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AGAH 2313 — Principles of Feed & Feeding

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

Study of the role and application of feed nutrients and additives. Topics include comparative aspects of digestion, absorption, and metabolism of nutrients. Emphasis on identification of nutrient requirements and formulation of dietary feeding regimens.

THECB Approval Number26.0707.0000

Learning Outcomes

Upon successful completion of this course, students will:

1. Identify and classify various digestive systems, its parts, and how it each functions.
2. Understand the 6 nutrients and how they are utilized by the animal.
3. Identify and describe properties of common feedstuffs/ingredients.
4. Effectively utilize pertinent terms related to this field of study.
5. Differentiate vitamin and mineral supplements and feed additives used in ration formulation.
6. Compare and Contrast various methods of feed processing.
7. Evaluate rations for beef cattle, hogs, sheep and goats.

Methods of Evaluation

4 tests and 1 final exam plus assignment grade (counts as 2 additional test scores).

Grading System	Grade
90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
59% and Below	F

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

Class Attendance

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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

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Perryton: (806) 648-1450

Grievance Policy

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Important Information

Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work.

Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

AGCR 1407 — Range Management

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

N/A

Course Description

Practical problems of managing native pastures and rangelands. Includes rangeland ecology, stocking rates, rotation systems, toxic plants, range reseeding, brush control, and ecological and physiological responses of range vegetation to grazing.

THECB Approval Number01.1106.0000

End-of-Course Outcomes

1. Identify range problems including toxic plants, overgrazing, and water distribution
2. Evaluate brush control methods including biological, mechanical, chemical, and range burning
3. Devise range reseeding and water development plans
4. Design rotational grazing systems
5. Compute stocking rates

Methods of Evaluation

Grades will be comprised of homework assignments, exams, quizzes.

Grading System	Percentage
A	90% to 100%
B	80% to 89%
C	70% to 79%
D	60% to 69%
F	59% and below

Academic Honesty and Integrity

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- A grade of 0 for the test or assignment

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

Class Attendance

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Exam and quiz dates are given with the schedule attached to this syllabus. If an absence for an exam or quiz is unavoidable you must make arrangements with the instructor **prior** to such absence. Late exams or quizzes **will not** be given after the original exam or quiz date.

Cell Phones and Other Electronic Devices Procedure:

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Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology

Systems:

Understands Systems
Monitors & Corrects Performance

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

**AGMG 1380 — Cooperative Education
Agricultural Business & Management, General
Frank Phillips College**

General Course Information

Credit Hours: 3

Prerequisite

Instructor's Approval

Course Description

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

THECB Approval Number01.0101.0000

End-of-Course Outcomes

1. As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry
2. Will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry

Methods of Evaluation

Students will be evaluated by the instructor and the workplace supervisor. Evaluation will be based on the student's ability to complete the internship objective, and workplace requirements.

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Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading

Personal Qualities:

Responsibility

Writing
Arithmetic
Mathematics
Listening & Speaking

Self-Esteem
Sociability
Self-Management
Integrity/Honesty

AGMG 2301 — Livestock Business Management

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

Instruction in contracts, leases, laws and regulations, estate planning, and applications of personnel and management principles. Study of contract terms related to livestock and real estate; explain laws and regulations pertaining to the livestock industry; illustrate the importance of estate planning; and compare the personnel and management techniques employed in the livestock industry.

THECB Approval Number01.0101.0000

Learning Outcomes

Upon successful completion of this course, students will:

1. Define terms associated with livestock business management.
2. Describe and construct contracts associated with the livestock business.
3. Construct livestock enterprise budgets.
4. Describe and perform investment analysis.
5. Describe cost concepts, budget performance, and profitability of various livestock enterprises.
6. Describe and construct lease arrangements, record keeping system, and financial statements.

Methods of Evaluation

Exams, Participation, Attitude, Engagement, Attendance, Pertinent Assignments

Category	Points
Assignments (10)	500 points
Exam I	100 points
Exam II	100 points
Exam III	100 points
Final Exam	100 points
Total	900 points
Grading System	Grade
810-900 points	A
720-809 points	B
630-719 points	C
540-629 points	D
0-539 points	F

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

Important Information

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AGRI 1121 — Livestock Judging

Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

AGRI 2321 with a grade of C or better.

