 GPA.
 - Maintain full-time enrollment status at Ranger College in any program.
 - Complete the FAFSA each year.
- **Tier 2 Eligibility:**
 - Meet all eligibility requirements of Tier 1.

- Successfully completed a minimum of one Ranger College dual credit course before high school graduation.

NOTE: Classes offered during the summer directly preceding attendance at RC cannot be used to qualify for this scholarship.

- B. **Presidential Scholarship:** This scholarship is offered by the President of Ranger College and covers tuition, fees, and dorm fees. Students who receive the Presidential Scholarship must work 12 hours per week in a capacity assigned by the Vice President. The Presidential Scholarship is based on superior academic qualifications. If you are interested in receiving the Presidential Scholarship, please complete the application found on the Ranger College website and submit to presidentialscholar@rangercollege.edu.

Other scholarship information is available in the Financial Aid Office. Please contact Financial Aid at 254-647-3234, ext. 7008.

Equity in Athletics Disclosure Act

Ranger College is in compliance with the Equity in Athletics Disclosure Act of 1994, Section 360B of Public Law 103-382. Information is available to the public on the College's website.

Student Financial Aid Standards of Academic Progress

Federal regulations require that all recipients of student financial assistance make **satisfactory academic progress (SAP)** toward a degree or eligible certificate in order to be eligible to receive Title IV, HEA funds. Students applying for assistance through the Federal Pell Grant, Federal SEOG, Federal Work Study, Texas Educational Opportunity Grant, Direct Subsidized Stafford Loan, Direct Unsubsidized Stafford Loan, and Direct Parent PLUS Loan programs must meet THREE requirements to maintain their financial aid eligibility at Ranger College. Rules are applied uniformly to all students whether or not aid has been received previously.

- **First**, students are required to maintain a minimum cumulative grade point average.
- **Second**, students are required to complete (pass) a certain percentage of hours they attempt.
- **Third**, students must complete their degree within a timely manner. These three requirements are summarized in the following charts.

Failure to meet any or all of these minimum academic standards will result in the loss of financial aid eligibility. Students are expected to know, based on this Satisfactory Academic Progress policy, when they may be placed on financial aid warning, probation, or suspension. Satisfactory academic progress is reviewed at the end of each academic semester (Fall, Spring, and Summer) once grades have been posted.

Requirements for Maintaining Satisfactory Academic Progress:

To maintain SAP, a student must meet both Qualitative and Quantitative requirements.

I. Grade point average (GPA) requirement. Each student must meet a minimum cumulative grade point average to remain eligible for federal student aid. A grade point average of 2.0 is equivalent to a C average. The minimum GPA required for SAP, based on a 4.0 scale, is as follows:

Credits Attempted	20 or less	21 or more
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Minimum GPA	1.75	2.00
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Regardless of the number of attempted hours, a student who has attended four semesters must have a 2.00 GPA.

II. Satisfactory completion of semester hours requirement

Students must also successfully complete and pass sixty-seven percent (67%) of all courses they attempt, even during periods when they are not receiving financial aid. General rounding rules will apply in calculating the completion rate. For example, if a student who has attempted a total of 12 credit hours only earns 8 credit hours, for a completion rate of 66.6%, this will be rounded 67%. All attempted credits resulting in either an academic grade or administrative transcript notation will be included in this calculation, including final grades, incomplete courses, course withdrawals, course repetitions, noncredit remedial courses, and transfer credits. Grades of A, B, C, D, F, P, I, W, Q are all considered attempted hours. All transfer hours are included in this calculation. All F's, W's, Q's, and I's will affect your eligibility.

At the end of each semester, the Financial Aid Office will review all students attempted hours, completed hours, and cumulative GPA. This is what is used to determine SAP. Academic progress will be reviewed at the end of each semester to determine future eligibility. SAP will also be reviewed after the 12th day of class at the beginning of each year to determine if the student is sufficiently working towards the completion of a degree in the 150% maximum allowable time frame.

Only classes a student is enrolled in after the twelfth day of class will be considered. Ranger College may disburse a Pell grant, loan, etc., to an eligible student only after determining that the student has met SAP for the payment period. Students not meeting these requirements after one academic year will lose future aid eligibility. If a student fails to meet SAP, they will receive a letter from the Financial Aid Office stating they have lost future eligibility.

Credited Attempted	1-6	7-8	9	12	15	30	45	60
Minimum credits completed	All	6	7	9	11	21	31	41

III. Maximum Time Frame for Degree Completion

Students must complete their degree program within an allotted period to remain eligible for financial aid. Hour limits are cumulative; therefore, all hours from all institutions attended will be included, even if a student did not receive federal student aid. The Financial Aid Office recommends that students who have attempted 30 or more hours have a degree check completed by an Academic Advisor to ensure they are taking the courses necessary for their degree. For financial aid purposes, grades of A, B, C, D, F, P, W, Q, and I are all considered attempted hours and will be counted towards the maximum time frame. Developmental classes will not be counted towards the 150% maximum allowable time frame, and will be considered in the review of SAP. Once students reach their maximum period for their specified degree, they are no longer eligible for federal student aid.

- **For transfer students:** The number of transfer hours accepted at the point of admission will be used to calculate the student's remaining eligibility under the 150 percent rule and will be included in the quantitative calculation.
- **Developmental classes:** Developmental classes do not count toward the one hundred fifty percent (150%) percent maximum time frame.
- **For second-degree students:** Second-degree students will be given 150 percent of stated credit hours required for the second-degree program.
- **Withdrawal:** A "W" grade which is recorded on the student's transcript will be included as credits attempted and will have an adverse effect on the student's ability to maintain satisfactory academic progress. Students who officially withdraw from Ranger College must make up the deficit hours and are encouraged to attend summer school to remove the deficient hours. The successful completion of a course is defined as receiving one of the following grades: A, B, C or D. Courses with grades of F, I, W, and Q will not qualify in meeting the minimum standard.
- **Incomplete (I) grade:** An incomplete grade indicates that a student has not finished all coursework required for a grade and is included in the cumulative credits attempted. An incomplete will count toward maximum attempted hours but not as hours passed until a final grade is posted in the Registrar's Office.
- **Repeated courses:** A student who has received a failing grade in a course may repeat the course and receive financial aid. Students may only receive federal financial aid for one repetition (repeat) of a previously passed course. Students who have already passed a course with a grade of D or better may only repeat the class one additional time and receive financial aid for that course. All repeated courses are included in the total maximum attempted hours for SAP evaluation.
- **Change of Major:** A student may change from one major to another during attendance at Ranger College. Students who change from one major to another are still expected to maintain satisfactory academic progress and complete the coursework within the time frame or hour limitation stated unless an appeal is approved. All attempted hours from a prior major are included in the total maximum attempted hours.
- **Audited courses:** Courses audited are not eligible for financial aid and are not counted as attempted or earned hours.

Consequences of Failing to Maintain Satisfactory Academic Progress

SAP is evaluated at the conclusion of each academic semester after grades have been posted. All attempted and transfer hours are counted during this evaluation. Students who fail to meet SAP may be placed on financial aid warning, suspension, or probation. (**Note that financial aid probation and suspension are not the same as academic probation and suspension.** For information on those academic statuses, see the section that describes them in the Academics chapter of this catalog.)

Title IV, HEA Financial Aid Warning

Title IV, HEA financial aid warning occurs the first time when a student fails to meet SAP within one semester. Students who fail to meet minimum requirements at the end of a semester will be placed on a financial aid warning the first time. Any student on financial aid warning may continue to receive assistance under the Title IV, HEA programs for one payment period only. At the end of that semester, if the student has met the minimum grade and attendance requirement, then the student is considered to be meeting SAP. Alternatively, suspension will occur if a student fails to meet any of the SAP requirements and cannot reestablish SAP within one semester.

Title IV, HEA Financial Aid Suspension

If the student is not meeting SAP at the end of the financial aid warning period, there will be a loss of Title IV, HEA eligibility. Suspension also occurs if a student fails to meet the terms of his or her financial aid probation (see the section describing this below) and/or academic plan. Students cannot receive funds from the aid programs listed above while suspended. They lose all Title IV, HEA funding and will be required to meet specific criteria of an academic plan to assist them in regaining SAP and Title IV, HEA eligibility.

During this period (semester), although the student will not be eligible to receive Title IV, HEA funds, he/she may continue on a cash-pay basis with an approved payment plan. Arrangements for payment should be completed on or before the first day of the semester.

Title IV, HEA Appeal Procedures

Students who fail to meet SAP may appeal the suspension of their student financial aid. Letters of appeal should be based on a mitigating circumstance that negatively impacted the student's ability to meet the minimum required standards. Examples of such circumstance may include, but are not limited to:

- death or prolonged illness of an immediate family member
- medical illness by the student that created undue hardship
- natural disasters beyond the control of the student or other personal or family matters/situations that may have negatively impacted the student's ability to meet the minimum required standards

Examples of circumstances that may not be used for consideration include, but are not limited to:

- Personal issues with family, friends, or roommates
- Financial issues with family, friends, or roommates

The steps in the appeal process are as follows:

1. To be considered for an appeal review, the student must submit an appeal package to the Ranger College Financial Aid Office that includes the following:
 - SAP Appeal Form (available in the Financial Aid Office)
 - Typed statement of circumstance that accounts why satisfactory academic progress was not met. This statement must include specific information that outlines reasons for not making SAP, and steps the student will take to improve.
 - Supporting documentation (e.g., proof of grade change, current academic transcript, doctor's statement, death certificate, accident report, etc.)
2. After the committee review, the student will be notified by postal mail and College email of the appeal decision.
3. Retroactive Change: If errors are made within the grading process and the student is eligible for a grade change that affects satisfactory academic progress, the Financial Aid Office will allow restoration of federal aid. Students will be allowed one semester of federal aid while the grade change process occurs provided a letter from the department head or dean certifying that a grade change has been submitted or approved.

In most cases only one appeal will be allowed, although additional appeals may be accepted on a case-by-case basis if there are extenuating circumstances during the probation period (see below). Late appeals will not be

reviewed. The committee will review the appeal and supporting documentation to determine if the student's financial aid should be reinstated or remain in suspension.

1. **Appeal Denial:** All decisions that are rendered by the SAP Appeals Committee will be final and not subject to further review. A student whose appeal is denied will remain on financial aid suspension until he or she is back in good standing.
2. **Appeal Approval:** If the SAP Appeals Committee determines that the student is eligible for reinstatement of financial aid, he or she will be required to sign an agreement stating the hours and GPA that must be completed to regain SAP. Once the signed agreement has been returned to the Financial Aid Office, the student will be considered for aid available at the time of reinstatement and will be placed on financial aid probation.

Financial Aid Probation

Any student who prevails upon the appeal process shall be placed on financial aid probation. The student will be required to sign a financial aid agreement that outlines the student's academic plan with his or her financial aid counselor before federal aid is reinstated for the semester specified in the agreement. Students on financial aid probation shall be eligible to receive Title IV, HEA funds during that specified semester. Upon completion of the financial aid agreement, the student will be required to meet all of its stipulations. Failure to do so will result in suspension of financial aid until the student is back in good standing. While on Title IV, HEA financial aid probation, the student must meet the institution's SAP standards by the end of the semester.

Students placed on financial aid probation with an academic plan must complete the requirements of an academic improvement plan by the end of the semester. The academic improvement plan shall be developed by the institution to assist the student in regaining their Title IV, HEA eligibility by regaining SAP. The student's agreement will explain all requirements that must be met during the probationary period.

NOTE: If the student does not enroll for the semester of financial aid probation, the approval stands for the following semester. A student can be placed on financial aid probation for one semester only. A student who fails to complete a single course or has a complete withdrawal from Ranger College after receiving financial aid may be automatically placed on suspension.

Student Responsibility for SAP

Students are held responsible for reading and understanding the Satisfactory Academic Progress eligibility requirements described above, and for knowing their status at the end of each semester. If questions arise, students should contact the Financial Aid Office at 254-267-7110 or at financialaid@rangercollege.edu.

Additional Information

- A. Financial Aid will not be provided for: credit hours earned by placement tests; non-credit coursework; any course registered for after the last official day of late registration; or a course attempted by the student for the third time. The most recent grade is counted for qualitative standards. Repeated courses will be considered in the hours attempted.
- B. Grades of W, Q, and I will be treated as attempted but not completed coursework.
- C. A grade of an F is a completed grade and will be taken into consideration when calculating the number of hours completed and Cumulative GPA.
- D. Developmental coursework may receive funding up to a maximum of 27 credit hours according to Federal Regulations. Remedial courses will be counted as hours attempted.

- E. Many support services are available at each college location to help students attain academic success. The services include counseling, testing, tutoring, health services, and placement. Information on such services shall be made available to all financial aid students.
- F. Hours taken during summer semesters will be evaluated to determine attempted and completed credits.
- G. Only hours recorded on the official Ranger College grade transcript will be used in determining progression.
- H. Students with unequal enrollment status will be prorated accordingly.

Methods of Disbursement for Pell Grants

Title IV funds may be used to pay tuition and fees for all students at the time of registration. After registration, Title IV funds will be requested from the Department of Education for only the amount of tuition and fees applied to student accounts. The balance of Title IV funds will be credited to all student accounts as applicable beginning with the fifth week of the semester. Student refunds of Title IV funds will be made in accordance with the Department of Education's requirement of fourteen days after a credit balance appears on the students' accounts. This calculation is based on calendar days, not including breaks with five consecutive calendar days or more.

Veterans Benefits and Services

Ranger College is approved to train veterans. The Financial Aid Office serves as the VA Official and is prepared to render assistance to the veteran in applying for his or her educational benefits. In accordance with VA rules, a Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post 9/11 GI Bill benefits.

As part of the Veterans Benefits and Transition Act of 2018, section 3679(e) of Title 38, United States Code, Ranger College permits any Covered Individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a Certificate of Eligibility for entitlement to educational assistance under chapter 31 or 33 (Certificate of Eligibility can also include a Statement of Benefits obtained from the Department of Veterans Affairs' website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Ranger College will not impose any penalties, including the assessment of late fees, the denial of access to classes, library/media resources, or other institutional facilities, or the requirement that a Covered Individual borrow additional funds, on any Covered Individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Benefits for Texas Veterans

Honorably discharged Texas veterans whose educational benefits from the Veterans Administration have been exhausted or lapsed may be entitled to free tuition under the state law. Texas veterans who have exhausted their educational benefits may attend Ranger College under the Hazelwood Act. All students qualifying for the Hazelwood veteran's benefits will be exempt from tuition and educational related fees up to a maximum of 150 credit hours.

Eligibility for Need-Based Financial Aid

To be eligible for federal and state funded financial aid, an applicant must meet the following general requirements:

1. Be a United States citizen or eligible non-citizen. Applicants with a student visa are not eligible for federal student aid.
2. Be registered with Selective Service (males only).
3. Have a high school diploma or its equivalent (GED).
4. Be enrolled as a regular student in an eligible program and working toward a degree, or certificate.
5. Be in good standing and/or maintain satisfactory progress in the course of study pursued.
6. Demonstrate financial aid need for assistance documented by the Free Application for Federal Student Aid (FAFSA), and
7. Not be in default on any federal loan or owe a refund on a federal/state grant

Student Financial Aid Rights and Responsibilities

Students have the right to know:

1. What financial aid programs are available
2. The deadline for submitting the application for each of the programs
3. How financial aid is distributed
4. Costs of attending the institution
5. What resources are considered in the calculation of financial need
6. The institution's refund policy
7. The Satisfactory Academic Progress standards for aid recipients.

Students are responsible for:

1. Completing forms accurately and by the published deadlines
2. Submitting information requested by Financial Aid Office staff in a timely manner.
3. Keeping the Financial Aid Office informed of any changes in address, name, marital status, or financial situations, or any change in student status.
4. Reporting to the Financial Aid Office any additional assistance from non-institutional sources such as scholarships or educational benefits.
5. Notifying the Financial Aid Office of a change in enrollment status.
6. Maintaining Satisfactory Academic Progress.
7. Re-applying each year for aid.

Determination of Financial Need and Eligibility

The amount and type of financial aid that a student is eligible to receive will be determined by Ranger College estimated cost of attendance minus the students Estimated Family Contribution (EFC), which is calculated by the information on the FAFSA. The Estimated Family Contribution is also on the Student Aid Report (SAR) and/or Institutional Student Information Report (ISIR). This is the amount that a student and/or his or her family is expected to contribute toward the cost of meeting his or her educational expenses. Cost of attendance is the amount, as determined by federal and state guidelines, that it will cost the average student to attend Ranger College. Students who feel they may have extenuating circumstances that might warrant a professional judgment decision by the Financial Aid Director should contact the Financial Aid Office.

Criteria for Determining Aid

- The amount of the Pell Grant to be awarded is determined by the “Cost of Attendance,” the EFC, the number of hours of enrollment, and the Pell payment chart published each year by the United States Department of Education. Once the Pell Grant amount has been determined, other campus-based awards such as FSEOG, FEDERAL WORK-STUDY, TPEG, and scholarships may be award-ed. Financial Aid (including scholarships) cannot exceed the limits established by federal regulations and/or Ranger College’s policy.
- The campus-based programs have limited funds available, and the majority of the funds are awarded to the neediest applicants who have the earliest completed files. The institution does, however, follow the policy of allocating work-study funds on a per program basis. This means each program at Ranger College—baseball, track, choir, etc.—receives a first-come, first-served allocation. This is done to ensure that all students in all programs have equal and fair access to College’s funding under its allocation criteria.