Course Description

Selection, evaluation, and classification of livestock and livestock products.

THECB Approval Number01.0901.5201

Learning Outcomes

Upon successful completion of this course, students will:

1. Develop an understanding of different species and breeds of livestock.
2. Establish correlation between market animals and the products that they produce.
3. Learn and be able to identify functional breeding animals.
4. Develop the ability to verbally justify decision made in livestock selection.
5. Enhance team work and leadership skills.
6. Successfully make decisions under pressure.
7. Improve ability to take notes and commit ideas to memory.

Methods of Evaluation

Category	Percentage
Assignments	30%
Exams	70%
Total	100%
Grading System	Percentage
A	90% to 100%
B	80% to 89%
C	70% to 79%
D	60% to 69%
F	59% and below

Academic Honesty and Integrity

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

Class Attendance

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology

Systems:

Understands Systems
Monitors & Corrects Performance

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

AGRI 1131 — The Agricultural Industry

Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

None

Course Description

Overview of world agriculture, nature of the industry, resource conservation, and the American agriculture system, including production, distribution, and marketing. Emphasis is placed on career guidance, counseling, educational requirements to the job market, and current trends in the field of agriculture.

THECB Approval Number01.0103.52.01

Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate an understanding of Agricultural Practices and Production..
2. Identify career opportunities in Agriculture.
3. Demonstrate an understanding of current and future Agricultural trends.
4. Identify environmental issues facing Agriculture.
5. Identify economic issues facing Agriculture.
6. Identify social issues facing Agriculture.

Methods of Evaluation

Grades will be comprised of homework assignments, exams, and quizzes.

Grading System	Percentage
A	90% to 100%
B	80% to 89%
C	70% to 79%
D	60% to 69%
F	59% and below

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Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

AGRI 1329 — Principles of Food Science

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

An introductory course that explores biological and scientific aspects of modern industrial food supply systems, food classification, modern processing, nutritional quality, and quality control.

THECB Approval Number01.1001.51 01

Learning Outcomes

Upon successful completion of this course, students will:

1. Identify the principles of food science related to food production, quality, safety, nutrition, and distribution.
2. Describe common and emerging technologies in food science.
3. Explain how engineering, microbiology, and chemistry are applied in food production and processing systems.
4. Describe food safety procedures in U.S. production systems.
5. Demonstrate appropriate food handling/food safety procedures.
6. Explain nutrient composition and the link between nutrition and health.
7. Examine the dynamics of global food supply.

Methods of Evaluation

Grades will be comprised of homework assignments, exams, quizzes.

Grading System	Percentage
A	90% to 100%
B	80% to 89%
C	70% to 79%
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Resources:

Allocates Time

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Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

AGRI 1407 — Agronomy

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

N/A

Course Description

Principles and practices in the development, production, and management of field crops. Including plant breeding, plant diseases, soils, insect control, and weed control.

THECB Approval Number01.1102.51.01

Learning Outcomes

Upon successful completion of this course, students will:

1. Describe the development and importance of crop production in the United States.
2. Define and apply crop terminology.
3. Identify, describe, and summarize environmental factors that affect crop production.
4. Differentiate different methods of crop improvement.
5. Describe and summarize plant functions that affect production.
6. Identify and describe methods of pest control.

Methods of Evaluation

Category	Percentage
Assignments	40%
Exams	60%
Total	100%

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Decision Making

Problem Solving

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Knowing How to Learn

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Improves & Designs Systems

Basic Skills:

Reading

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Arithmetic

Mathematics

Listening & Speaking

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

AGRI 1419 — Introduction to Animal Science

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

N/A

Course Description

Scientific animal agriculture, an introductory course pertaining to the importance of the livestock and meat industries. Specific emphasis will be placed on selection, reproduction, nutrition, management, and marketing of beef cattle, swine, sheep, goats, horses, poultry, dairy, and alternative livestock. Must be taken concurrently with a laboratory section.