Estimated Student Charges Per Semester: Academic Year 2022-2023

	In State	Out of State
Tuition and Fees (average cost – Texas resident) 15 credit hours	\$3,125.000	\$4,175.000
Lab Fees (average cost)	\$100.00	\$100.00
Residence Hall	\$700.00	\$700.00
Meal Plan + Tax	\$1,732.000	\$1,732.000
Textbooks (IncludED average cost)	\$850.00	\$850.00
Miscellaneous (e.g. Parking Fee, change of course fee, ID Card, Graduation Fee)	\$90.00	\$90.00
TOTAL (approximate cost for one semester)	\$6,597.00	\$7,647.00

STUDENT LIFE

STUDENT ORGANIZATIONS AND ACTIVITIES

The College provides a varied program of extracurricular activities designed to make maximum use of the facilities and organizations available. The College sponsors events and activities such as receptions, athletic contests, movies, and dances to provide recreation for students.

ATHLETICS

Ranger College is a member of the National Junior College Athletic Association, the Northern Texas Junior College Athletic Conference, and the National Intercollegiate Rodeo Association. Ranger College teams have won national championships, and individuals have earned national recognition. Many athletes at Ranger College have received scholarships from senior colleges and universities, and many former Ranger College athletes have signed professional contracts.

Information regarding the Equity in Athletics Disclosure Act (Section 360B of Public Law 103-382) is available for inspection on the Ranger College website.

Scholarships are available in all offered sports. For additional information, contact the Athletics Director or Head Coach. Admission requirements to Ranger College are the same for all students.

Ranger College hosts the following sports: baseball, men's and women's basketball, men's and women's golf, men's and women's rodeo, men's and women's soccer, softball, volleyball, men's and women's cross country, and men's and women's outdoor track.

MUSIC ACTIVITIES

Ranger College offers opportunities for students to pursue musical interests through participation in musical groups. Scholarships are available to many participants and two hour of college credit per semester is earned for membership in choir.

PHI THETA KAPPA

Phi Theta Kappa is an international honor society for two-year college students. The Delta Tau chapter was established at Ranger College in 1945. The purpose of the society is to recognize and encourage academic achievement among students. It provides members with the opportunity to develop leadership, character, and integrity. To be eligible for membership, a student must have completed at least twelve hours of coursework and have a grade point average of 3.5 or higher. Each spring semester, faculty members review a list of prospective members and approve the final selection. Invitations to join are then sent to those students selected for membership. Any student who thinks he or she is eligible and has not received an invitation to join Phi Theta Kappa should contact the sponsor.

RANGER COLLEGE STUDENT GOVERNMENT ASSOCIATION

The Ranger College Student Government Association has as its objective the coordination of and responsibility for student government affairs and the direction of regular student activities. The membership is composed of representatives of the various classes, organizations, and other groups on the campus. Council members represent the students on committees that have a part in formulating policies and handling student problems.

STUDENT RIGHT-TO-KNOW AND CAMPUS SECURITY ACT

The Student Right-To-Know and Campus Security Act require institutions of higher education to collect statistics concerning the incidence of certain crimes on campus. At Ranger College this data is reported annually and is available from the office of the Vice President for Student Services. In addition, this information is disseminated to new students during orientation and is published in the Ranger College Student Handbook.

SECURITY CAMERAS

Security cameras are located throughout the college dormitories and in certain other locations within the college. These cameras have been installed for student security and exist solely to make the campus a safe and secure facility. Tampering with or disabling cameras in any way is a most serious offense punishable by fines and/or dismissal. Interfering with the operation of security cameras may endanger other students and the well-being of the college.

POLICY ON STUDENT RECORDS

Ranger College accords all the rights under the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, to students who are declared independent. The College will neither provide access to nor disclose information from students' educational records without written consent of students except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons.

Within the College only those members individually or collectively acting in the student's educational interest are allowed access to student educational records. These members include personnel in the Registrar's Office, Business Office, and Financial Aid Office, and other administrative personnel seeking the information in the discharge of their official duties. Academic personnel shall have access within the limitations of their need to know as it relates to students enrolled in their classes or in their capacity as student advisors.

At its discretion Ranger College may provide Directory Information in accordance with the provisions of the Act to include student name, address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members in athletic teams.

Students may withhold Directory Information by notifying the Vice President of Student Services in writing within two weeks after the first day of class for the full term. Requests for non-disclosure will be honored by the institution for only one academic year; therefore, authorization to withhold Directory Information from general release must be filed annually in the Office of the Vice President of Student Services.

Students shall have the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if the decisions of the hearing panels are unacceptable. Students wishing to review their education records must make written requests to the Vice President of Student Services listing the item or items of interest. Only records covered by the Act will be made available within forty-five days of the request. Students may have copies made of their records with certain exceptions.

Students who believe their education records contain information that is inaccurate or misleading or is otherwise in violation of their privacy or other rights may discuss their concerns informally with the Vice President of Student Services. If the decisions are in agreement with the student's requests, the appropriate records will be amended. If not, the student will be notified within a reasonable period of time that the records will not be amended, and the student will be informed of his/her right to a formal hearing. Student requests for a formal hearing must be made to the Vice President of Student Services, who within a reasonable period of time after receiving such a request will inform the student of the date, place, and time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearing by one or more persons of their choice, including attorneys, at the student's expense.

Decisions of the hearing grievance officer will be final, will be based solely on the evidence presented at the hearing, will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The records will be corrected or amended in accordance with the decisions of the hearing panel if the decision requires such. If the decision is unsatisfactory to the student, he/she may place within the education records statements setting forth any reasons for disagreeing with the decisions of the hearing panels. The statements will be placed in the education records, maintained as part of the records, and released whenever the records in question are disclosed.

Students who believe the adjudication of their challenge was unfair or not in keeping with the provision of the Act may request, in writing, assistance from the President of the College, and he shall aid them in filing complaints with the Family Educational Rights and Privacy Act Office, Dept. of Education, Washington, D.C.

TRANSFER CURRICULA

Ranger College will follow the guidelines of the Texas Higher Education Coordinating Board related to the transfer of lower division course credit.

REVERSE TRANSFER

The Reverse Transfer process was established by the Texas Legislature in 2011 to help students who transfer from a public community college to a public university receive an Associate Degree as they successfully complete coursework. Texas public universities are required to identify, track, and follow up with each student who has (1) earned at least 30 SCH at a community college and (2) completed a total of 60 SCH. Once a student meets these requirements, the university – with the student's permission – sends the community college the student's course completion transcript. The community college reviews the transcript information and determines whether the student completed sufficient credits to qualify for an associate degree. Reverse transfer benefits students by allowing them to complete their associate degree if they transfer to a university prior to graduation from a community college.

GENERAL TRANSFER PROVISIONS

All lower division academic courses shall be fully transferable among public institutions and must count toward the same degree at any public college or university in Texas.

REQUIREMENTS AND LIMITATIONS

- A. Each institution of higher education shall identify in its undergraduate catalog each lower division course that is substantially equivalent to an academic course listed in the current edition of the “Community College General Academic Course Guide Manual.”
- B. Each university must identify at least 45 semester credit hours of academic courses that are substantially equivalent to courses listed in the “Community College General Academic Course Guide Manual” including those that fulfill the lower-division portion of the institution’s core curriculum.
- C. All public colleges and universities must accept transfer credit for successfully completed courses identified in (a) and (b) above as applicable to an associate or baccalaureate degree in the same manner as credit awarded to non-transfer students in that major.
- D. Each institution shall be required to accept in transfer into a baccalaureate degree the number of lower division credit hours in a major which are allowed for their non-transfer students in that major; however,
 - (1) No institution shall be required to accept in transfer more credit hours in any major than the number set out in the applicable Coordinating Board approved Transfer Curriculum for the major, as prescribed by the current issue of the Coordinating Board’s guide to transfer curricula and transfer of credit, Transfer of Credit Policies and Curricula.
 - (2) In any major for which there is no Coordinating Board approved Transfer Curriculum, no institution shall be required to accept in transfer more lower division course credit in the major applicable to a baccalaureate degree than the institution allows their non-transfer students in that major.
 - (3) A university may deny the transfer of credit in courses with a grade of “D” as applicable to the student’s major.
- E. All senior institutions of higher education in Texas shall provide support services for transfer students’ equivalent to those provided to non-transfer students regularly enrolled at the institutions, including an orientation program for transfer student’s equivalent to that provided for entering freshman enrollees.
- F. No university shall be required to accept in transfer or toward a degree, more than sixty-six (66) semester credit hours of academic credits earned by a student in a community college. Universities, however, may choose to accept additional credit hours.

RESOLUTION OF TRANSFER DISPUTES

The following procedures shall be followed by public institutions of higher education in the resolution of transfer disputes involving lower division courses:

1. If an institution of higher education does not accept course credit earned by a student at another institution of higher education, the receiving institution shall give written notice to the student and to the sending institution that the transfer of the course credit is denied. A receiving institution shall also provide written notice of the reasons for denying credit for a particular course or set of courses at the request of the sending institution.
2. A student who receives notice as specified in Subsection (1) may dispute the denial of credit by contacting a designated official at either the sending or the receiving institution.
3. The two institutions and the student shall attempt to resolve the transfer of the course credit in accordance with Board rules and guidelines.
4. If the transfer dispute is not resolved to the satisfaction of the student or the sending institution within 45 days after the date the student received written notice of denial, the institution that denies

the course credit for transfer shall notify the Commissioner of its denial and the reasons for the denial.

5. The Commissioner of Higher Education or the Commissioner's designee shall make the final determination about a dispute concerning the transfer of course credit and give written notice of the determination to the involved student and institutions.
6. The Board shall collect data on the types of transfer disputes that are reported and the disposition of each case that is considered by the Commissioner or the Commissioner's designee.
7. If a receiving institution has cause to believe that a course being presented by a student for transfer from another school is not of an acceptable level of quality, it should first contact the sending institution and attempt to resolve the problem. In the event that the two institutions are unable to come to a satisfactory resolution, the receiving institution may notify the Commissioner of Higher Education, who may investigate the course. If its quality is found to be unacceptable, the Board may discontinue funding for the course.

COURSE DESCRIPTIONS

For each course listing, the first number in parentheses indicates lecture hours and the second number represents laboratory hours each week.

Note: To facilitate the transfer of courses, Ranger College began using Texas Common Course Numbers in the fall of 1994. Courses that are equivalent have been designated a common number for use by participating colleges and universities. The common course number consists of a four-letter prefix identifying subject area, followed by a four-digit number. The digits in the number correspond to the following: first, course level; second, credit hour value; third and fourth, sequence. In the current catalog, the common course number precedes the name of the course. Not all courses are offered at all locations.

The general education courses are basic to the purpose of RC and represent a commitment to offer breadth as well as depth to a student's educational program of study. RC's inventory of general education courses offers a comprehensive general education program because:

1. Employers are interested in hiring technically trained graduates, who with an appropriate grounding in science (natural, behavioral, and social), mathematics and technology, can communicate effectively, work well with others, make appropriate decisions, adapt to change, and in many cases, continue their education.
2. The general education courses provide foundational and thorough education that do not focus on specific skills, techniques, procedures, or vocations.
3. General education courses assist in developing the ability to think critically, use logical reasoning in analyzing and solving problems, and appreciate cultural diversity.
4. Many of our students need assistance in becoming prepared for college studies in the workforce and the general education components of their studies.
5. The general education courses are required to meet accreditation standards of regional, state, and occupational groups requiring a broad range of knowledge when obtaining a degree or certification, and they fulfill the requirements agreed upon in articulation agreements with other colleges and universities.

AIRCRAFT SPECIAL OFFERINGS (AIRP)

1391 - SPECIAL TOPICS IN AIRCRAFT PILOT AND NAVIGATOR (3-0) 49.0102

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

AUTOMOTIVE (AUMT)

1405 - INTRODUCTION TO AUTOMOTIVE TECHNOLOGY (3-2) 47.0604

An introduction to the automotive industry including automotive history, safety practices, shop equipment and tools, vehicle subsystems, service publications, professional responsibilities, and basic automotive maintenance. May be taught manufacturer specific.

1410 - Automotive Brakes (3-2) 47.0604

Operation and repair of drum/disc type brake systems. Topics include brake theory, diagnosis, and repair of power, manual, anti-lock brake systems, and parking brakes. May be taught manufacturer specific.

1407 - Automotive Electrical Systems (3-2) 47.0604

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

1416 - Suspension & Steering (3-2) 47.0604

Diagnosis and repair of automotive suspension and steering systems including electronically controlled systems. Includes component repair, alignment procedures and tire and wheel service. May be taught manufacturer specific.

ACCOUNTING (ACCT)

2301 – Principles of Accounting I – Financial (3-0) 52.0301.51 04

This course is an introduction to the fundamental concepts of financial accounting as prescribed by U.S. generally accepted accounting principles (GAAP) as applied to transactions and events that affect business organizations. Students will examine the procedures and systems to accumulate, analyze, measure, and record financial transactions. Students will use recorded financial information to prepare a balance sheet, income statement, statement of cash flows, and statement of shareholders' equity to communicate the business entity's results of operations and financial position to users of financial information that are external to the company. Students will study the nature of assets, liabilities, and owners' equity while learning to use reported financial information for purposes of making decisions about the company. Students will be exposed to International Financial Reporting Standards (IFRS). Prerequisite: Meet TSI college-readiness standard for Mathematics; or equivalent. Credit 3 semester hours.

2302 – Principles of Accounting II – Managerial (3-0) 52.0301.51 04

This course is an introduction to the fundamental concepts of managerial accounting appropriate for all organizations. Students will study information from the entity's accounting system relevant to decisions made by internal managers, as distinguished from information relevant to users who are external to the company. The emphasis is on the identification and assignment of product costs, operational budgeting and planning, cost control, and management decision making. Topics include product costing methodologies, cost behavior, operational and capital budgeting, and performance evaluation. Prerequisite: ACCT 2301. Credit 3 semester hours.

AGRICULTURE (AGRI)

1307 – Agronomy (3-0) 01.1102.51 01

Principles and practices in the development, production, and management of field crops including growth and development, climate, plant requirements, pest management, and production methods. Credit 3 semester hours.

1311 – Dairy Science (3-0) 01.0905.51 01

Survey of the dairy industry including dairy breeds, standards for selection and culling, herd replacements, feeding, management, physiology, and health maintenance. Food value for milk, test for composition and quality, and use and processing of market milk and dairy products. Credit 3 semester hours.

1319 – Introductory Animal Science (3-0) 01.0901.51 01

Scientific animal agriculture and the importance of livestock and meat industries. Selection, reproduction, nutrition, management, and marketing of beef cattle, swine, sheep, goats, and horses. Credit 3 semester hours.

1325 – Marketing of Agricultural Products (3-0) 01.0102.51 01

Essential marketing functions in the movement of agricultural commodities and products from producer to consumer. Credit 3 semester hours.

2301 – Agricultural Power Units (3-0) 01.0204.51 01

Fundamentals of internal combustion engines: gasoline, diesel, and liquefied petroleum. Maintenance and adjustments of the electrical, ignition, fuel, lubricating, and cooling systems of agricultural power machinery. Credit 3 semester hours.

2317 – Introduction to Agricultural Economics (3-0) 01.0103.51 01

Fundamental economic principles and their applications to the problems of the agricultural industry. Credit 3 semester hours. (Offered on an irregular basis.) Credit 3 semester hours.

2330 – Wildlife Conservation and Management (3-0) 03.0601.51 01

Principles and practices used in the production and improvement of wildlife resources for aesthetic, ecological, and recreational uses of public and private lands. Credit 3 semester hours.

ART (ARTS)**1301 – Art Appreciation (3-0) 50.0703.51 26**

A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts. Credit 3 semester hours.

1316 – Drawing I (3-0) 50.0705.52 26

A foundation studio course exploring drawing with emphasis on descriptive, expressive and conceptual approaches. Students will learn to see and interpret a variety of subjects while using diverse materials and techniques. Course work will facilitate a dialogue in which students will engage in critical analysis and begin to develop their understanding of drawing as a discipline. Credit 3 semester hours.

BIOLOGY (BIOL)**1322 – Biology Nutrition & Diet Therapy I (3-0) 19.0501.51 09**

This course introduces general nutritional concepts in health and disease and includes practical applications of that knowledge. Special emphasis is given to nutrients and nutritional processes including functions, food sources, digestion, absorption, and metabolism. Food safety, availability, and nutritional information including food labels, advertising, and nationally established guidelines are addressed. Credit 3 semester hours.

1406 – Biology for Science Majors I (3-3) 26.0101.51 03

Fundamental principles of living organisms will be studied, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are included. Credit 4 semester hours.

1407 – Biology for Science Majors II (3-3) 26.0101.51 03

This course focuses on a study of the diversity and classification of life, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals. Credit 4 semester hours.

1408 – Biology for Non-Science Majors I (3-3) 26.0101.51 03

Provides a survey of biological principles with an emphasis on humans, including chemistry of life, cells, structure, function, and reproduction. Credit 4 semester hours.

1409 – Biology for Non-Science Majors II (3-3) 26.0101.51 03

This course will provide a survey of biological principles with an emphasis on humans, including evolution, ecology, plant and animal diversity, and physiology. Credit 4 semester hours.

2401 – Anatomy and Physiology I (3-3) 26.0707.51 03

Anatomy and Physiology I is the first part of a two-course sequence. It is a study of the structure and function of the human body including cells, tissues and organs of the following systems: integumentary, skeletal, muscular, nervous and special senses. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. Recommended prerequisite: BIOL 1406. Credit 4 semester hours.