THECB Approval Number01.0901.51.01

Core Objectives Required for Life and Physical Sciences Courses

Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a writing assignment related to Animal Agriculture in which they will demonstrate effective development, interpretation, and expression of ideas. They will be evaluated by answering a series of questions and the Communication LEAP rubric.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete an assignment that demonstrates effective written communication in relation to Scientific Animal Agriculture. They will indicate a mastery of effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom/lab setting and will demonstrate an ability to communicate through oral and written media.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information	Students will complete a 3 page writing assignment pertaining to Scientific Animal Agriculture assigned by the Instructor utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on an original research topic assigned by the Instructor.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information	Students will analyze, evaluate and synthesize a procedure utilized in Scientific Animal Agriculture in a lab setting
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will complete a writing assignment addressing a current event relating to Scientific Animal Agriculture
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will complete an assignment or quiz relating to the practices, procedures, and formulas utilized in Animal Agriculture.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will construct an article review after reading an article assigned by the Instructor pertaining to Animal Science
Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will construct and present a group assignment after conducting their own research on a topic assigned by the Instructor relating to Scientific Animal Science

Required Core Objective	Activity Related to Core Objective
Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will work in groups to complete assignments in lab settings that demonstrate an ability to work as a team to meet a common goal and demonstrate effective communication, critical thinking, and empirical and quantitative skills. The lab is the setting in which the students' mastery of course and core competencies will be most effectively demonstrated.
Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will complete an evaluation of the teammates in their particular group project and address the contribution of each person to the success of the collective group

Learning Outcomes

Upon successful completion of this course, students will:

1. Identify major production phases, major production areas, economic impact, and future trends in the beef cattle, dairy cattle, sheep and goats, horse, swine, and poultry industries.
2. Define terms associated with the animal science industry.
3. Identify consumption trends, products and by-products of the red meat, milk, poultry, wool, and mohair industries.
4. Identify male and female organs of reproduction and describe their functions.
5. Explain how genetics relate to improvement in livestock production.
6. Describe the various market classes, grades, and methods of marketing livestock..
7. Identify the basic nutrient groups, their functions, and feedstuffs that are sources of each.
8. Describe digestion and absorption of feed in ruminant and non-ruminant animals.
9. Describe the six functions of a good ration and formulate a balanced ration.
10. Identify and distinguish significant breeds of various species of livestock.
11. Demonstrate proper care and management techniques for various species of livestock.
12. Recognize and prescribe treatment for common diseases of livestock.

It is the goal of this course to provide students with introductory information that will provide a foundation necessary for animal agriculture and future courses.

Methods of Evaluation

Grades will be comprised of homework assignments, exams, quizzes.

Grading System	Percentage
A	90% to 100%
B	80% to 89%
C	70% to 79%
D	60% to 69%
F	59% and below

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Perryton: (806) 648-1450

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

AGRI 2317 – Introduction Agricultural Economics

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

Fundamental economic principles and their application in the agriculture industry.

THECB Approval Number01.0103.51.01

Learning Outcomes

Upon successful completion of this course, students will:

1. Describe fundamental macro- and micro-economic principles.
2. Apply economic principles to agricultural production, marketing and consumption.
3. Describe the different agricultural economics fields (e.g. food industry, demand theory, supply theory, competitive environments).

In addition, the course emphasizes on the following and students will:

1. Define terms associated with agricultural economics.
2. Identify and describe basic economic principles.
3. Solve problems related to basic economic principles.
4. Determine relationships between several productivity measures.
5. Describe how budgets limit goods and services that can be purchased
6. Derive supply and demand curves.
7. Determine what a production function is, determine relationships between input and output and identify the stages of production.
8. Determine the profit maximizing level of output.
9. Determine what influences a firm's choice of combinations for inputs and outputs.
10. Determine cost curves for a farm or firm.
11. Identify and define various costs incurred by the farm.
12. Determine what causes economies and diseconomies of scale.
13. Describe characteristics of perfectly competitive and imperfectly competitive markets.
14. Describe market principles.
15. Describe market equilibrium prices and the relationship of supply and demand in determining them.
16. Describe price relationships in relationship to supply and demand changes.
17. Determine how farms combine inputs for use in the production process.
18. Describe factors of specialization and diversification.
19. Describe basic concepts concerning elasticity of demand and supply.
20. The effect of elasticity of demand and supply on agriculture's input and output markets.

Methods of Evaluation

Grading:	90% + = A	80%-89% = B
	70%-79% = C	60%-69% = D
	59% or less = F	

Grades will be comprised of homework assignments, exams, quizzes.

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Scans/Or Core Competencies That Will Be Addressed in the Class

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Interpersonal:

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Technology:

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Basic Skills:

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Thinking Skills:

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Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

AGRI 2321 — Livestock Evaluation I

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

None

Course Description

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

THECB Approval Number01.0901.52.01

Learning Outcomes

Upon successful completion of this course, students will:

1. Accurately evaluate and grade meat animals (cattle, swine, sheep, and goats), their carcasses, and wholesale cuts according to USDA and industry standards.
2. Determine market value for meat animals, carcasses, and whole cuts.
3. Evaluate and select breeding animals based upon their economic potential in common production scenarios.
4. Apply knowledge of both subjective and objective techniques, tools, and information in order to make evaluation, grading, and selection decisions in practical production scenarios.

In addition, students will:

1. Differentiate different species and breeds of livestock.
2. Evaluate breeding livestock for its ability to effectively perform in the industry.
3. Evaluate market livestock for its ability to effectively perform in the industry.
4. Evaluate livestock products for their ability to effectively meet consumer demands in the industry.
5. Verbally justify decisions made in livestock selection using pertinent livestock terminology.
6. Develop team work and leadership skills.
7. Effectively and efficiently take notes and commit ideas to memory.

Methods of Evaluation

Exams, Participation, Attitude, Engagement, Attendance, Pertinent Assignments

Category	Percentage
Assignments	30%
Exams	70%
Total	100%
Grading System	Percentage
A	90% to 100%
B	80% to 89%
C	70% to 79%
D	60% to 69%
F	59% and below

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Thinking Skills:

Creative Thinking

Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
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Arithmetic
Mathematics
Listening & Speaking

Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

ARTC 1305 — Basic Graphic Design

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite and/or Corequisite: None

Course Description

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

THECB Approval Number50.0402.0000

End-of-Course Outcomes

1. Define basic design terminology;
2. Apply the design process using graphic design principles; and
3. Demonstrate the use of design tools and equipment.

Methods of Evaluation

Category	Percentage
Daily Assignments	25%
Exams	25%
Projects	50%
Total	100%

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- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."
- ***Faculty members have the right to assign a failing grade to a student who is guilty of academic dishonesty at any point during a semester. Faculty members may prohibit a student from dropping a course when academic dishonesty is discovered. However, if a student has dropped the course in accordance with the

rules and dates applied to dropping a course and prior to the discovery of academic dishonesty, the grade of W will stand. Students currently enrolled in a course and students who have completed a course (A, B, C, D, CT, and I) may have a grade changed to an F if academic dishonesty is discovered. The faculty member must notify the student of the change to the final grade within one week of facilitating the change. The student will have the opportunity to appeal the final grade change according to the college policy stated in the catalog.

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Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

ARTS 1301 — Art Appreciation

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

N/A

Course Description

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.

THECB Approval Number50.0706.51 26

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Creative Arts Courses

Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.

Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about the works of art.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a 500-750 essay discussing the visual communicative aspects of a work of art, such as color, depth of field, and style.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will work in groups and complete a researched assignment. Students will present their research in a visual format and will give an oral presentation to the class.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will analyze the communicative aspects of visual art such as elements of art, dynamics of art, symbolism, and aesthetic appeal of various works discussed in class.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an art project in which they adapt and reinterpret a “famous” work of art, demonstrating creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation to complete a researched paper over an art style, movement, or artist.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will participate in discussions surrounding art culture and history and demonstrate critical thinking skills.
Teamwork– to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will work in groups and complete a researched assignment. Students will present their research in a visual format and will give an oral presentation to the class.
Teamwork– to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will complete a writing assignment where they discuss the group project process and reflect on their experience as a team worker
Teamwork– to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will complete a self and group evaluation at the end of a group project. Students will be asked if they and their fellow group mates fulfilled the obligations outlined in the group contract they completed at the beginning of the project.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment in which they discuss a socially relevant issue in art, which might include censorship, museum funding, creative arts in public school curricula, etc.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will demonstrate a mastery of civic responsibility during teamwork assignments and will be required to outline the process and commitments made between members of the group.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will participate in a live debate during class over a social issue in art, which might include censorship, museum funding, creative arts in public school curricula, etc.