2402 – Anatomy and Physiology II (3-3) 26.0707.51 03

Anatomy and Physiology II is the second part of a two-course sequence. It is a study of the structure and function of the human body including the following systems: endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics). Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. Recommended prerequisite: BIOL 2401, or approval of instructor. Credit 4 semester hours.

2420 – Microbiology for Non-Science Majors (3-3) 26.0503.51 03

This course covers basic microbiology and immunology and is primarily directed at pre-nursing, pre-allied health, and non-science majors. It provides an introduction to historical concepts of the nature of microorganisms, microbial diversity, the importance of microorganisms and acellular agents in the biosphere, and their roles in human and animal diseases. Major topics include bacterial structure as well as growth, physiology, genetics, and biochemistry of microorganisms. Emphasis is on medical microbiology, infectious diseases, and public health. Credit 4 semester hours.

2421 – Microbiology for Science Majors (3-3) 26.0503.51 03

Principles of microbiology, including metabolism, structure, function, genetics, and phylogeny of microbes. The course will also examine the interactions of microbes with each other, hosts, and the environment. Prerequisites: BIOL 1406 and BIOL 1407 and CHEM 1411. Credit 4 semester hours.

BUSINESS (BUSI)**1301 – Business Principles (3-0) 52.0101.51 04**

This course provides a survey of economic systems, forms of business ownership, and considerations for running a business. Students will learn various aspects of business, management, and leadership functions; organizational considerations; and decision-making processes. Financial topics are introduced, including accounting, money and banking, and securities markets. Also included are discussions of business challenges in

the legal and regulatory environment, business ethics, social responsibility, and international business. Emphasized is the dynamic role of business in everyday life. Credit 3 semester hours.

2301 – Business Law (3-0) 22.0101.51 24

This course provides the student with the foundational information about the U.S. legal system and dispute resolution, and their impact on business. The major content areas will include general principles of law, the relationship of business and the U.S. Constitution, state and federal legal systems, the relationship between law and ethics, contracts, sales, torts, agency law, intellectual property, and business law in the global context. Prerequisite: High school coursework in U.S. History and government, or equivalent. Credit 3 semester hours.

CHEMISTRY (CHEM)

1411 – General Chemistry I (3-3) 40.0501.54 03

Fundamental principles of chemistry for majors in the sciences, health sciences, and engineering; topics include measurements, fundamental properties of matter, states of matter, chemical reactions, chemical stoichiometry, periodicity of elemental properties, atomic structure, chemical bonding, molecular structure, solutions, properties of gases, and an introduction to thermodynamics and descriptive chemistry. Recommended for pre-professional and science majors. Prerequisite: MATH 1314 College Algebra (3 SCH version) or equivalent academic preparation. Credit 4 semester hours.

1412 – General Chemistry II (3-3) 40.0501.57 03

Chemical equilibrium; phase diagrams and spectrometry; acid-base concepts; thermodynamics; kinetics; electrochemistry; nuclear chemistry; an introduction to organic chemistry and descriptive inorganic chemistry. Prerequisite: Chemistry 1411. Credit 4 semester hours.

CHILDHOOD EDUCATION (CDEC AND TECA)

CDEC 1313 – Curriculum Resources for Early Childhood Programs (3-0) 19.0709

A study of the fundamentals developmentally appropriate curriculum design and implementation in early care and education programs for children.

CDEC 1317 – Child Development Associate Training I (3-0) 19.0709

Based on the requirements for the Child Development Associate credential (CDA). Topics include CDA overview, observation skills, and child growth and development. The four functional areas of study are creative, cognitive, physical, and communication.

CDEC 1318 – Wellness of the Young Child (3-0) 13.1210

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

CDEC 1321 – The Infant and Toddler (3-0) 19.0709

A study of appropriate infant and toddler programs (birth to age 3), including an overview of development, quality routines, learning environments, materials and activities, and teaching/guidance techniques.

CDEC 1335 – Early Childhood Development: 3-5 Years (3-0) 19.0706

Principles of typical growth and development from three to five years. Emphasizes physical, cognitive, emotional, and social development.

CDEC 1358 – Creative Arts for Early Childhood (3-0) 19.0709

An exploration of principles, methods, and materials for teaching children music, movement, visual arts, and dramatic play through process-oriented experiences to support divergent thinking.

CDEC 1359 – Children with Special Needs (3-0) 19.0709

A survey of information regarding children with special needs including possible causes and characteristics of exceptionalities, intervention strategies, available resources, referral processes, the advocacy role, and legislative issues.

CDEC 2322 – Child Development Associate Training II (3-0) 19.0709

A continuation of the study of the requirements for the Child Development Associate credential (CDA). The six functional areas of study include safe, healthy, learning environment, self, social, and guidance.

CDEC 2324 – Child Development Associate Training III (3-0) 19.0709

Continuation of the requirements for the Child Development Associate credential (CDA). The three functional areas of study include family, program management and professionalism.

CDEC 2326 – Administration of Programs for Children I (3-0) 19.0708

Application of management procedures for early care and education programs. Includes planning, operating, supervising, and evaluating programs. Topics cover philosophy, types of programs, policies, fiscal management, regulations, staffing, evaluation, and communication.

CDEC 2386 – Internship (3-0) 19.0709

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.

TECA 1303 – Families, Schools, and Community (3-0) 13.0101.52 09

A study of the child, family, community, and schools, including parent education and involvement, family and community lifestyles, child abuse, and current family life issues; course content must be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards; requires students to participate in field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations; and course includes a minimum of 16 hours of field experiences.

TECA 1311 – Educating Young Children (3-0) 13.1202.51 09

An introduction to the education of the young child, including developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities, and current issues; course content must be aligned as applicable with State Board for Educator Pedagogy and Professional Responsibilities standards; requires students to participate in field experiences with children from infancy through age 12 in varied and diverse populations; course includes a minimum of 16 hours of field experiences.

TECA 1318 – Wellness of the Young Child (3-0) 13.0101.53 09

A study of the factors that impact the well-being of the young child including health behavior, food, nutrition, fitness and safety practices. Focus on local and national standards and legal implications of relevant policies and regulations; course content must be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards; requires students to participate in field experiences

with children from infancy through age 12 in variety of settings with varied and diverse populations. Course includes a minimum of 16 hours of field experiences.

COMPUTER INFORMATION TECHNOLOGY (COSC)

1301 – Introduction to Computing (2-2) 11.0101.51 07

Overview of computer systems—hardware, operating systems, the Internet, and application software including word processing, spreadsheets, presentation graphics, and databases. Current topics such as the effect of computers on society, and the history and use of computers in business, educational, and other interdisciplinary settings are also studied. This course is not intended to count toward a student's major field of study in business or computer science. Credit 3 semester hours.

COSMETOLOGY (CSME)

1401 – Orientation to Cosmetology (2-6) 12.0401

An overview of the skills and knowledge necessary for the field of cosmetology. Credit 4 semester hours.

1405 – Fundamentals of Cosmetology (2-6) 12.0401

A course in the basic fundamentals of cosmetology. Topics include service preparation, manicure, facial, chemical services, shampoo, haircut, wet styling, comb out, and salon management. Credit 4 semester hours.

1434 – Cosmetology Instructor I (2-7) 12.0413

The fundamentals of instruction of cosmetology students. Prerequisite: Valid operator license, Texas Department of Licensing and Regulations. Credit 4 semester hours.

1435 – Orientation to the Instruction of Cosmetology (2-6) 12.0413

An overview of the skills and knowledge necessary for the instruction of cosmetology students. Prerequisite: Valid operator license, Texas Department of Licensing and Regulations. Credit 4 semester hours.

1443 – Manicuring and Related Theory (2-7) 12.0410

Presentation of the theory and practice of nail technology. Topics include terminology, application, and workplace competencies related to nail technology. Pre/co-requisite: Orientation to Cosmetology. Credit 4 semester hours.

1447 – Principles of Skin Care/Facials and Related Theory (2-8) 12.0409

In-depth coverage of the theory and practice of skin care, facials, and cosmetics. Pre/co-requisite: Orientation to Cosmetology. Credit 4 semester hours.

1451 – Artistry of Hair, Theory and Practice (2-6) 12.0407

Instruction in the artistry of hair design. Topics include theory, techniques, and application of hair design. Pre/co-requisite: Orientation to Cosmetology. Credit 4 semester hours.

1453 – Chemical Reformation and Related Theory (2-9) 12.0407

Presentation of the theory and practice of chemical reformation. Topics include terminology, application, and workplace competencies related to chemical reformation. Pre/co-requisite: Orientation to Cosmetology. Credit 5 semester hours.

2343 – Salon Development (1-5) 12.0412

Exploration of salon development. Topics include professional ethics and goals, salon operation, and record keeping. Pre/co-requisite: CSME 1405. Credit 3 semester hours.

2414 – Cosmetology Instructor II (2-6) 12.0413

A continuation of the fundamentals of instruction of cosmetology students. Prerequisite: Valid operator license, Texas Department of Licensing and Regulations. Credit 4 semester hours.

2441 – Preparation for the Texas Department of Licensing and Regulations Examination (2-7) 12.0401

Preparation for the Texas Department of Licensing and Regulations Operator Examination. Pre/co-requisite: Orientation to Cosmetology. Credit 4 semester hours.

2444 – Cosmetology Instructor IV (2-6) 12.0413

Advanced concepts of instruction in a cosmetology program. Topics include demonstration and implementation of advanced evaluation and assessment of techniques. Prerequisite: Valid operator license, Texas Cosmetology Commission. Credit 4 semester hours.

2445 – Instructional Theory and Clinic Operation (2-6) 12.0413

An overview of the objectives required by the Texas Department of Licensing and Regulations Instructor Examination. Prerequisite: Valid operator license, Texas Cosmetology Commission. Credit 4 semester hours.

2449 – Cosmetology Instructor III (2-6) 12.0413

Presentation of lesson plan assignments and evaluation techniques. Prerequisite: Valid operator license, Texas Department of Licensing and Regulations. Credit 4 semester hours.

2401 – The Principles of Hair Coloring Related Theory (2-9) 12.0407

Presentation of the theory and practice of hair color and chemistry. Topics include terminology, application, and workplace competencies related to hair color and chemistry. Pre/co-requisite: Orientation to Cosmetology. Credit 5 semester hours.

CRIMINAL JUSTICE (CRIJ)

1301 – Introduction to Criminal Justice (3-0) 43.0104.51.24

This course provides a historical and philosophical overview of the American criminal justice system, including the nature, extent, and impact of crime, criminal law, and justice agencies and processes. Credit 3 semester hours.

1306 – Court System and Practice (3-0) 22.0101.54 24

This course is a study of the court system as it applies to the structures, procedures, practices and sources of law in American courts, using federal and Texas statutes and case law. Credit 3 semester hours.

1310 – Fundamentals of Criminal Law (3-0) 22.0101.53 24

This course is the study of criminal law including application of definitions, statutory elements, defenses and penalties using Texas statutes, the Model Penal Code, and case law. The course also analyzes the philosophical and historical development of criminal law and criminal culpability. Credit 3 semester hours.

2328 – Police Systems and Practices (3-0) 43.0104.57 24

This course examines the establishment, role, and function of police in a democratic society. It focuses on types of police agencies and their organizational structure, police-community interaction, police ethics, and use of authority. Credit 3 semester hours.

DRAMA (DRAM)**1310 – Introduction to Theater (3-0) 50.0501.51 26**

Survey of theater including its history, dramatic works, stage techniques, production procedures, and relation to other art forms. Participation in productions may be required. Credit 3 semester hours.

ECONOMICS (ECON)**1301- Introduction to Economics (3-0) 45.0601.52 25**

A survey of microeconomic and macroeconomic principles for non-business majors. Microeconomic topics will include supply and demand, consumer behavior, price and output decisions by firms under various market structures, factor markets, market failures, international trade, and exchange rates. Macroeconomic topics will include national income, unemployment, inflation, business cycles, aggregate supply and demand, monetary and fiscal policy, and economic growth.

2301 – Principles of Macroeconomics (3-0) 45.0601.51 25

An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy. Prerequisite: Sophomore standing or consent of instructor. Credit 3 semester hours.

2302 – Principles of Microeconomics (3-0) 45.0601.51 25

Analysis of the behavior of individual economic agents, including consumer behavior and demand, producer behavior and supply, price and output decisions by firms under various market structures, factor markets, market failures, and international trade. Credit 3 semester hours.

EDUCATION (EDUC)**1100 – Learning Framework (1-0) 42.2701.51 25**

A study of the research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. (Cross-listed with PSYC 1100) Credit 1 semester hour.

1301 – Introduction to the Teaching Profession (3-0) 13.0101.51 09

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

Pedagogy and Professional Responsibilities standards. Course must include a minimum of 16 contact hours of field experience in P-12 classrooms. Credit 3 semester hours.

2301 – Introduction to Special Populations (3-0) 13.1001.51 09

An enriched, integrated pre-service course and content experience that provides an overview of schooling and classrooms from the perspectives of language, gender, socioeconomic status, ethnic and academic diversity, and equity with an emphasis on factors that facilitate learning. The course provides students with opportunities to participate in early field observations of P-12 special populations and should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Must include a minimum of 16 contact hours of field experience in P-12 classrooms with special populations. Prerequisite: EDUC 1301. Credit 3 semester hours.

EMERGENCY MEDICAL SERVICES (EMSP AND HPRS)

EMSP 1166 - Practicum (or field experience) - Emergency Medical Technology (0-0-9) 51-0904

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

EMSP 1260 – Clinical-EMT (0-0-9) 51.0904

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. Credit 2 semester hours.

EMSP 1267 - Practicum (or field experience) - Emergency Medical Technology (0-0-14) 51.0904

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

EMSP 1268 - Practicum (or field experience) - Emergency Medical Technology (0-0-16) 51.0904

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

EMSP 1338 - Introduction to Advanced Practice (2-2) 51.0904

Fundamental elements associated with emergency medical services include preparatory practices, pathophysiology, medication administration, and related topics.

EMSP 1355 - Trauma Management (2-4) 51.0904

Knowledge and skills in the assessment and management of patients with traumatic injuries.

EMSP 1356 - Patient Assessment and Airway Management (2-4) 51.0904

Knowledge and skills required to perform patient assessment, airway management, and artificial ventilation.

EMSP 1401 - Emergency Medical Technician (2-7) 51.0904

Preparation for certification as an Emergency Medical Technician (EMT). Credit 4 semester hours.

EMSP 1501 – EMT-Basic (4-4) 51.0904

Preparation for certification as an Emergency Medical Technician. Credit 5 semester hours.

EMSP 2143 - Assessment Based Management (0-3) 51.0904

A summative experience covering comprehensive, assessment-based patient care management for the paramedic level.

EMSP 2261 - Clinical - Emergency Medical Technology (0-0-10) 51.0904

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

EMSP 2262 - Clinical - Emergency Medical Technology (0-0-10) 51.0904

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

EMSP 2306 - Emergency Pharmacology (2-3) 51.0904

A study of drug classifications, actions, therapeutic uses, adverse effects, routes of administration, and calculation of dosages.

EMSP 2330 - Special Populations (2-2) 51.0904

Knowledge and skills necessary to assess and manage ill or injured patients in diverse populations to include neonatology, pediatrics, geriatrics, and other related topics.

EMSP 2237 - Emergency Procedures (1-4)

Application of emergency medical procedures. This course was designed to be repeated multiple times to improve student proficiency.

EMSP 2305 - EMS Operations (2-3) 51.0904

Knowledge and skills to safely manage multi-casualty incidents and rescue situations; utilize air medical resources; identify hazardous materials and other specialized incidents.

EMSP 2359 - EMS Supervision/Management (2-2) 51.0904

Instruction, literary review, group discussion, and case study on topics pertinent to the Emergency Medical Service (EMS) field supervisor or manager.

EMSP 2434 - Medical Emergencies (3-3) 51.0904

Knowledge and skills in the assessment and management of patients with medical emergencies, including medical overview, neurology, gastroenterology, immunology, pulmonology, urology, hematology, endocrinology, toxicology, and other related topics.

HPRS 1391 – Special Topics (2-4) 51.0000

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. Credit 3 semester hours.

HPRS 2321 – Medical Laws/Ethics (3-0) 51.0000

Principles, procedures, and regulations governing the legal and ethical relationships among physicians, patients, and health care professionals. Includes current ethical issues related to the various healthcare professions and patient confidentiality. Credit 3 semester hours.

ENGLISH (ENGL)**0300 – Beginning Reading and Writing I (3-0) 32.0108.59 12**

The purpose of this course is to help students prepare to meet the requirements of the Texas Success Initiative, and to help students gain the skills necessary to be successful in classes that involve reading and writing at the college level. Students are placed in ENGL 0300 based on holistic placement procedures involving both quantitative and qualitative data, including, but not limited to: TSI scores, high school GPA, prior coursework, motivation, and TSI diagnostic profiles. This course is non-transferable college credit and may not be counted or used as hours towards graduation. Course content includes strategies for building vocabulary, increasing reading rates, and improving comprehension. The course also includes instruction in active reading strategies using text structure to improve comprehension and the interpretation and evaluation of reading materials. Basic grammar concepts of standard American usage, mechanics, writing in diverse sentence structure and paragraphs, and evaluating problem areas common to college students will be analyzed for adequate application toward college-level writing. Credit 3 semester hours.