Learning Outcomes

Upon successful completion of this course, students will:

1. Apply art terminology as it specifically related to works art;
2. Demonstrate knowledge of art elements and principles of design;
3. Differentiate between the processes and materials used in the production of various works of art;
4. Critically interpret and evaluate works of art; and
5. Demonstrate an understanding of the impact of arts on culture.

Methods of Evaluation

Methods of instruction include lectures, discussions, collaborative work, one-to-one conferences, and audio-video. Evaluation is based on written assignments, projects, reading assignments, class participation, and the final exam.

See the instructor's Humanities 1315 Assignment document for detailed assignment instructions, grading rubrics, due dates, and submission policies.

Category	Percentage
Projects	30 %
Exams	20 %
Formal Written Assignments	30 %
Daily Grades	20 %
Total	100%

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Dalhart: (806) 244-7669

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Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

ARTS 1303 — Art History I (Prehistoric to the 14th Century)

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

N/A

Course Description

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

THECB Approval Number50.0703.52.26

Statement of Purpose

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Core Objectives Required for Creative Arts Courses

Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.

Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about the works of art.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a project in which they demonstrate effective development, interpretation, and expression of ideas through oral and visual communication.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a 500 – 1000 word Analytical Essay over a genre of art, an artist, or the historical culture of the art in a period chosen by the instructor that demonstrates mastery of written communication and uses Standard English conventions.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will produce a creative project that demonstrates a mastery of oral and/or visual communication.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an essay utilizing creative thinking, inquiry, analysis, and evaluation skills. The essay may be a formal assigned essay, an in-class writing, or an essay question on an exam.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on reading quizzes and/or journal entries over the course's required texts.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a reading analysis of the art that includes any or all of the following: finding the main ideas; analyzing the literary techniques; creating a timeline; finding similar themes; annotated portfolios of their own creative work; journal entries, and other assignments deemed appropriate by the faculty member.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Students will participate in an exercise or creation of an artifact that demonstrates their awareness of different ethics and/or values of societies, either differing in historical setting, geographical location, or cultural backgrounds paying particular attention to the influence of art on the culture.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Students will complete a written assignment in which they demonstrate an awareness of civic responsibility and/or intercultural competence.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Students will identify an ethical dilemma in the art/art period and complete a written assignment in which they explore the dilemmas they identified. The artifacts may include journal entries, formal papers, ethical dilemma worksheets, or other materials deemed appropriate by the instructor.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a group paper or project utilizing the ability to connect choices, actions, and ethical decision making to their role within the group.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a reading quiz or journal entry that demonstrates their preparedness for participation in the class and their responsibility in making choices. Faculty may use a quiz or journal average for this assessment. No minimums are required.
Personal Responsibility – to include the ability to connect choices,	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to evaluate choices,

actions, and consequences to ethical decision-making	actions, and consequences to the decisions made in the classroom
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Learning Outcomes

Upon successful completion of this course, students will:

1. Identify and describe works of art based on their chronology and style using standard categories and terminology.
2. Investigate major artistic developments and significant works of art from prehistoric times to the 14th century.
3. Analyze the relationship of art to history by placing works of art within cultural, historical, and chronological contexts.
4. Critically interpret and evaluate works of art.

Methods of Evaluation

The student will be evaluated through completion of their required project, exams, various papers, and attendance. Grading will consist of the following:

Category	Percentage
Attendance	20%
Various Papers	20%
Exams	40%
Outside Project	20%
Total	100%

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

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Perryton: (806) 648-1450

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

BCIS 1405 — Business Computer Applications

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite: None

Course Description

Students will study computer terminology, hardware, and software related to the business environment. The focus of this course is on business productivity software applications and professional behavior in computing, including word processing (as needed), spreadsheets, databases, presentation graphics, and business-oriented utilization of the Internet.

THECB Approval Number11.0202.5404

Learning Outcomes

1. Describe the fundamentals of Information Technology (IT) infrastructure components: hardware, software, and data communications systems.
2. Explain the guiding principles of professional behavior in computing.
3. Demonstrate proper file management techniques to manipulate data and find solutions to business problems.
4. Explain the concepts and terminology used in the operation of application systems in a business environment.
5. Identify emerging technologies for use in business applications.
6. Complete projects that integrate business software applications.

Methods of Evaluation

Category	Percentage
Daily Assignments	25%
Exams	25%
Projects	50%
Total	100%

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- A grade of 0 for the test or assignment

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

Class Attendance

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Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

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Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

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Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

CSME 2501 — Principles of Hair Coloring and Related Theory

Frank Phillips College

General Course Information

Credit Hours: 5

Prerequisite and/or Corequisite:

Consult Director of Cosmetology; Corequisites: CSME 1447, 2310, and 2337.

Course Description

Presentation of the theory and practice of hair color and chemistry. Topics include terminology, application, and workplace competencies related to hair color and chemistry.

THECB Approval Number12.0407.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify terminology
2. Demonstrate hair color application.
3. Practice workplace competencies related to hair color.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
Attendance	25%
Final written & practical evaluations	25%
Total	100%

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Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

BIOL 1406 — Biology for Science Majors I

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

MATH 1314, College Algebra. Successful completion of College Algebra or concurrent enrollment in higher-level mathematics, with a C or higher, is recommended.

Course Description

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. Must be taken concurrently with a laboratory section.

THECB Approval Number26.0101.51.03

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Life and Physical Sciences Courses

Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Short essay – Students will write an essay either as a standalone assignment or as an exam or quiz question to effectively communicate a considerate analytical response to a critical thought prompt.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	In-class discussion
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Lab Manual/Journal – Lab activities include communicating the collection and analysis of quantitative data.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Short essay – Students will write an essay either as a standalone assignment or as an exam or quiz question to effectively communicate a considerate analytical response to a critical thought prompt.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	In-class discussion
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Lab Manual/Journal – Students will complete assigned lab activities designed around data collection and analysis.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Lab Manual/Journal – Lab activities include communicating the collection and analysis of quantitative data.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Scientific Method Activity – Laboratory activity covering basic concepts in the process of science. Activity will include data collection and analyses as part of journal entry.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Exam Questions – A number of questions covering curriculum over the process of science including quantitative methodology.
Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Lab Manual/Journal Check Students will work in groups to complete laboratory exercises to be reported in a lab journal.
Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Lab Manual/Journal Students will work in groups to complete laboratory exercises to be reported in a lab journal.
Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	In-class discussion

Learning Outcomes:

Upon successful completion of this course, students will:

1. Describe the characteristics of life.
2. Explain the methods of inquiry used by scientists.
3. Identify the basic requirements of life and the properties of the major molecules needed for life.
4. Compare and contrast the structures, reproduction, and characteristics of viruses, prokaryotic cells, and eukaryotic cells.
5. Describe the structure of cell membranes and the movement of molecules across a membrane.
6. Identify the substrates, products, and important chemical pathways in metabolism.
7. Identify the principles of inheritance and solve classical genetic problems.
8. Identify the chemical structures, synthesis, and regulation of nucleic acids and proteins.
9. Describe the unity and diversity of life and the evidence for evolution through natural selection.
10. Apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data.
11. Use critical thinking and scientific problem-solving to make informed decisions in the laboratory.
12. Communicate effectively the results of scientific investigations.

Methods of Evaluation

Lecture Grade (Exams, quizzes, assignments)	60%
Laboratory Grade (Practical exams, lab write-ups, quizzes, & lab assignments)	40%

Lecture: Lecture grade will be based upon lecture exams, quizzes and assignments; total weight of overall lecture grade will be 60%. Examinations given may include items in the following format:

Essay questions, Multiple choice*, True/False, Fill in the blank*
Short answer* (*may include labeling)

Quizzes and assignments will be given at the instructor's discretion, but typically no more than 1 per week

Laboratory: Laboratory grade (40% of total grade) will be based upon practical exams, lab write-ups, quizzes, & assignments. Practicals include items such as found on lecture tests but primarily assess hands on learning.