0301 – Beginning Reading and Writing II (3-0) 32.0108.59 12

The purpose of this course is to help students prepare to meet the requirements of the Texas Success Initiative, and to help students gain the skills necessary to be successful in classes that involve reading and writing at the college level. Students are placed in ENGL 0301 based on holistic placement procedures involving both quantitative and qualitative data, including, but not limited to: TSI scores, high school GPA, prior coursework, motivation, and TSI diagnostic profiles. This course is non-transferable college credit and may not be counted or used as hours towards graduation. Students enrolled in ENGL 0301 are advised to enroll concurrently in ENGL 1301 (for students whose TSI writing score is below college level) or a college-level reading course (for students whose TSI reading score is below college level) such as HIST 1301 or PSYC 2301. Course content includes strategies for advancing reading comprehension and facilitating critical analysis of text. The course will also include instruction on active reading strategies using text structure to improve comprehension and the interpretation and evaluation of reading materials. It will integrate critical analysis of text into writing instruction focused on the composition of essays, including pre-writing, drafting, organization, focus, unity, editing, and revision. Credit 3 semester hours.

1301 – Composition I (3-0) or (3-1) 23.1301.51 12

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Credit 3 semester hours.

1302 – Composition II (3-0) or (3-1) 23.1301.51 12

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Prerequisite: ENGL 1301. Credit 3 semester hours.

2307 – Creative Writing (3-0) 23.1302.51 12

Practical experience in the techniques of imaginative writing. May include fiction, nonfiction, poetry, screenwriting, drama or oral histories. Prerequisite: ENGL 1301. Credit 3 semester hours.

2311 – Technical and Business Writing (3-0) 23.1303.51 12

Intensive study of and practice in professional settings. Focus on the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, e-mail messages, letters, and descriptions of products and services. Practice individual and collaborative processes involved in the creation of ethical and efficient documents. Prerequisite: ENGL 1301. Credit 3 semester hours.

2322 – British Literature I (3-0) 23.1404.51 12

A survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Prerequisite: ENGL 1301. Credit 3 semester hours.

2323 – British Literature II (3-0) 23.1404.51 12

A survey of the development of British literature from the Romantic period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Prerequisite: ENGL 1301. Credit 3 semester hours.

2326 – American Literature (single-semester course) (3-0) 23.1402.51 12

A survey of American literature from the period of exploration and settlement to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character. Prerequisite: ENGL 1301. Credit 3 semester hours.

2327 – American Literature I (3-0) 23.1402.51 12

A survey of American literature from the period of exploration and settlement through the Civil War. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character. Prerequisite: ENGL 1301. Credit 3 semester hours.

2328 – American Literature II (3-0) 23.14.51 12

A survey of American literature from the Civil War to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character. Prerequisite: ENGL 1301. Credit 3 semester hours.

2332 – World Literature I (3-0) 16.0104.52 13

Selected significant works of world literature. May include study of movements, schools, or periods. Prerequisite: ENGL 1301. Credit 3 semester hours.

2333 – World Literature II (3-0) 16.0104.52 13

Selected significant works of world literature. May include study of movements, schools, or periods. Prerequisite: ENGL 1301. Credit 3 semester hours.

2341 – Forms of Literature: Film Studies (3-0) 16.0104.51 13

This course explores the American Myth as told through the medium of film. Students gain an appreciation for film as a type of literature and a better understanding of the world around them. The course studies relationships between American history, social movements, cultural bias, and storytelling. Prerequisite: ENGL 1301. Credit 3 semester hours.

ENVIRONMENTAL SCIENCE (ENVR)**1401 Environmental Science I (3-3) 03.0103.52 01**

A survey of the forces, including humans, that shape our physical and biologic environment, and how they affect life on Earth. Introduction to the science and policy of global and regional environmental issues, including pollution, climate change, and sustainability of land, water, and energy resources. Lab activities will cover methods used to collect and analyze environmental data. Credit 4 semester hours.

1402 Environmental Science II (3-3) 03.0103.52 01

General interest course requiring a minimum of previous science background and relating scientific knowledge to problems involving energy and the environment. Credit 4 semester hours.

FIRE SCIENCE (FIRS, FIRT, EMSP)**FIRS 1103 – Firefighter Agility and Fitness Preparation (0-2) 43.0203**

Physical ability testing methods. Rigorous training in skills and techniques needed in typical fire department physical ability tests. Credit 1 semester hour.

FIRS 1301 - Firefighter Certification I (2-3) 43.0203

One in a series of courses in basic preparation for a new firefighter. Should be taken in conjunction with Firefighter Certification II, III, IV, V, VI, and VII to satisfy the Texas Commission on Fire Protection (TCFP) curriculum for Basic Structural Fire Suppression, Course #100. Credit 3 semester hours.

FIRS 1407 - Firefighter Certification II

One in a series of courses in basic preparation for a new firefighter. Should be taken in conjunction with Firefighter Certification I, III, IV, V, VI, VII to satisfy the Texas Commission on Fire Protection (TCFP) curriculum for Basic Structural Fire Suppression, Course #100. Credit 4 semester hours.

FIRS 1313 - Firefighter Certification III (2-4) 43.0203

One in a series of courses in basic preparation for a new firefighter. Should be taken in conjunction with Firefighter Certification I, II, IV, V, VI, and VII to satisfy the Texas Commission on Fire Protection (TCFP) curriculum for Basic Structural Fire Suppression, Course #100. Credit 3 semester hours.

FIRS 1319 - Firefighter IV (2-3) 43.0203

One in a series of courses in basic preparation for a new firefighter. Should be taken in conjunction with Firefighter Certification I, II, IV, V, VI, and VII to satisfy the Texas Commission on Fire Protection (TCFP) curriculum for Basic Structural Fire Suppression, Course #100. Credit 3 semester hours.

FIRS 1323 - Firefighter Certification V (2-3) 43.0203

One in a series of courses in basic preparation for a new firefighter. Should be taken in conjunction with Firefighter Certification I, II, IV, V, VI, and VII to satisfy the Texas Commission on Fire Protection (TCFP) curriculum for Basic Structural Fire Suppression, Course #100. Credit 3 semester hours.

FIRS 1329 - Firefighter Certification VI (2-3) 43.0203

One in a series of courses in basic preparation for a new firefighter. Should be taken in conjunction with Firefighter Certification I, II, IV, V, VI, and VII to satisfy the Texas Commission on Fire Protection (TCFP) curriculum for Basic Structural Fire Suppression, Course #100. Credit 3 semester hours.

FIRS 1333 - Firefighter Certification VII (2-4) 43.0203

One in a series of courses in basic preparation for a new firefighter. Should be taken in conjunction with Firefighter Certification I, II, IV, V, VI, and VII to satisfy the Texas Commission on Fire Protection (TCFP) curriculum for Basic Structural Fire Suppression, Course #100. Credit 3 semester hours.

FIRT 1301 - Fundamentals of Fire Protection (2-2) 43.0202

Orientation to the fire service, career opportunities, and related fields. Credit 3 semester hours.

FIRT 1315 - Hazardous Materials (2-2) 43.0202

The chemical characteristics and behavior of various materials. Storage, transportation, handling hazardous emergency situations, and the most effective methods of hazard mitigation. Credit 3 semester hours.

FIRT 1327 - Building Construction in the Fire Service (2-2) 43.0202

Components of building construction that relate to life safety. Includes relationship of construction elements and building design impacting fire spread in structures. Credit 3 semester hours.

FIRT 1338 - Fire Protection Systems (2-2) 43.0202

Design and operation of fire detection and alarm systems, heat and smoke control systems, special protection and sprinkler systems, water supply for fire protection, and portable fire extinguishers. This course meets Fire and Emergency Services Higher Education (FESHE) Model Curriculum core requirements. Credit 3 semester hours.

EMSP 1260 - Clinical - Emergency Medical Technology (3-3) 51.0904

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. Credit 2 semester hours.

EMSP 1401 - Emergency Medical Technician (2-5) 51.0904

Preparation for certification as an Emergency Medical Technician (EMT). Credit 4 semester hours.

GEOLOGY (GEOL)

1403 – Physical Geology (3-3) 40.0601.54 03

Introduction to the study of the materials and processes that have modified and shaped the surface and interior of Earth over time. These processes are described by theories based on experimental data and geologic data gathered from field observations. Credit 4 semester hours. Lab Fee \$12. (Offered on an irregular basis).

1404 – Historical Geology (3-3) 40.0601.54 03

A comprehensive survey of the history of life and major events in the physical development of Earth as interpreted from rocks and fossils. Credit 4 semester hours. (Offered on an irregular basis).

GOVERNMENT (GOVT)

2304 – Introduction to Political Science (3-0) 45.1001.52 25

Introductory survey of the discipline of political science focusing on the scope and methods of the field and the substantive topics in the discipline, including the theoretical foundations of politics, political interaction, political institutions, and how political systems function. Credit 3 semester hours.

2305 – Federal Government (3-0) 45.1002.51 25

Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights. Credit 3 semester hours.

2306 – Texas Government (3-0) 45.1002.51 25

Origin and development of the Texas constitution, structure and powers of state and local government, federalism and intergovernmental relations, political participation, the election process, public policy, and the political culture of Texas. Credit 3 semester hours.

HEALTH SERVICES (HITT)**1205 – Medical Terminology I (2-0) 51.0707**

Study of medical terms through word origin and structure. Introduction to abbreviations and symbols, surgical and diagnostic procedures, and medical specialties. Students will identify, pronounce, and spell medical terms; use terms in context; utilize prefixes, suffixes, root words, and plurals to construct medical terms; analyze medical terms; translate abbreviations; and interpret symbols. Credit 2 semester hours.

1305 – Medical Terminology (3-0) 51.0707

3 credit hour version of the above course.

HISTORY (HIST)**1301 – United States History I (3-0) 54.0102.51 25**

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government. Credit 3 semester hours

1302 – United States History II (3-0) 54.0102.51 25

A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War, and post-Cold War eras. Themes that may be addressed in United States History II include American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy. Credit 3 semester hours.

2301- Texas History (3-0) 54.0102.52 25

A survey of the political, social, economic, cultural, and intellectual history of Texas from the pre-Columbian era to the present. Themes that may be addressed in Texas History include Spanish colonization and Spanish Texas; Mexican Texas; the Republic of Texas; statehood and secession; oil, industrialization, and urbanization; civil rights; and modern Texas. Credit 3 semester hours. (Offered on an irregular basis). Credit 3 semester hours.

2321 – World Civilizations I (3-0) 54.0101.53 25

A survey of the social, political, economic, cultural, religious, and intellectual history of the world from the emergence of human cultures through the 15th century. The course examines major cultural regions of the world in Africa, the Americas, Asia, Europe, and Oceania and their global interactions over time. Themes

include the emergence of early societies, the rise of civilizations, the development of political and legal systems, religion and philosophy, economic systems and trans-regional networks of exchange. The course emphasizes the development, interaction and impact of global exchange. Credit 3 semester hours.

2322 – World Civilizations II (3-0) 54.0101.53 25

A survey of the social, political, economic, cultural, religious, and intellectual history of the world from the 15th century to the present. The course examines major cultural regions of the world in Africa, the Americas, Asia, Europe, and Oceania and their global interactions over time. Themes include maritime exploration and transoceanic empires, nation/state formation and industrialization, imperialism, global conflicts and resolutions, and global economic integration. The course emphasizes the development, interaction and impact of global exchange. Credit 3 semester hours.

HUMANITIES (HUMA)

1301 – Introduction to the Humanities I (3-0) 24.0103.51 12

An interdisciplinary, multi-perspective assessment of cultural, political, philosophical, and aesthetic factors critical to the formulation of values and the historical development of the individual and of society. Credit 3 semester hours. Credit 3 semester hours.

1302 – Introduction to the Humanities II (3-0) 24.0103.51 12

This stand-alone course is an interdisciplinary survey of cultures focusing on the philosophical and aesthetic factors in human values with an emphasis on the historical development of the individual and society and the need to create.

MACHINING (MCHN, DFTG)

MCHN 1300 – Beginning Machine Shop (2-4) 48.0501

Fundamental machine shop safety, math, and measurement. Credit 3 semester hours.

MCHN 1302 – Print Reading for Machining Trades (2-2) 48.0501

A study of blueprints for machining trades with emphasis on machine drawings. Credit 3 semester hours.

MCHN 1319 – Manufacturing Materials and Processes (2-2) 48.0501

A basic study of various materials used in the manufacturing industry and the chemical, physical, and mechanical properties of various materials. Emphasis on manufacturing processes, including casting, forming and machining. Credit 3 semester hours.

MCHN 1320 – Precision Tools and Measurement (2-4) 48.0501

An introduction to the modern science of dimensional metrology. Emphasis on the identification, selection, and application of various types of precision instruments associated with the machining trade. Practice of basic layout and piece part measurements while using standard measuring tools. Credit 3 semester hours.

MCHN 1326 – Introduction to Computer-Aided Manufacturing (2-4) (CAM) 48.0501

A study of Computer-Aided Manufacturing (CAM) software which is used to develop applications for manufacturing. Emphasis on tool geometry, tool selection, and the tool library. Credit 3 semester hours.

MCHN 1343 – Machine Shop Mathematics (2-2) 48.0501

Designed to prepare the student with technical, applied mathematics necessary in future machine shop-related courses. Credit 3 semester hours.

MCHN 1438 – Basic Machine Shop I 2-6 48.0501

A course that introduces the student to machining fundamentals. The student will use basic machine tools including the lathe, milling machine, drill press, power saw, and bench grinder. Machine terminology, theory, math, part layout, and bench work using common measuring tools is included. Emphasis is placed on shop safety, housekeeping, and preventative maintenance. Credit 4 semester hours.

MCHN 1338 – Basic Machine Shop I 2-4 48.0501

Same course as above is only 3 hours.

MCHN 1452 – Intermediate Machining I (2-6) 48.0501

Operation of drilling machines, milling machines, lathes, and power saws. Select and use appropriate precision measuring tools. Credit 4 semester hours.

MCHN 2403 – Fundamentals of Computer Numerical Controlled (CNC) Machine Controls (2-4) 48.0501

Programming and operation of Computer Numerical Controlled (CNC) machine shop equipment. Credit 4 semester hours.

MCHN 2344 – Computerized Numerical Control Programming (2-2) 48.0501

An introduction to G and M codes (RS274-D) necessary to program Computer Numerical Controlled (CNC) machines. Credit 3 semester hours.

MCHN 2435 – Advanced CNC Machining (2-4) 48.0501

Advanced CNC operation with an emphasis on programming and operations of machining and turning centers. Credit 4 semester hours.

MCHN 2438 – Advanced Computer-Aided Manufacturing (CAM) (2-4) 48.0501

Advanced techniques in Computer-Aided Manufacturing (CAM). Credit 4 semester hours.

MCHN 2441 – Advanced Machining I (2-6) 48.0501

Advanced lathe and milling operations. Emphasis on advanced cutting operations of the lathe and milling machines, including the use of special tooling, bench assembly, and materials identification. Credit 4 semester hours.

DFTG 2319 – Intermediate Computer-Aided Drafting (CAD) (2-2) 15.1302

A continuation of practices and techniques used in basic computer-aided drafting including the development and use of prototype drawings, construction of pictorial drawings, extracting data, and basics of 3D. Credit 3 semester hours.

MATHEMATICS (MATH)**0342 – Foundations of Math I (3-0) 32.0104.51 19**

This course is an academic resource for students enrolled in the STAT path or quantitative literacy path. Its purpose is to help the student prepare to meet the requirements of the Texas Success Initiative, and to help the student gain the skills necessary to be successful in mathematics classes at the college level. Students are placed in it based on holistic placement procedures of both quantitative and qualitative data, including, but not limited to: TSI scores, high school GPA, prior coursework, motivation, and TSI diagnostic profiles. Students in this

course are advised to enroll concurrently in MATH 1332 or 1342. This course is non-transferable college credit and may not be counted or used as hours towards graduation. Course content includes: the Real Numbers and their properties and operations; introduction to functions and notation; solving and graphing linear equations and inequalities and applications; systems of linear equations and inequalities; exponents and polynomials; and factoring techniques including special structures. Credit 3 semester hours.

0314 – Intermediate Algebra (3-1) 32.0104.52 19

This course is an academic resource for students enrolled in the STEM path. Its purpose is to help the student prepare to meet the requirements of the Texas Success Initiative, and to help the student gain the skills necessary to be successful in mathematics classes at the college level. Students are placed in it based on calculus I holistic placement procedures of both quantitative and qualitative data, including, but not limited to: TSI scores, high school GPA, prior coursework, motivation, and TSI diagnostic profiles. Students in this course are advised to enroll concurrently in MATH 1314. This course is non-transferable college credit and may not be counted or used as hours towards graduation. Course content includes reviewing of factoring and special structures; functions and equations as followings; rational, radical, root, and quadratics; systems of linear equations and inequalities in two and three variables; and nonlinear inequalities. Credit 3 semester hours.

1314 – College Algebra (3-0) or (3-1) 27.0101.54 19

In-depth study and applications of polynomial, rational, radical, exponential, and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included. Credit 3 semester hours.

1316 – Plane Trigonometry (3-0) 27.0101.53 19

In-depth study and applications of trigonometry including definitions, identities, inverse functions, solutions of equations, graphing, and solving triangles. Additional topics such as vectors, polar coordinates and parametric equations may be included. Prerequisite: MATH 1314 or concurrent enrollment. Credit 3 semester hours.

1324 – Mathematics for Business & Social Sciences (3-0) 27.0301.52 19

This course focuses on the application of common algebraic functions, including polynomial, exponential, logarithmic, and rational, to problems in business, economics, and the social sciences. The applications include mathematics of finance, including simple and compound interest and annuities; systems of linear equations; matrices; linear programming; and probability, including expected value. Credit 3 semester hours.

1325 – Calculus for Business & Social Sciences (3-0) 27.0301.53 19

This course is the basic study of limits and continuity, differentiation, optimization and graphing, and integration of elementary functions, with emphasis on applications in business, economics, and social sciences. This course is not a substitute for MATH 2313 or 2413: Calculus I. Prerequisite: MATH 1314 or 1324. Credit 3 semester hours

1332 – Contemporary Mathematics (3-0) 27.0101.51 19

Intended for Non-STEM (Science, Technology, Engineering, and Mathematics) majors. Topics include introductory treatments of sets and logic, financial mathematics, probability, and statistics with appropriate applications. Number sense, proportional reasoning, estimation, technology, and communication should be embedded throughout the course. Additional topics may be covered. Credit 3 semester hours.

1342 – Elementary Statistical Methods (3-0) 27.0501.51 19

Collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Credit 3 semester hours.

Updated 2/14/2023

1350 – Mathematics for Teachers I (Fundamentals of Mathematics I) (3-0) 27.0101.56 19

This course is intended to build or reinforce a foundation in fundamental mathematical concepts and skills. It includes the conceptual development of the following: sets, functions, numeration systems, number theory, and properties of the various number systems with an emphasis on problem solving and critical thinking. Prerequisite: MATH 1314. Credit 3 semester hours.

1351 – Mathematics for Teachers II (Fundamentals of Mathematics II) (3-0) 27.0101.57 19

This course is intended to build or reinforce a foundation in fundamental mathematics concepts and skills. It includes the concepts of geometry, measurement, probability, and statistics with an emphasis on problem solving and critical thinking. Prerequisite: MATH 1314. Credit 3 semester hours.

2312 – Pre-Calculus Math (3-0) 27.0101.58 19

In-depth combined study of algebra, trigonometry, and other topics for calculus readiness. Prerequisite: MATH 1314. Credit 3 semester hours

2313 – Calculus I (3-0) 27.0101.59 19

Limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of areas. Prerequisite: MATH 1314 and 1316. Credit 3 semester hours.

2413 – Calculus I (3-1) 27.0101.59 19

4 credit-hour version of MATH 2313.

2314 – Calculus II (3-0) 27.0101.60 19

Differentiation and integration of transcendental functions; parametric equations and polar coordinates; techniques of integration; sequences and series; improper integrals. Prerequisite: MATH 2313. Credit 3 semester hours.

MUSIC (MUSI, MUAP, MUEN)**MUAP 1183 – Individual Instruction: Applied Voice I (0-2) 50.0903.54 26**

The study of singing from the standpoints of technique, literature, and performance. Students will study the principles of vocal technique based on established vocal pedagogy, along with literature appropriate for their developmental level. Credit 1 semester hour each semester.

MUAP 1184 – Individual Instruction: Applied Voice II (0-2) 50.0903.54 26

A continuation of MUAP 1183. Credit 1 semester hour each semester.

MUEN 1241, 1242 – College Choir (0-6) 50.0903.57 26

A mixed singing organization open to students interested in choral singing. Public concerts. Credit 2 semester hours.

MUEN 2241, 2242 – College Choir (0-6) 50.0903.57 26

A continuation of Music 1241-1242. Credit 2 semester hours each semester.

MUSI 1116 Elementary Sight-Singing and Ear Training I (0-2) 50.0904.56 26

Singing tonal music in treble and bass clefs, and aural study of elements of music, such as scales, intervals and chords, and dictation of basic rhythm, melody and diatonic harmony. Prerequisite: Concurrent enrollment in Music 1311. Credit 1 semester hour.

MUSI 1117 Elementary Sight-Singing and Ear Training II (0-2) 50.0904.56 26

Singing tonal music in various clefs, continued aural study of the elements of music, and dictation of intermediate rhythm, melody and diatonic harmony. Prerequisite: Completion of MUSI 1116 and concurrent enrollment in MUSI 1312. Credit 1 semester hour.

MUSI 1303 – Fundamentals of Music I (3-0) 50.0904.55 26

Introduction to the basic elements of music theory, including scales, intervals, keys, triads, elementary ear training, notation, meter, and rhythm. Course does not apply to a music major degree. Credit 3 semester hours.

MUSI 1306 – Music Appreciation (3-0) 50.0902.51 26

Understanding music through the study of cultural periods, major composers, and musical elements; illustrated with audio recording and/or live performance. Credit 3 semester hours. Course does not apply to a music major degree.

MUSI 1310 – American Music (3-0) 50.0902.53 26

A general survey of various styles of music in America. Topics may include jazz, ragtime, folk, rock, and contemporary art music. Credit 3 semester hours.

MUSI 1311 – Music Theory I (3-0) 50.0904.51 26

The study of analysis and writing of tonal melody and diatonic harmony, including fundamental music concepts, scales, intervals, chords, 7th chords, and early four-part writing. Analysis of small compositional forms. Optional correlated study at the keyboard.

MUSI 2311 – Music Theory III (3-0) 50.0904.52 26

Advanced harmony voice leading, score analysis and writing of more advanced tonal harmony including chromaticism and extended-tertian structures. Optional correlated study at the keyboard. Prerequisite completion of MUSI 1312. Companion course with MUSI 2116. Credit 3 semester hours.

MUSI 2312 – Music Theory IV (3-0) 50.0904.52 26

Continuation of advanced chromaticism and survey of analytical and compositional procedures in post-tonal music. Optional correlated study at the keyboard. Prerequisite: Completion of MUSI 2311. Companion course with MUSI 2118. Credit 3 semester hours.

PHILOSOPHY AND RELIGION (PHIL)**1304 – Introduction to World Religions (3-0) 38.0201.52 12**

A comparative study of world religions, including but not limited to Hinduism, Buddhism, Judaism, Christianity, and Islam. Credit 3 semester hours.

PHYSICAL EDUCATION (PHED)**1101, 1102, 2101, 2102 – Activity Physical Education (0-3) 36.0108.51 23**

Instruction and participation in physical and recreational activities. Course designed to meet activity requirements in physical education. Credit 1 semester hour each semester.

1105, 1106, 2105, 2106 – Athletics (0-3) 36.0108.51 23

Students will participate in varsity or junior varsity sports. Course designed to meet activity requirements in physical education. Credit 1 semester hour each semester.

1107, 1108, 2107, 2108 – Weight Training (0-3) 36.0108.51 23

Weight training for students who participate in varsity or junior varsity sports. Credit 1 semester hour each semester.

1301 – Foundations of Kinesiology (3-0) 31.0501.52 23

The purpose of this course is to provide students with an introduction to human movement that includes the historical development of physical education, exercise science, and sport. This course offers the student both an introduction to the knowledge base, as well as information on expanding career opportunities. Credit 3 semester hours.

1304 – Personal/Community Health I (3-0) 51.1504.51 16

This course introduces the fundamentals, concepts, strategies, applications, and contemporary trends related to understanding personal and/or community health issues. This course also focuses on empowering various populations with the ability to practice healthy living, promote healthy lifestyles, and enhance individual well-being. Credit 3 semester hours.

1306 – First Aid (3-0) 51.1504.53 16

Instruction and practice for emergency care. Designed to enable students to recognize and avoid hazards within their environment, to render intelligent assistance in case of accident or sudden illness, and to develop skills necessary for the immediate and temporary care of the victim. Successful completion of the course may enable the student to receive a certificate from a nationally recognized agency. Credit 3 semester hours.

1321 – Coaching/Sports/Athletics (3-1) 31.0505.51 23

Study of the history, theories, philosophies, rules, and terminology of competitive sports. Includes coaching techniques. Credit 3 semester hours.

1331 – Physical Education for Elementary Education Majors (3-1) 31.0501.52 23

An overview of the program of activities in elementary school physical education. Includes the study and practice of activities and principles that promote physical fitness with an emphasis on historical development, philosophical implications, physical fitness, and kinesiology. Credit 3 semester hours.

1336 – Introduction to Recreation (3-0) 31.0101.51.23

Fundamental theory and concepts of recreational activities with emphasis on programs, planning, and leadership.

1338 – Concepts of Physical Fitness (3-0) 31.0501.51 23

This course is designed to familiarize students with knowledge, understanding, and values of health-related fitness and its influence on the quality of life emphasizing the development and implementation of fitness programs. Credit 3 semester hours.

1346 – Drug Use and Abuse (3-0) 51.1504.52 16

Study of the use, misuse and abuse of drugs and other harmful substances in today's society. Physiological, sociological, pharmacological and psychological factors will be emphasized. Credit 3 semester hours.

PHYSICS (PHYS)**1401 – College Physics I (4-0) 40.0801**

General Fundamental principles of physics, using algebra and trigonometry; the principles and applications of classical mechanics and thermodynamics, including harmonic motion, mechanical waves and sound, physical

systems, Newton's Laws of Motion, and gravitation and other fundamental forces; with emphasis on problem solving. For pre-medical, pre-dental, pre-physical therapy, pre-veterinary medicine, pre-pharmacy, pre-optometry and technology students. Prerequisites: MATH 1314 and MATH 1316 or MATH 2312/2412. Credit 4 semester hours.

1402 - College Physics II (4-0) 40.0801

Fundamental principles of physics, using algebra and trigonometry; the principles and applications of electricity and magnetism, including circuits, electrostatics, electromagnetism, waves, sound, light, optics, and modern physics topics; with emphasis on problem solving. Prerequisite: PHYS 1401. Credit 4 semester hours.

PSYCHOLOGY (PSYC)

1100 – Learning Framework (1-0) 42.2701.51 25

A study of the 1) research and theory in the psychology of learning, cognition, and motivation, 2) factors that impact learning, and 3) application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. (Cross-listed with EDUC 1100) Credit 1 semester hour.

2301 – General Psychology (3-0) 42.0101.51 25

General Psychology is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes. Credit 3 semester hours.

2308 – Child Psychology (3-0) 42.2703.51 25

This course will address psychological development from conception through middle childhood with references to physical, cognitive, social and personality changes. Students will examine the interplay of biological factors, human interaction, social structures, and cultural forces in development. Prerequisite: PSYC 2301 or permission of the instructor. Credit 3 semester hours.

2314 – Lifespan Growth and Development (3-0) 42.2703.51 25

A study of social, emotional, cognitive, and physical factors and influences of a developing human from conception to death. Prerequisite: PSYC 2301 or approval of the instructor. Credit 3 semester hours.

2317 – Statistical Methods in Psychology (3-0) 42.0101.52 25

This course covers descriptive and inferential statistics used in psychological research and assessment. It includes measurement, characteristics of distributions; measures of central tendency and variability; transformed scores; correlation and regression; probability theory; and hypotheses testing and inference. Prerequisites: PSYC 2301 and MATH 1314. Credit 3 semester hours.

2319 – Social Psychology (3-0) 42.2707.51 25

Study of individual behavior within the social environment. Topics may include socio-psychological processes, attitude formation and change, interpersonal relations, group processes, self, social cognition, and research methods. Prerequisite: PSYC 2301. Credit 3 semester hours.

REGISTERED NURSING COURSES (RNSG)
FOR THE
ASSOCIATE OF APPLIED SCIENCE IN NURSING DEGREE (ADN PROGRAM)

1125 – Professional Nursing Concepts I (1-1) 51.3801

Introduction to professional nursing concepts and exemplars within the professional nursing roles: Member of Profession, Provider of Patient-Centered Care, Patient Safety Advocate, and Member of the Health Care Team. Content includes clinical judgment, communication, ethical-legal, evidenced-based practice, health promotion, health information technology, patient-centered care, patient education, professionalism, safety, and team/collaboration. Emphasizes role development of the professional nurse. This course lends itself to a concept-based approach. Prerequisite: Acceptance to the ADN Program; Corequisites: RNSG 1128, 1161, 1216, 1430. Credit for or concurrent enrollment in: BIOL 2402. Credit 1 semester hour.

1126 – Professional Nursing Concepts II (1-1) 51.3801

Expanding professional nursing concepts and exemplars within the professional nursing roles. Applying concepts of clinical judgment, ethical-legal, evidenced-based practice, patient-centered care, professionalism, safety, and team/collaboration to the exemplars presented in the Health Care Concepts II course. Introduces concepts of leadership and management. Emphasizes role development of the professional nurse. This course lends itself to a concept-based approach. Prerequisites: RNSG 1125, 1128, 1161, 1216, 1430, BIOL 2402. Corequisites: RNSG 1533, 2362. Credit for or concurrent enrollment in: PSYC 2314; BIOL 2420 or 2421. Credit 1 semester hour.

1128 – Introduction to Health Care Concepts (1-1) 51.3801

An introduction to concept-based learning with emphasis on selected pathophysiological concepts with nursing applications. Concepts include acid-base balance, fluid and electrolytes, immunity, gas exchange, perfusion, metabolism, coping, and tissue integrity. Prerequisites: Acceptance to the ADN Program or acceptance to the ADN Bridge program. Corequisites (traditional students): RNSG 1125, 1161, 1216, 1430. Corequisites (Bridge students): RNSG 1118, 1163, 1324. Credit for or concurrent enrollment in (all students): BIOL 2402. Credit 1 semester hour.

1137 – Professional Nursing Concepts III (1-1) 51.3801

Application of professional nursing concepts and exemplars within the professional nursing roles. Utilizes concepts of clinical judgment, ethical-legal, evidenced-based practice, patient-centered care, professionalism, safety, and teamwork and collaboration. Introduces the concept of quality improvement, health information technology and health care organizations. Incorporates concepts into role development of the professional nurse. This course lends itself to a concept-based approach. Prerequisites (traditional students): RNSG 1126, 1533, 2362, BIOL 2420 or 2421. Credit for or concurrent enrollment in (traditional students): Humanities/Fine Arts elective. Prerequisites (Bridge students): RNSG 1118, 1128, 1324, 1163, BIOL 2402. Credit for or concurrent enrollment in (Bridge students): BIOL 2420 or 2421. Corequisites (all students): RNSG 1538, 2363: Credit 1 semester hour.

1161 – Clinical-Registered Nursing I/Registered Nurse(0-4) 51.3801

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. Nursing process is utilized in the care of individuals in acute and transitional care settings. Focus is on health promotion/disease

prevention, basic pharmacological concepts, caring, ethical/legal aspects, and decision-making. Emphasis is on beginning assessment, psychomotor, and communication skills. Content includes applicable competencies in basic workplace skills. Credit 1 semester hour. Prerequisite: Acceptance to the ADN Program; Corequisites: RNSG 1125, 1128, 1216, 1430. Credit for or concurrent enrollment in: BIOL 2402. Credit 1 semester hour.

1216 – Professional Nursing Competencies (0-8) 51.3801

Development of professional nursing competencies in the care of patients throughout the lifespan. Emphasizes psychomotor skills and clinical reasoning in the performance of nursing procedures related to the concepts of: clinical judgment, comfort, elimination, fluid and electrolytes, nutrition, gas exchange, safety, functional ability, immunity, metabolism, mobility, and tissue integrity. Includes health assessment and medication administration. This course lends itself to a concept-based approach. Prerequisite: Acceptance to the ADN Program; Corequisites: RNSG 1125, 1128, 1161, 1430; Credit for or concurrent enrollment in: BIOL 2402. Credit 2 semester hours.

1430 Health Care Concepts I (3-4) 51.3801

In-depth coverage of foundational health care concepts with application through selected exemplars. Concepts include comfort, diversity, elimination, functional ability, human development, mobility, nutrition, sensory perception, sleep, thermoregulation, grief, and tissue integrity. Emphasizes development of clinical judgment skills in the beginning nurse. This course lends itself to a concept-based approach. Prerequisite: Acceptance to the ADN Program; Corequisites: RNSG 1125, 1128, 1216, 1161; Credit for or concurrent enrollment in: BIOL 2402. Credit 4 semester hours.

1533 – Health Care Concepts II (4-4) 51.3801

In-depth coverage of health care concepts with application through selected exemplars. Concepts include acid-base balance, coping, clotting, cognition, fluid and electrolytes, gas exchange, immunity, metabolism, nutrition, comfort, and perfusion. Provides continuing opportunities for development of clinical judgment skills. The course lends itself to a concept-based approach. Prerequisites: RNSG 1125, 1128, 1161, 1216, 1430, BIOL 2402. Credit for or concurrent enrollment in: PSYC 2314, BIOL 2420 or 2421. Corequisites: RNSG 1126, 2362. Credit 5 semester hours.

1538 – Health Care Concepts III (4-4) 51.3801

In-depth coverage of health care concepts with nursing application through selected exemplars. Concepts include cellular regulation, end of life, immunity, interpersonal relationships, human development, intracranial regulation, mood/affect, comfort, sexuality, mobility, and reproduction. Provides continuing opportunities for development of clinical judgment skills. The course lends itself to a concept-based approach. Prerequisites (traditional students): RNSG 1126, 1533, 2362, PSYC 2314, BIOL 2420 or 2421. Credit for or concurrent enrollment in (traditional students): Humanities/Fine Arts elective. Prerequisites (Bridge students): RNSG 1118, 1128, 1163, 1324, BIOL 2402. Credit for or concurrent enrollment in (Bridge students): BIOL 2420 or 2421. Corequisites (all students): RNSG 1137, 2363. Credit 5 semester hours.

2138 – Professional Nursing Concepts IV (1-1) 51.3801

Integration of professional nursing concepts and exemplars within the professional nursing roles. Synthesizes concepts of clinical judgment, ethical-legal, evidenced-based practice, leadership and management, patient-centered care, professionalism, safety, and teamwork and collaboration through exemplars presented in the Health Care Concepts courses. Emphasizes the concept of quality improvement and introduces health policy. Incorporates concepts into role development of the professional nurse. This course lends itself to a concept-

based approach. Prerequisites (all students): RNSG 1137, 1538, 2363. Prerequisite (traditional students): Humanities/Fine Arts Elective. Prerequisite (Bridge students): BIOL 2420 or 2421. Credit for or concurrent enrollment in (Bridge students): Humanities/Fine Arts Elective. Co-requisites (all students): RNSG 2539, 2360. Credit 1 semester hour.