Attendance is required to turn in a lab write-up for credit. Additionally, lack of participation in group laboratory activities will receive a 10% deduction.

Grading scale: A=90-100; B=80-89; C=70-79; D=60-69; F=0-59

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Allocates Money
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Uses Computers to Process Information

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Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Systems:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening& Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

BIOL 1407 — Biology for Science Majors II

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

No prerequisite.

Course Description

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

Must be taken concurrently with a laboratory section.

THECB Approval Number26.0101.51.03

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Life and Physical Sciences Courses

Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

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- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Short essay – Students will write an essay either as a standalone assignment or as an exam or quiz question to effectively communicate a considerate analytical response to a critical thought prompt.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	In-class discussion
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Lab Manual/Journal – Lab activities include communicating the collection and analysis of quantitative data.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Short essay – Students will write an essay either as a standalone assignment or as an exam or quiz question to effectively communicate a considerate analytical response to a critical thought prompt.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	In-class discussion
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Lab Manual/Journal – Students will complete assigned lab activities designed around data collection and analysis.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Lab Manual/Journal – Lab activities include communicating the collection and analysis of quantitative data.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Scientific Method Activity – Laboratory activity covering basic concepts in the process of science. Activity will include data collection and analyses as part of journal entry.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Exam Questions – A number of questions covering curriculum over the process of science including quantitative methodology.
Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Lab Manual/Journal Check Students will work in groups to complete laboratory exercises to be reported in a lab journal.
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Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	In-class discussion

Learning Outcomes:

Upon successful completion of this course, students will:

1. Describe modern evolutionary synthesis, natural selection, population genetics, micro and macroevolution, and speciation.
2. Describe phylogenetic relationships and classification schemes.
3. Identify the major phyla of life with an emphasis on plants and animals, including the basis for classification, structural and physiological adaptations, evolutionary history, and ecological significance.
4. Describe basic animal physiology and homeostasis as maintained by organ systems.
5. Compare different sexual and asexual life cycles noting their adaptive advantages.
6. Illustrate the relationship between major geologic change, extinctions, and evolutionary trends.
7. Apply scientific reasoning to investigate questions, and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data.
8. Use critical thinking and scientific problem-solving to make informed decisions in the laboratory.
9. Communicate effectively the results of scientific investigations.
10. Demonstrate knowledge of modern evolutionary synthesis, natural selection, population genetics, micro and macroevolution, and speciation.
11. Distinguish between phylogenetic relationships and classification schemes.
12. Identify the major phyla of life with an emphasis on plants and animals, including the basis for classification, structural and physiological adaptations, evolutionary history, and ecological significance.
13. Describe basic animal physiology and homeostasis as maintained by organ systems.
14. Compare different sexual and asexual life cycles noting their adaptive advantages.
15. Illustrate the relationship between major geologic change, extinctions, and evolutionary trends.

Methods of Evaluation:

Lecture Grade (Exams, quizzes, assignments)	60%
Laboratory Grade (Practical exams, lab write-ups, quizzes, & lab assignments)	40%

Lecture: Lecture grade will be based upon lecture exams, quizzes and assignments; total weight of overall lecture grade will be 60%. Examinations given may include items in the following format:

Essay questions, Multiple choice*, True/False, Fill in the blank*

Short answer* (*may include labeling)

Quizzes and assignments will be given at the instructor's discretion, but typically no more than 1 per week.

Laboratory: Laboratory grade (40% of total grade) will be based upon practical exams, lab write-ups, quizzes, & assignments. Practicals include items such as found on lecture tests but primarily assess hands on learning.

Attendance is required to turn in a lab write-up for credit. Additionally, lack of participation in group laboratory activities will receive a 10% deduction.