2360 – Clinical – Registered Nursing IV/Registered Nurse (0-12) 51.3801

A health-related, work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. Prerequisites (all students): RNSG 1538, 1137, 2363. Prerequisite (traditional students): Humanities/Fine Arts Elective. Credit for or concurrent enrollment in (Bridge students): Humanities/Fine Arts Elective. Corequisites all students: RNSG 2539 and 2138. Credit 3 semester hours.

2362 – Clinical - Registered Nursing II/Registered Nurse (0-12) 51.3801

A health-related work-based learning experience that enabled the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. Nursing process is utilized in the care of individuals in acute and transitional care settings. Focus is on health promotion/disease prevention, basic pharmacological concepts, caring, ethical/legal aspects, and decision-making. Emphasis is on beginning assessment, psychomotor, and communication skills. Content includes applicable competencies in basic workplace skills. Prerequisites: RNSG 1125, 1128, 1161, 1216, 1430. BIOL 2402. Credit for or concurrent enrollment in: PSYC 2314 and BIOL 2420 or 2421. Corequisites: RNSG 1126, 1533. Credit 3 semester hours.

2363 – Clinical – Registered Nursing III/Registered Nurse (0-12) 51.3801

A health-related, work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. Prerequisites (traditional students): RNSG 1126, 1533, 2362, PSYC 2314, BIOL 2420 or 2421. Credit for or concurrent enrollment in (traditional students): Humanities/Fine Arts Elective. Prerequisites (Bridge students): RNSG 1118, 1128, 1163, 1324, BIOL 2402. Credit for or concurrent enrollment in (Bridge students): BIOL 2420 or 2421. Corequisites (all students): RNSG 1538, 1137. Credit 3 semester hours.

2539 – Health Care Concepts IV (4-4) 51.3801

In-depth coverage of advanced health care concepts with nursing application through selected exemplars. Concepts include cognition, immunity, clotting, fluid and electrolyte balance, gas exchange, metabolism, nutrition, perfusion, tissue integrity, and interpersonal relationships. Continuing development of clinical judgment with integration of all health care concepts. The course lends itself to a concept-based approach. . Prerequisites (all students): RNSG 1137, 1538, 2363. Prerequisite (traditional students): Humanities/Fine Arts Elective. Credit for or concurrent enrollment in (Bridge students): Humanities/Fine Arts Elective. Co-requisites (all students): RNSG 2138, 2360. Credit 5 semester hours.

LVN TO RN BRIDGE PROGRAM

Transition Courses

RNSG 1128, RNSG 1118, RNSG 1163, and RNSG 1324 must be passed concurrently in order for the student to progress to the Level III nursing courses.

1118 Transition to Professional Nursing Competencies (0-4) 51.3801

Transition to professional nursing competencies in the care of patients throughout the lifespan. Validates proficiency in psychomotor skills and clinical reasoning in the performance of nursing procedures related to the concepts of clinical judgment, comfort, elimination, fluid and electrolytes, nutrition, gas exchange, safety, functional ability, immunity, metabolism, mobility, and tissue integrity. Includes health assessment and medication administration. This course lends itself to a concept-based approach. Prerequisites: Current, unencumbered vocational nursing license and acceptance to the ADN Bridge Program. Corequisites: RNSG 1128, 1163, 1324. Credit for or concurrent enrollment in: BIOL 2402. Credit 1 semester hour.

1163 LVN Transition Clinical (0-4) 51.3801

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. Prerequisite: Current, unencumbered vocational nursing license and acceptance to the ADN Bridge Program; Corequisites: RNSG 1128, 1118, 1324. Credit for or concurrent enrollment in: BIOL 2402. Credit 1 semester hour.

1324 Concept Based Transition to Professional Nursing (2-3) 51.3801

Integration of previous health care knowledge and skills into the role development of the professional nurse as a provider of patient-centered care, patient safety, advocate, member of the health care team, and member of the profession. Emphasis is on clinical decision-making for patients and their families. Review of selected health care and professional nursing concepts with application through exemplars. Health care concepts include comfort, diversity, elimination, functional ability, human development, mobility, nutrition, sensory perception, sleep, coping, thermoregulation, tissue integrity, acid-base balance, clotting, cognition, fluid and electrolyte balance, gas exchange, immunity, metabolism, nutrition, grief, and perfusion. Professional nursing concepts include clinical judgment, communication, ethical-legal, evidence-based practice, health promotion, health information technology, patient-centered care, patient education, professionalism, safety, teamwork and collaboration. Introduces concepts of leadership and management. This course lends itself to a concept-based approach. Prerequisite: Current, unencumbered vocational nursing license and acceptance to the ADN Bridge Program. Corequisites: RNSG 1118, 1128, 1163. Credit for or concurrent enrollment in: BIOL 2402. Credit 3 semester hours

SOCIOLOGY (SOCI)

1301 – Introductory Sociology (3-0) 45.1101.51 25

The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance. Credit 3 semester hours.

2301 – Marriage and the Family (3-0) 45.1101.51 25

Sociological and theoretical analysis of the structures and functions of the family, the varied cultural patterns of the American family, and the relationships that exist among the individuals within the family, as well as the relationships that exist between the family and other institutions in society. Credit 3 semester hours

SPANISH (SPAN)**1411 – Beginning Spanish I (3-3) 16.0905.51 13**

Basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students will acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the beginner level. No prerequisite. Credit 4 semester hours.

1412 – Beginning Spanish II (3-3) 16.0905.51 13

Continued development of basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the high beginner to low intermediate level. Credit 4 semester hours.

2311 – Intermediate Spanish I (3-3) 16.0905.52 13

The consolidation of skills acquired at the introductory level. Further development of proficiency in listening, speaking, reading and writing. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world. Prerequisite: SPAN 1412. Credit 4 semester hours.

2312 – Intermediate Spanish II (3-0) 16.0905.52 13

The consolidation of skills acquired at the introductory level. Further development of proficiency in listening, speaking, reading and writing. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world. Prerequisite: SPAN 2311. Credit 4 semester hours.

SPEECH (SPCH)**1311 – Introduction to Speech Communication (3-0) 09.0101.51 06**

Introduces basic human communication principles and theories embedded in a variety of contexts including interpersonal, small group, and public speaking. Credit 3 semester hours.

1315 – Public Speaking (3-0) 09.0101.53 06

Application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students' speaking abilities, as well as ability to effectively evaluate oral presentations. Credit 3 semester hours.

1318 – Interpersonal Communication (3-0) 09.0101.54 06

Application of communication theory to interpersonal relationship development, maintenance, and termination in relationship contexts including friendships, romantic partners, families, and relationships with co-workers and supervisors. Credit 3 semester hours.

VOCATIONAL NURSING (VNSG)**1201 - Mental Health & Mental Illness (2-0) 51.3901**

Personality development, human needs, common mental mechanisms, and factors influencing mental health and mental illness. Including common mental disorders and related therapy. Credit 2 semester hours.

1219 - Leadership and Professional Development (1-2) 51.3901

The study of the importance of professional growth as a licensed vocational nurse in the multidisciplinary health care team, professional organizations, and continuing education. Credit 2 semester hours.

1226 - Gerontology (2-0) 51.3901

The exploration of the physical, psychosocial, and cultural aspects of the aging process. Addressing disease processes of aging and exploring the perception toward care of the older adult. Credit 2 semester hours.

1230 - Maternal/Neonatal Nursing (2-0) 51.3901

A study of the biological, psychological, and sociological concepts applicable to basic needs of the family including childbearing and neonatal care. Utilization of the nursing process in the assessment and management of the childbearing family. Topics include physiological changes related to pregnancy, fetal development, and nursing care of the family during labor/delivery and the puerperium. Credit 2 semester hours.

1234 – Pediatrics (2-0) 51.3901

Study of childhood diseases and childcare from infancy through adolescence. Focus on the care of the well and the ill child utilizing the nursing process. Credit 2 semester hours.

1263 – Clinical I (0-8) 51.3901

A method of instruction providing detailed education, training and work-based experience, and direct patient/client care, generally at a clinical site. Specific detailed learning objectives are developed for each course by the faculty. On-site clinical instruction, supervision, evaluation, and placement is the responsibility of the college faculty. Clinical experiences are unpaid external learning experiences. Courses may be repeated if topics and learning outcomes vary. Credit 2 semester hours.

1323 – Basic Nursing Skills (2-4) 51.3901

Mastery of entry level nursing skills and competencies for a variety of health care settings. Utilization of the nursing process as the foundation for all nursing interventions. Communication skills, medical terminology, CPR and emergency first aid will be included. Legal and ethical responsibilities of the vocational nurse are emphasized. Basic IV therapy skills. Credit 3 semester hours.

1327 – Essentials of Medication Administration (2-3) 51.3901

General principles of medication administration including determination of dosage, preparation, safe administration, and documentation of multiple forms of drugs. Instruction includes various systems of measurement. Credit 3 semester hours.

1505 - Health Science (4-2) 51.3901

An introduction to the general principles of anatomy and physiology, nutrition, and microbiology necessary for understanding body processes and basic principles underlying health promotion and therapeutic interventions, including medical and surgical interventions. Credit 5 semester hours.

1509- Nursing in Health & Illness II (4-2) 51.3901

An introduction to the general principles of anatomy and physiology, nutrition, and microbiology necessary for understanding body processes and basic principles underlying health promotion and therapeutic interventions, including medical and surgical interventions. Credit 5 semester hours.

1660 – Clinical II (0-24) 51.3901

A method of instruction providing detailed education, training and work-based experience, and direct patient/client care, generally at a clinical site. Specific detailed learning objectives are developed for each course by the faculty. On-site clinical instruction, supervision, evaluation, and placement is the responsibility of the

college faculty. Clinical experiences are unpaid external learning experiences. Courses may be repeated if topics and learning outcomes vary. Credit 6 semester hours.

1661 – Clinical III (0-24) 51.3901

A method of instruction providing detailed education, training and work-based experience, and direct patient/client care, generally at a clinical site. Specific detailed learning objectives are developed for each course by the faculty. On-site clinical instruction, supervision, evaluation, and placement is the responsibility of the college faculty. Clinical experiences are unpaid external learning experiences. Courses may be repeated if topics and learning outcomes vary. Credit 6 semester hours.

2050 - NCLEX-PN Review (2-0) 51.3901

A course to review nursing knowledge and skills, study skills, stress management techniques, and test taking strategies to prepare the graduate vocational nurse (GVN) to take the National Licensure Examination-Practical Nurse (NCLEX-PN). No credit hours.

2510 - Nursing in Health & Illness III (4-3) 51.3901

An introduction to the general principles of anatomy and physiology, nutrition, and microbiology necessary for understanding body processes and basic principles underlying health promotion and therapeutic interventions, including medical and surgical interventions. Credit 5 semester hours.

WELDING (WLDG)

1412 – Introduction to Flux Cored Arc Welding (2-4) 48.0508

An overview of terminology, safety procedures, and equipment set-up. Practice in performing T-joints, lap joints, and butt joints using Flux Cored Arc Welding (FCAW) equipment. Credit 4 semester hours.

1421 – Introduction to Welding Fundamentals (2-4) 48.0508

An introduction to the fundamentals of equipment used in oxyacetylene and arc welding, including welding and cutting safety, basic oxy-acetylene welding and cutting, basic arc welding processes and basic metallurgy. Credit 4 semester hours.

1413 – Introduction to Blueprint Reading for Welders (2-4) 48.0508

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 industry. Credit 4 semester hours.

1428 – Introduction to Shielded Metal Arc Welding (2-4) 48.0508

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. Credit 4 semester hours.

2406 – Intermediate Pipe Welding (2-4) 48.0508

A comprehensive course on the welding of pipe using the shielded metal arc welding (SMAW) process. Position of welds will be 1G, 2G, 5G, and 6G using various electrodes. Topics covered include electrode selection, equipment setup, and safe shop practice. Credit 4 semester hours.

1417 – Introduction to Layout and Fabrication (2-4) 48.0508

A fundamental course in layout and fabrication related to the welding industry. Major emphasis on structural shapes and use in construction. Credit 4 semester hours.

2435 – Advanced Layout and Fabrication (2-4) 48.0508

A continuation of the Intermediate Layout and Fabrication course which covers production and fabrication of layout tools and processes. Emphasis on application of fabrication and layout skills. Credit 4 semester hours.

1430 – Introduction to Gas Metal Arc Welding (2-4) 48.0508

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. Credit 4 semester hours.

1434 – Introduction to Gas Tungsten Arc Welding (2-4) 48.0508

An introduction to the principles of gas tungsten arc welding (GTAW), setup/use of GAW equipment, and safe use of tools and equipment. Welding instruction in various positions on joint design. Credit 4 semester hours.

2413 – Intermediate Welding in Using Multiple Processes (2-4) 48.0508

Instruction using layout tools and blueprint reading with demonstration and guided practices with some of the following welding processes: oxy-fuel gas cutting and welding, shield metal arc welding, gas metal arc welding, flux-cored arc welding, gas tungsten arc welding, or any other approved welding process. Credit 4 semester hours.

2439 – Advanced Oxy-fuel Welding and Cutting (2-4) 48.0508

A study of all position welding on ferrous and nonferrous metals using oxy-acetylene welding process, including welding and cutting, brazing and soldering operations. Credit 4 semester hours.

2447 – Advanced Gas Metal Arc (MIG) Welding (2-4) 48.0508

Advanced topics in GMAW welding, including welding in various positions and directions. Credit 4 semester hours.

2451 – Advanced Gas Tungsten Arc (TIG) Welding (2-4) 48.0508

Advanced topics in GTAW welding, including welding in various positions and directions. Credit 4 semester hours.

2452 – Advanced Flux Core Arc Welding (2-4) 48.0508

Advanced concepts of flux cored arc welding of structural and fabricated steel products. Skill development in multi-pass fillet and v-groove welding.

ACADEMIC TRANSFER PROGRAMS

TYPES OF TRANSFER PROGRAMS

Ranger College offers three educational programs designed for transfer to a baccalaureate degree: the Associate of Arts (AA), Associate of Science (AS), and Associate of Arts in Teaching (AAT). The core curriculum and graduation requirements for these programs are listed earlier in this catalog.

DEGREE PLANS

Degree plans for the college's academic transfer programs have been arranged to provide students with a general guide for selecting their courses of study. These are freely available at the college's website. Using these degree plans, advisors will assist the student at registration to design a program that is appropriate to the student's educational objective. Students are also encouraged to take responsibility for their own progress through a course of study by using the appropriate degree plan to track their completion of all required coursework.

PROGRAM LEARNING OUTCOMES

Ranger College's academic faculty have established the following learning outcomes for the AA, AS, and AAT programs.

Upon completion of the AA or AS degree, students will be able to:

1. Develop ideas and express them clearly and persuasively.
2. Demonstrate quantitative literacy, describe key mathematical concepts, and solve problems through the application of quantitative tools.
3. Demonstrate an understanding of the process of scientific thought, its limitations, and the application of scientific reasoning.
4. Describe the ways in which ideas, beliefs, and other aspects of culture express and affect the human experience.
5. Interpret and analyze creative artifacts and works of the human imagination.
6. Demonstrate an understanding of the important forces in United States history and the important structures, systems, and institutions in the United States and Texas government that have shaped our world.
7. Apply the body of knowledge and methods of inquiry associated with the social sciences to explain and evaluate human behavior and institutions.

Upon completion of the AAT degree, students will be able to:

1. Demonstrate awareness of basic legal requirements in American education and knowledge of ethical practices used in the classroom.
2. Analyze a variety of issues that influence learning.
3. Describe the effects of diversity with respect to learning and assessment.
4. Demonstrate effective communication skills through collaborative work with peers and school officials.
5. Apply critical thinking skills to solve problems regarding basic educational concerns.

SUGGESTED TRANSFER CURRICULA

Ranger College does not offer a major or an area of concentration in the Academic Transfer Program. The college does provide upon request specific degree plans for various fields of study for students whose educational goals include transfer to a four-year college or university.

In general, all students planning to transfer to a senior college or university to earn a bachelor's degree will need the same courses during the first two years, with a few selected electives. All students planning to transfer to such a program should follow the degree plan for Ranger College's Associate of Arts, Associate of Science, or Associate of Arts in Teaching degree. Students planning on earning a bachelor's degree, and especially those students who are undecided about a major field, are advised to follow a "liberal arts curriculum" and complete the requirements of the core curriculum.

Since requirements for a specific degree vary among institutions, each student preparing for transfer would be wise to select a particular college for transfer as early as possible in his or her college career and review that institution's catalog and specific requirements for a major and graduation so that the program of study at Ranger College can be adjusted to the student's specific educational plans. Students desiring assistance with degree program planning are urged to consult an advisor, the Vice President of Instruction, the Registrar, or a counselor. Some programs qualify students for the AA, AS, or AAT and junior standing at a four-year college or university. A student who plans to graduate with one of Ranger College's transfer degrees should review the graduation and core curriculum requirements in this catalog.

WORKFORCE EDUCATION PROGRAMS

ASSOCIATE OF APPLIED SCIENCE DEGREES AND WORKFORCE CERTIFICATES

The following approved programs are intended to prepare the student for employment upon completion or to further the vocational and technical skills of those already employed. Some of the curricula as listed lead to certificates of completion, while others lead to the Associate of Applied Science Degree. The student is encouraged to determine his or her educational goal and pursue the curriculum that leads to that goal. Faculty advisors will assist the student at registration to select the program that is appropriate for the student's educational objective. These programs are not planned with transfer as the desired objective, but some of the courses may be accepted by senior colleges if the student desires to pursue a bachelor's degree at a later time.

Majors. Students who wish to pursue a degree or certificate in a workforce education program should declare a major in one of these areas: AASN, welding technology, machining technology, vocational nursing, cosmetology, EMT, or early childhood development. To declare a major, students should consult with an advisor or instructor in the program of interest.

SCANS. The Secretary's Commission on Achieving Necessary Skills (SCANS) is a joint project of the U.S. Department of Labor and U.S. Department of Education. The purpose is to encourage a high-performance economy with high-skill, high-wage employment. This project has produced a list of SCANS skills that were determined to be needed in present-day occupations. All workforce education programs at Ranger College teach SCANS skills. The SCANS skills include foundational skills of reading, writing, mathematics, listening, and speaking. Also included are the competencies of allocating resources, acquiring and using information, interpersonal skills, understanding and designing systems, and using technology.

Associate of Applied Science in Nursing Degree (ADN Program)

Ranger College, in cooperation with the former Brownwood Regional Medical Center (now Hendrick Medical Center Brownwood), developed an Associate Degree in Nursing (ADN) Program in October 2010 to address the critical shortage of professional nurses in Brown County and the surrounding counties. The college and the Texas Board of Nursing (TBON) worked closely together in accordance with TBON degree requirements. The first class began in January of 2011.

The ADN Program is a two-year program available in Brownwood/Early (Brown County Center/Nursing Education Center). Upon satisfactory completion of this program, the student will be awarded an Associate of Applied Science in Nursing (AASN) degree, which entitles the student to take the registered nursing licensing examination given by the National Council of State Boards of Nursing (NCSBN). The TBON will license graduates who pass this exam to practice as a registered nurse (RN). Candidates must apply to Ranger College online. Financial aid is available to those who qualify.

Admission Criteria

Applications to the program are considered via a point system that includes grade point average, grades in required courses, residence, and other criteria. Preference will be given to individuals residing in Brown, Comanche, Eastland, Erath, and Young counties. Nursing is a selective admission program. Applicants must apply and be accepted to Ranger College and must submit a separate application to the ADN Department.

TEAS Version 7 Entrance Exam:

- Starting in fall 2022, applicants must successfully complete the ATI TEAS Version 7 entrance exam with a cumulative score of “Proficient” and 40.7% or higher in each content section: Reading, Math, Science, and English & Language Usage.
- The maximum number of attempts an applicant may take the TEAS is three times during an academic year.
- The TEAS is offered at RC’s Brown County Center in Early, Texas, on selected Thursdays throughout the summer and academic year. Official TEAS scores must be sent to: nursing@rangercollege.edu
- The TEAS must be taken in a face-to-face proctored setting: in-person at Ranger College, in-person at another approved institution of higher education, or in-person at an approved TEAS testing site. Register for the TEAS at: www.atitesting.com

Candidates may submit documentation of vaccines and other requirements prior to testing. Prerequisite courses must be completed prior to beginning the program. A grade of C or better in all prerequisite courses, and a prerequisite cumulative prerequisite GPA of 2.5 or higher, is required to be considered for acceptance into the nursing program.

How to Apply

Requirements for **initial application** (subject to change):

1. Proof of high school graduation or completion of a GED. This must be verified by an official high school transcript or an original GED transcript.

2. Texas Success Initiative (TSI) scores that meet Ranger College requirements.
3. Cumulative G.P.A. of 2.5 or better on pre-requisite course work, with a grade of C or higher in each prerequisite course.
4. A completed application to Ranger College and a separate application to the ADN Department: <https://www.rangercollege.edu/associate-degree-in-nursing>
5. Three (3) letters of reference from non-family members. (Forms included in the application packet for the nursing program available on the website.)
6. Physical Exam. (Form included in the application packet available on the website.)
7. Anatomy & Physiology and Microbiology classes must be current within five years from the date of application.
8. Proof of immunization status via official documentation from a healthcare clinic or provider. The list of required immunizations is on the website and application and is subject to change based on clinical affiliation requirements.
9. Proof of negative 2-step tuberculosis screening; OR one negative QuantiFERON gold test OR a chest x-ray within two years if the test is positive.
10. Proof that Hepatitis B vaccine series will be complete prior to start of direct patient care; OR show serologic confirmation of immunity to the hepatitis B virus.
11. Proof of current American Heart Association Basic Life Support CPR training.
12. Completion of all prerequisite courses or evidence of enrollment in the semester preceding intended start of program. (Students must earn a C or better for consideration.)
13. Submission of application to the program on or before the annual deadline of May 15 for traditional ADN and October 1 for Bridge (LVN to RN) students..
14. Interview with ADN Admissions Committee.

Students will be accepted based on criteria established by the selection committee and a point system. A satisfactory FBI criminal background check is required by the Board of Nursing prior to final admission to the program and a drug test will be required annually. Required notification: Criminal charges/activity occurring prior to or during your nursing program may affect your eligibility to be licensed following graduation. Refer to the Texas Board of Nursing website for licensure eligibility:

https://www.bon.texas.gov/licensure_eligibility.asp.html

Point System for Selection

1. One point will be given for each of the prerequisite and general education courses in the AASN curriculum *completed* with a grade of C or better (see list under AASN curriculum). A&P courses will only receive one (1) point if taken in the last 5 years. Courses currently in progress will not receive any points. (Total of eight points possible)
2. One point will be given if the student received a grade of A on the first attempt of Anatomy & Physiology I (BIOL 2401).
3. Three points will be given if the student currently resides in one of the following counties: Brown, Comanche, Eastland, Erath, or Young. Proof of current residency must be provided with application. (Proof may include driver's license, state issued identification card, or current utility bill for residence in the applicant's name.)
4. One point will be given if at least fifteen semester credit hours have been successfully completed at Ranger College. This does not include CLEP hours.

5. Points given for GPA will be equivalent to the student's GPA for the completed prerequisite courses.
 6. One point will be given if the applicant is currently employed at a healthcare facility located in the college service area. (This includes acute care, long term care and physician offices, etc.).
 7. One point will be given if the applicant is a member of Phi Theta Kappa.
 8. The interview and narrative are evaluated by the admissions committee.
- Note that this point system is subject to change.

Associate of Applied Science in Nursing: Traditional ADN Program*

PREREQUISITE COURSES		Semester Hours
BIOL 2401	Anatomy & Physiology I	4
ENGL 1301	Composition I	3
PSYC 2301	General Psychology	3
	Semester Total	10
TOTAL PREREQUISITE HOURS		10
Semester I		
RNSG 1125	Professional Nursing Concepts I	1
RNSG 1216	Professional Nursing Competencies	2
RNSG 1128	Introduction to Health Care Concepts	1
RNSG 1430	Health Care Concepts I	4
BIOL2402	Anatomy & Physiology II	4
RNSG 1161	Clinical-Registered Nursing/Registered Nurse	1
Total Semester Hours		13
Semester II		
BIOL 2420 or 2421	Microbiology for Non-Science Majors or Microbiology for Science Majors	4
RNSG 2362	Clinical-Registered Nursing/Registered Nurse	3
PSYC 2314	Lifespan Growth and Development	3
RNSG 1533	Health Care Concepts II	5
RNSG 1126	Professional Nursing Concepts II	1
Total Semester Hours		16
Semester III		
RNSG 2363	Clinical-Registered Nursing/Registered Nurse	3
Elective	Humanities/Fine Arts	3
RNSG 1538	Health Care Concepts III	5
RNSG 1137	Professional Nursing Concepts III	1

Total Semester Hours		12
Semester IV		
RNSG 2360	Clinical-Registered Nursing/Registered Nurse	3
RNSG 2539	Health Care Concepts IV	5
RNSG 2138	Professional Nursing Concepts IV	1
Total Semester Hours		9
		TOTAL HOURS 60

* For students who ARE NOT already Licensed Vocational Nurses.

Associate of Applied Science in Nursing: LVN to RN Bridge Program

RC also offers a licensed vocational nurse (LVN) to registered nurse (RN) Bridge program* at its Brown County Center. This track begins each year in January with an annual application deadline of October 1. It combines the first two semesters of the AASN track, with students joining their AASN colleagues in the third semester.

PREREQUISITE COURSES		Semester Hours
BIOL 2401	Anatomy & Physiology I	4
PSYC 2314	Lifespan Growth and Development	3
PSYC 2301	General Psychology	3
ENGL 1301	Composition I	3
	Semester Total	13
TOTAL PREREQUISITE COURSES		13
LVN Transition Semester – Fall		
BIOL 2402	Anatomy & Physiology II	4
RNSG 1324	Concept Based Transition to Professional Nursing	3
RNSG 1118	Transition to Professional Nursing Competencies	1
RNSG 1128	Intro to Health Care Concepts	1
RNSG 1163	LVN Transition Clinical	1
Total Semester Hours		10
Upon successful completion of transition courses	Prerequisite for Level III: Students may enroll in Semester III courses if they successfully complete the Transition courses with a grade of "C" or better and credit for the clinical course. Successful completion of the transition courses gives LVN students credit for 12 semester hours of nursing from Semester I and Semester II.	12
Semester III – Spring		
BIOL 2420 or 2421	Microbiology for Non-Science Majors or Microbiology for Science Majors	4
RNSG 1538	Health Care Concepts III	5
RNSG 1137	Professional Nursing Concepts III	1
RNSG 2363	Clinical-Registered Nursing/Registered Nurse	3
Total Semester Hours		13
Semester IV – Fall		
RNSG 2539	Health Care Concepts IV	5
RNSG 2138	Professional Nursing Concepts IV	1
RNSG 2360	Clinical-Registered Nursing/Registered Nurse	3
Elective	Humanities/Fine Arts	3
Total Semester Hours		12
		TOTAL HOURS 60

* For students who ARE already Licensed Vocational Nurses.

Program Learning Outcomes for the Associate of Applied Science in Nursing Degree

(ADN Program)

Upon completion of the AASN degree, students will be able to:

1. Use clinical reasoning and knowledge based on the nursing program of study, evidence-based practice outcomes, and research-based policies and procedures as the basis for decision-making and comprehensive, safe patient care.
2. Demonstrate skills in using patient care technologies and information systems that support safe nursing practice.
3. Promote safety and quality improvement as an advocate and manager of nursing care.
4. Coordinate, collaborate, and communicate with diverse patients, families, and the interdisciplinary health care team to plan, deliver, and evaluate care.
5. Adhere to standards of practice within legal, ethical, and regulatory frameworks of the professional nurse.
6. Demonstrate knowledge of delegation, management, and leadership skills.
7. Demonstrate behavior that reflects the values and ethics of the nursing profession.

Automotive TechnologyLevel I Certification

Semester 1 Courses		Semester Hours
AUMT 1405	Introduction to Automotive Technology	4
AUMT 1410	Automotive Brakes	4
AUMT 1407	Automotive Electrical Systems	4
AUMT 1416	Suspension & Steering	4
Total Semester Hours		16

Upon completion of the Level I Certificate in Automotive Technology, students will be able to:

1. Demonstrate appropriate safety procedures and professional work practices to perform basic automotive service and maintenance operations.
2. Demonstrate knowledge of historical development and career information of the automotive industry.

Cosmetology

Admission Requirements: Cosmetology class sizes are limited; therefore, in addition to completing the general admission requirements for Ranger College, applicants to the cosmetology program must take the following steps and meet the following requirements:

1. Schedule an appointment for an orientation meeting with a Ranger College cosmetology faculty member.
2. Be a high school graduate or have completed a GED. This must be verified by an official high school transcript or official GED transcript. Official transcripts of any previous college work must be provided.
3. Applicants must be able to work gross and fine motor skills for long periods of time.
4. Upon acceptance into the cosmetology program, applicants must provide and meet all requirements listed in the Texas Department of Licensing and Regulation (TDLR) handbook.
5. All students must enroll full-time.

Cosmetology Operator Certificate

Operator Certificate is not subject to the requirements of the Texas Success Initiative.

Classes		Contact	Credit
CSME 1443	Manicuring and Related Theory	112	4
CSME 1401	Orientation to Cosmetology	112	4
CSME 1405	Fundamentals of Cosmetology	112	4
CSME 2441	Preparation of Texas Dept. of Licensing and Regulations Examination	144	4
Semester I		480	16
CSME 1453	Chemical Reformation and Related Theory	112	4
CSME 1447	Principles of Skin Care/Facials and Related Theory	112	4
CSME 2343	Salon Development	96	3
CSME 2401	The Principles of Hair Coloring Related Theory	144	4
CSME 1451	Artistry of Hair, Theory and Practice	112	4
Semester II		576	19
		TOTAL HOURS	1056
			35

Program Learning Outcomes for Cosmetology

Upon completion of the Cosmetology Operator program, students will be able to:

1. Effectively illustrate the differences between sanitation, disinfection, sterilization, and the universal precautions that are the responsibility of a salon professional.
2. Demonstrate a knowledge of the cosmetology skills mandated by the Texas Department of Licensing and Regulation (TDLR) and PSI in a practical setting.
3. Exhibit an understanding of the importance of professionalism in the workplace.
4. Exhibit practical written skills that are mandated by TDLR and PSI for the state licensure exam.

Upon completion of the Cosmetology Instructor program, students will be able to:

1. Demonstrate the ability to write a lesson plan and present the lesson plan to students.
2. Demonstrate a knowledge of the cosmetology instructor skills mandated by the Texas Department of Licensing and Regulation (TDLR) and the PSI in a classroom and lab setting.
3. Exhibit practical written skills that are mandated by TDLR and PSI for the state licensure exam.

Early Childhood EducationChild Development Level I Certificate

Semester I		Semester Hours
ENGL 1301	Composition I	3
CDEC 1321	The Infant & Toddler	3
TECA 1318	Wellness of the Young Child	3
CDEC 1313	Curriculum Resources for Early Childhood Program	3
CDEC 1356	Emergent Literacy for Early Childhood	3
Total Semester Hours		15
Semester II		Semester Hours
CDEC 1359	Children with Special Needs	3
TECA 1311	Educating Young Children	3
CDEC 1335	Early Childhood Development: 3-5 Years	3
TECA 1303	Families, School, & Community	3
	Fine Arts Elective	3
Total Semester Hours		15
		TOTAL HOURS 30

Associate of Applied Science in Early Childhood Education

Semester I		Semester Hours
CDEC 1321	The Infant & Toddler	3
TECA 1318	Wellness of the Young Child	3
CDEC 1313	Curriculum Resources for Early Childhood Program	3
CDEC 1356	Emergent Literacy for Early Childhood	3
ENGL 1301	Composition I	3
Total Semester Hours		15
Semester II		Semester Hours
CDEC 1359	Children with Special Needs	3
TECA 1311	Educating Young Children	3

CDEC 1335	Early Childhood Development	3
TECA 1303	Families, School, and Community	3
	Fine Arts Elective	3
Total Semester Hours		15
Semester III		Semester Hours
CDEC 1358	Creative Arts for Early Childhood	3
CDEC 2304	Child Abuse and Neglect	3
CDEC 2326	Administration of Programs for Children I	3
PSYC 2314	Lifespan Growth & Development	3
SPCH 1315	Public Speaking	3
Total Semester Hours		15
Semester IV		Semester Hours
CDEC 2341	The School-Age Child	3
CDEC 2328	Administration of Programs for Children II	3
CDEC 1319	Child Guidance	3
CDEC 2386	Internship-Child Care Provider	3
MATH 1342	Elementary Statistical Methods	3
Total Semester Hours		15
		TOTAL HOURS 60

Program Learning Outcomes for Early Childhood Education

Upon completion of the AAS degree in Early Childhood Education, students will be able to:

1. Provide and healthy and safe atmosphere for children.
2. Care for children in accordance to their developmental needs.
3. Utilize developmentally appropriate curriculum in a classroom environment.
4. Address diversity in the classroom environment in an appropriate manner.
5. Define opportunities for children to develop fine and gross motor skills.

Upon completion of the Early Childhood Education certificate, students will be able to:

1. Provide and healthy and safe atmosphere for children.
2. Care for children in accordance to their developmental needs.
3. Utilize developmentally appropriate curriculum in a classroom environment.
4. Address diversity in the classroom environment in an appropriate manner.
5. Define opportunities for children to develop fine and gross motor skills.

Emergency Medical Services/Technology (EMT)

EMT BASIC CERTIFICATE

Ranger College offers an EMT: Basic certificate with approval from the Texas Higher Education Coordinating Board. Completion of the program results in a certificate that can help individuals gain entry-level work in the field of Emergency Medical Services. Students may also continue on to higher certificate levels or complete an A.A.S. degree. The EMT Basic program is available at the College's Brown County and Erath County Centers. It is also offered to dual credit students. The total cost of the program is approximately \$3,000, including tuition and labs (\$1,200 for dual credit students). Financial aid is available to those who qualify.* Classes are delivered in both face-to-face and online environments, with skills practice conducted periodically throughout the year.

*Students must be enrolled in at least 12 hours of coursework per semester to be considered for financial aid.

Admission Requirements: Prior completion of HITT 1205 (Medical Terminology) and BIOL 2401 (Anatomy & Physiology) is recommended but not required.

Courses		Semester Hours
HPRS 2321	Medical Laws/Ethics	3
EMSP 1501	EMT – Basic	5
EMSP 1260	Clinical – EMT	2
HPRS 1391	Special Topics	3
HITT 1305	Medical Terminology	3
		TOTAL HOURS 16

Upon completion of the Emergency Medical Technician program, students will be able to:

1. Apply safety and operational principles in and out of hospital environments while demonstrating a thorough knowledge of medical and ethical laws and guidelines.
2. Identify all the major components of human anatomy and physiology, recalling how each interacts with the other and demonstrating an understanding of those relationships.
3. Pass and demonstrate the 10 required state skills.
4. Analyze data, recognize patient problems, and develop interventions to solve those problems.
5. Demonstrate leadership skills, EMT/patient relationships, and work in a team during an emergency.
6. Perform physical patient care and treatment.

Ranger College is not offering the EMT Certificate II or AAS at this time. Students interested in either of these degrees should contact the college for more information.

Fire Science

Level I Certificate in Fire Science

Semester 1 Courses		Semester Hours
BIOL 2401	Anatomy & Physiology I	4
FIRS 1407	Firefighter Certification II	4
EMSP 1260	Clinical - EMT/Technician	2
EMSP 1401	Emergency Medical Technician	4
FIRS 1301	Firefighter Certification I	3
Total Semester Hours		17
Semester 2 Courses		Semester Hours
FIRS 1333	Firefighter Certification VII	3
FIRS 1313	Firefighter Certification III	3
FIRS 1319	Firefighter Certification IV	3
FIRS 1323	Firefighter Certification V	3
FIRS 1329	Firefighter Certification VI	3
Total Semester Hours		15
		TOTAL HOURS 32

Associate of Applied Science in Fire Science

Semester 1 Courses		Semester Hours
FIRS 1103	Firefighter Agility and Fitness Preparation	1
EMSP 1260	Clinical - EMT/Technician	2
EMSP 1401	Emergency Medical Technician	4
BIOL 2401	Anatomy & Physiology I	4
ARTS 1301 or MUSI 1306	Art or Music Appreciation	3
Total Semester Hours		14
Semester 2 Courses		Semester Hours
FIRS 1301	Firefighter Certification I	3
FIRS 1407	Firefighter Certification II	4
FIRS 1313	Firefighter Certification III	3
FIRT 1301	Fundamentals of Fire Protection	3
ENGL 1301	Composition I	3
Total Semester Hours		16
Semester 3 Courses		Semester Hours
FIRS 1319	Firefighter Certification IV	3
FIRS 1323	Firefighter Certification V	3
FIRS 1329	Firefighter Certification VI	3
PSYC 2301	General Psychology	3

MATH 1314 or MATH 1342	College Algebra or Elementary Statistical Methods	3
Total Semester Hours		15
Semester 4 Courses		Semester Hours
GOVT 2305	Federal Government	3
FIRT 1315	Hazardous Materials I	3
FIRT 1327	Building Construction in the Fire Service	3
FIRT 1338	Fire Protection Systems	3
FIRS 1333	Firefighter Certification VII	3
Total Semester Hours		15
		TOTAL HOURS
		60

Program Learning Outcomes for Fire Science

Upon completion of the AAS in fire science, students will be able to:

1. Apply safety and operational principles in and out of hospital environments while demonstrating a thorough knowledge of medical and ethical laws and guidelines.
2. Identify all the major components of human anatomy and physiology, recalling how each interacts with the other and demonstrating an understanding of those relationships.
3. Pass and demonstrate the 10 required state skills.
4. Analyze data, recognize patient problems, and develop interventions to solve those problems.
5. Demonstrate leadership skills, EMT/patient relationships, and work in a team during an emergency.
6. Perform physical patient care and treatment.

Upon completion of the Level I Certificate in fire science, students will be able to:

1. Apply safety and operational principles in and out of hospital environments while demonstrating a thorough knowledge of medical and ethical laws and guidelines.
2. Identify all the major components of human anatomy and physiology, recalling how each interacts with the other and demonstrating an understanding of those relationships.
3. Pass and demonstrate the 10 required state skills.
4. Analyze data, recognize patient problems, and develop interventions to solve those problems.
5. Demonstrate leadership skills, EMT/patient relationships, and work in a team during an emergency.
6. Perform physical patient care and treatment.

Machining

Machining Technology Dual Credit Certificate

Semester 1 Courses		Semester Hours
MCHN 1320	Precision Tools and Measurement	3
MCHN 1343	Machine Shop Mathematics	3
Total Semester Hours		6
Semester 2 Courses		Semester Hours
MCHN 1300	Beginning Machine Shop	3
MCHN 1302	Print Reading for Machining Trades	3
Total Semester Hours		6
Semester 3 Courses		Semester Hours
MCHN 1438	Basic Machine Shop I	4
Total Semester Hours		4
Semester 4 Courses		Semester Hours
MCHN 2403	Fundamentals of CNC	4
Total Semester Hours		4
Total Program Hours		20

Machining Technology Level I Certificate

Semester 1 Courses		Semester Hours
MCHN 1320	Precision Tools and Measurement	3
MCHN 1300	Beginning Machine Shop	3
MCHN 1302	Print Reading for Machining Trades	3
MCHN 1343	Machine Shop Mathematics	3
Total Semester Hours		12
Semester 2 Courses		Semester Hours
MCHN 1438	Basic Machine Shop I	4
MCHN 2344	Computerized Numerical Control Programming	3
DFTG 2319	Intermediate Computer-Aided Drafting	3
MCHN 2403	Fundamentals of Computer Numerical Controlled (CNC) Machine Controls	4
Total Semester Hours		14
Semester 3 Courses		Semester Hours
MCHN 2435	Advanced CNC Machining	4
MCHN 1326	Introduction to Computer-Aided Manufacturing (CAM)	3
MCHN 1452	Intermediate Machining I	4
MCHN 1319	Manufacturing Materials and Processes	3
Total Semester Hours		14
Total Program Hours		40

Associate of Applied Science in Machining Technology

Semester 1 Courses		Semester Hours
MCHN 1320	Precision Tools and Measurement	3
MCHN 1300	Beginning Machine Shop	3
MCHN 1302	Print Reading for Machining Trades	3
MATH 1324 or MATH 1314	Mathematics for Business and Social Sciences or College Algebra	3
Social/Behavioral Science Elective	See Catalog	3
Total Semester Hours		15
Semester 2 Courses		Semester Hours
MCHN 1338	Basic Machine Shop I	3
MCHN 1319	Manufacturing Materials and Processes	3
MCHN 2344	Computerized Numerical Control Programming	3
DFTG 2319	Intermedia Computer-Aided Drafting	3
SPCH 1315	Public Speaking	3
Total Semester Hours		15
Semester 3 Courses		Semester Hours
MCHN 1326	Intro to Computer-Aided Manufacturing (CAM)	3
MCHN 1452	Intermediate Machining I	4
MCHN 2403	Fundamentals of CNC	4
EDUC or PSYC 1100	Learning Frameworks	1
ENGL 1301	Composition I	3
Total Semester Hours		15
Semester 4 Courses		Semester Hours
MCHN 2438	Advanced Computer-Aided Manufacturing (CAM)	4
MCHN 2441	Advanced Machining I	4
MCHN 2435	Advanced CNC Machining	4
Fine Arts Elective	See Catalog	3
Total Semester Hours		15
		TOTAL HOURS 60

CAPSTONE EXPERIENCE – Student will participate in a comprehensive capstone experience during the semester in which they complete their course work.

This program is subject to the requirements of the Texas Success Initiative

Program Learning Outcomes for Machining

Upon completion of the A.A.S. Machining Technology Program, students will be able to:

1. Follow standard safety practices used in industry.
2. Perform manual machine part production to industry standards.
3. Demonstrate measurement techniques necessary for successful employment.
4. Perform computer numerical machine part production to industry standards.
5. Compose machine tool programs necessary for successful employment.
6. Interpret Drawings to Identify Materials and Process Types. (not included in certificate program)

Upon completion of the Cert I Machining Technology Program, students will be able to:

1. Follow standard safety practices used in industry.
2. Perform manual machine part production to industry standards.
3. Demonstrate measurement techniques necessary for successful employment.

Vocational Nursing

Ranger College offers a one-year vocational nursing (VN) program with approval from the Texas Higher Education Coordinating Board and the Texas State Board of Nursing (TBON). The program is available at the college's Brown County and Erath County Centers. Financial aid is available to those who qualify. * The program begins each August, or Fall semester, and progresses through the Spring and Summer semesters, completing in the subsequent August. Applications will be accepted year round, with an annual application deadline of May 15 for the fall entry. Acceptance is based on pre-entrance exam scores, interview, completion of required documents and prerequisite courses.

*Students must be enrolled in at least 12 hours of coursework per semester to be considered for financial aid.

Admission Requirements: Admission requirements for Vocational Nursing are posted on the Ranger College website. Questions may be directed to: nursing@rangercollege.edu.

Prerequisites:

- HITT 1205: Medical Terminology

Procedure:

- Apply to Ranger College
- Complete TEAS entrance exam.
- Submit all required documents
- Once the application packet and required documents are received, the student will be contacted to schedule an interview.

Items required at the interview: All required documents are due by May 15th

1. Transcripts: HS or GED, college transcripts
2. Letters of Recommendation (use the form in the application packet, no family relations)
3. Proof of Immunizations
 - a. Hep B (series of 3)
 - b. Varicella (Chicken Pox – proof of illness by physician or vaccine series of 2)
 - c. MMR (series of 2)
 - d. TB (within last 12 months) or Chest X-ray (within last 2 years)
 - e. Tdap (within last 10 years)
 - f. Meningitis (if under 22 years of age)
4. CPR – American Heart Association – Healthcare Provider – ONLY

Upon satisfactory completion of the program, the student will be awarded a certificate of completion. Once the TBON receives an affidavit of graduation (AOG), they will issue graduates a temporary license (graduate nurse or GVN) and an authorization to test (ATT). The ATT entitles the student to take the licensing NCLEX examination. Graduates who pass the NCLEX will be licensed as a Vocational Nurse by the TBON.

Vocational Nursing Curriculum

PREREQUISITE COURSES		Semester Hours
HITT 1205	Medical Terminology	2
Semester I – Fall		
VNSG 1201	Mental Health & Mental Illness	2
VNSG 1505	Health Science	5
VNSG 1263	Clinical I	2
VNSG 1323	Basic Nursing Skills	3
VNSG 1327	Essentials of Medication Administration	3
	Total Semester Hours	15
Semester II – Spring		
VNSG 1234	Pediatrics	2
VNSG 1230	Maternal/Neonatal Nursing	2
VNSG 1660	Clinical II	6
VNSG 1509	Nursing in Health & Illness II	5
	Total Semester Hours	15
Semester III – Summer		
VNSG 1219	Leadership & Professional Development	2
VNSG 2510	Nursing in Health & Illness III	5
VNSG 2050	NCLEX-PN Review	0
VNSG 1661	Clinical III	6
VNSG 1226	Gerontology	2
	Total semester Hours	15
		TOTAL HOURS 45

Program Learning Outcomes for Vocational Nursing

Upon completion of the Vocational Nursing program, students will be able to:

1. Practice within the legal, ethical, and regulatory standards for the VN while providing quality patient care through self-assessment, self-care, and the need for lifelong learning.
2. Use evidence-based practice to provide patient-centered care for a diverse population and their families throughout the lifespan.
3. Employ an approach to nursing practice that promotes safety for patients, significant others, self, and members of the healthcare team.

4. Collaborate with members of the interdisciplinary healthcare team to provide optimum, evidence based and safe care to patients.

WeldingCertificate of Completion (one semester/16 hours)

Courses		Semester Hours
WLDG 1421 or WLDG 1417	Introduction to Welding Fundamentals or Introduction to Layout and Fabrication	4
WLDG 1413 or WLDG 1430	Introduction to Blueprint Reading for Welders or Introduction to Gas Metal Arc Welding	4
WLDG 1428 or WLDG 1434	Introduction to Shielded Metal Arc Welding or Introduction to Gas Tungsten Arc Welding	4
WLDG 1412 or WLDG 2413	Introduction to Flux Cored Arc Welding or Welding in Using Multiple Processes	4
		TOTAL HOURS 16

CAPSTONE EXPERIENCE – Student will participate in a comprehensive capstone experience during the semester in which they complete their course work.

This certificate program is not subject to the requirements of the Texas Success Initiative.

Certificate of Completion (one year/32 hours)

Semester 1 Courses		Semester Hours
WLDG 1421	Introduction to Welding Fundamentals	4
WLDG 1413	Introduction to Blueprint Reading for Welders	4
WLDG 1428	Introduction to Shielded Metal Arc Welding	4
WLDG 1412	Introduction to Flux Cored Arc Welding	4
Total Semester Hours		16
Semester 2 Courses		Semester Hours
WLDG 1417	Introduction to Layout and Fabrication	4
WLDG 1430	Introduction to Gas Metal Arc Welding	4
WLDG 1434	Introduction to Gas Tungsten Arc Welding	4
WLDG 2413	Welding in Using Multiple Processes	4
Total Semester Hours		16
		TOTAL HOURS 32

CAPSTONE EXPERIENCE – Students will participate in a comprehensive capstone experience during the semester in which they complete their course work.

This certificate program is not subject to the requirements of the Texas Success Initiative.

Associate of Applied Science in Welding

Semester 1 Courses		Semester Hours
WLDG 1421	Introduction to Welding Fundamentals	4
WLDG 1413	Introduction to Blueprint Reading for Welders	4
WLDG 1428	Introduction to Shielded Metal Arc Welding	4
WLDG 1412	Introduction to Flux Cored Arc Welding	4
Total Semester Hours		16
Semester 2 Courses		Semester Hours
WLDG 1417	Introduction to Layout and Fabrication	4
WLDG 1430	Introduction to Gas Metal Arc Welding	4
WLDG 1434	Introduction to Gas Tungsten Arc Welding	4
WLDG 2413	Welding in Using Multiple Processes	4
Total Semester Hours		16
Semester 3 Courses		Semester Hours
SPCH 1315	Public Speaking	3
COSC 1301	Introduction to Computing	3
EDUC 1100 or PSYC 1100	Learning Framework	1
Two approved welding electives	See below	8
WLDG 2406	Intermediate Pipe Welding	(4)
WLDG 2435	Advanced Layout and Fabrication	(4)
WLDG 2447	Advanced Gas Metal Arc Welding	(4)
Total Semester Hours		15
Semester 4 Courses		Semester Hours
ENGL 1301	Composition I	3
MATH 1324 or MATH 1314	Mathematics for Business and Social Sciences or College Algebra	3
Social Science Elective	See Catalog	3
One approved welding elective	See below	4
WLDG 2451	Advanced Gas Tungsten Arc Welding	(4)
WLDG 2452	Advanced Flux Cored Arc Welding	(4)
WLDG 2439	Advanced Oxy-Fuel Welding and Cutting	(4)
Total Semester Hours		13
		TOTAL HOURS 60

CAPSTONE EXPERIENCE – Students will participate in a comprehensive capstone experience during the semester in which they complete their course work.

This program is subject to the requirements of the Texas Success Initiative

Program Learning Outcomes for Welding

Upon completion of the **A.A.S.** Welding Technology Program, students will be able to:

1. Operate an oxy-fuel rig proficiently
2. Weld in all four positions (flat, horizontal, vertical, and overhead) using the shielded-metal arc welding (SMAW) and flux-cored arc welding (FCAW) processes.
3. Draw and interpret welding blueprints.
4. Follow proper safety practices used in industry.
5. Weld in all four positions using the gas metal arc welding (GMAW) and gas tungsten arc welding (GTAW) processes.
6. Weld using multiple processes.
7. Cut and weld pipe proficiently.
8. Communicate plans and ideas effectively.

Upon completion of the **Cert I (32 hour)** Welding Technology Program, students will be able to:

1. Operate an oxy-fuel rig proficiently
2. Weld in all four positions (flat, horizontal, vertical, and overhead) using the shielded-metal arc welding (SMAW) and flux-cored arc welding (FCAW) processes.
3. Follow proper safety practices used in industry.
4. Weld using multiple processes.
5. Communicate plans and ideas effectively.

Upon completion of the **Cert I (16 hour)** Welding Technology Program, students will be able to:

1. Operate an oxy-fuel rig proficiently
2. Weld in all four positions (flat, horizontal, vertical, and overhead) using the shielded-metal arc welding (SMAW) and flux-cored arc welding (FCAW) processes.
3. Communicate plans and ideas effectively.

CONTINUING EDUCATION

Ranger College recognizes that learning is a life-long process. Opportunity is thus provided for adults to assume or resume intellectual interests, increase vocational competence, develop worthwhile hobbies, and improve the general quality of their lives. The College strives to serve the interests of the community and meet the needs of those who seek further education.

RC offers two types of continuing education courses:

- **CEU courses.** Vocational courses offered at night or in short-course format carry Continuing Education Unit (CEU) credit, but not college credit. Courses of this type are used for securing or renewing occupational certificates, upgrading existing job skills, or acquiring new job skills. These courses are offered when there is a need and demand, and when instructors and facilities are available.
- **Hobby courses.** Vocational or hobby courses designed for enrichment or leisure time activities are not graded and carry no credit. Courses and programs of general interest to the community are provided when an instructor, facilities, and resources are available.

Admission to Continuing Education courses operates on a “space available” basis. Fees are set for each individual course. For information regarding current Continuing Education courses, enrollment, and fees, individuals may contact the Coordinator of Continuing Education at 254-267-7070.

PAST CATALOGS

Past annual editions of the college catalog are housed in the Office of the Registrar. Individuals wishing to access these catalogs should contact the Registrar at 254-267-7057.