Grading scale: A=90-100; B=80-89; C=70-79; D=60-69; F=0-59

Academic Honesty and Integrity

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- A grade of 0 for the test or assignment
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- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."
- ***Faculty members have the right to assign a failing grade to a student who is guilty of academic dishonesty at any point during a semester. Faculty members may prohibit a student from dropping a course when academic dishonesty is discovered. However, if a student has dropped the course in accordance with the rules and dates applied to dropping a course and prior to the discovery of academic dishonesty, the grade of W will stand. Students currently enrolled in a course and students who have completed a course (A, B, C, D, CT, and I) may have a grade changed to an F if academic dishonesty is discovered. The faculty member must notify the student of the change to the final grade within one week of facilitating the change. The student will have the opportunity to appeal the final grade change according to the college policy stated in the catalog.

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missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

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Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening& Speaking

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

BIOL1411 — General Botany

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

MATH 1314 College Algebra. Successful completion of College Algebra or concurrent enrollment in higher level mathematics with a C or higher.

Course Description

Fundamental biological concepts relevant to plant physiology, life cycle, growth and development, structure and function, and cellular and molecular metabolism. The role of plants in the environment, evolution, and phylogeny of major plant groups, algae, and fungi. (This course is intended for science majors.) Must be taken concurrently with a laboratory section.

THECB Approval Number26.0301.51.03

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Life and Physical Sciences Courses

Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Short essay – Students will write an essay either as a standalone assignment or as an exam or quiz question to effectively communicate a considerate analytical response to a critical thought prompt.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	In-class discussion
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Lab Manual/Journal – Lab activities include communicating the collection and analysis of quantitative data.
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Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	In-class discussion

Learning Outcomes:

Upon successful completion of this course, students will:

1. Compare and contrast the structures, reproduction, and characteristics of plants, algae, and fungi.
2. Describe the characteristics of life and the basic properties of substances needed for life.
3. Identify the principles of inheritance and solve classical genetic problems.
4. Describe phylogenetic relationships and classification schemes.
5. Identify the major phyla of life with an emphasis on plants, including the basis for classification, structural and physiological adaptations, evolutionary history, and ecological significance.
6. Identify the chemical structures, synthesis, and regulation of nucleic acids and proteins.
7. Identify the substrates, products, and important chemical pathways in photosynthesis and respiration.
8. Describe the unity and diversity of plants and the evidence for evolution through natural selection.
9. Compare different sexual and asexual life cycles noting their adaptive advantages.
10. Describe the reasoning processes applied to scientific investigations and thinking.
11. Apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data.
12. Use critical thinking and scientific problem-solving to make informed decisions in the laboratory.
13. Communicate effectively the results of scientific investigations.

Methods of Evaluation

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Allocates Money
Allocates Material & Facility Resources

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Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

BIOL1413 — General Zoology

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

MATH 1314 College Algebra (3 SCH version) Successful completion of College Algebra or concurrent enrollment in higher level mathematics is recommended.

Course Description

Fundamental biological concepts relevant to animals, including systematics, evolution, structure and function, cellular and molecular metabolism, reproduction, development, diversity, phylogeny, and ecology. Laboratory activities will reinforce fundamental biological concepts relevant to animals, including systematics, evolution, structure and function, cellular and molecular metabolism, reproduction, development, diversity, phylogeny, and ecology. (This course is intended for science majors.) Must be taken concurrently with a laboratory section.

THECB Approval Number26.0701.51.03

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Life and Physical Sciences Courses

Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Short essay – Students will write an essay either as a standalone assignment or as an exam or quiz question to effectively communicate a considerate analytical response to a critical thought prompt.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	In-class discussion
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Lab Manual/Journal – Lab activities include communicating the collection and analysis of quantitative data.
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Learning Outcomes:

Upon successful completion of this course, students will demonstrate competency (70%) in knowledge and understanding of:

1. Compare and contrast the structures, reproduction, and characteristics of animals.
2. Describe the characteristics of life and the basic properties of substances needed for life.
3. Identify the principles of inheritance and solve classical genetic problems.
4. Describe phylogenetic relationships and classification schemes.
5. Identify the major phyla of life with an emphasis on animals, including the basis for classification, structural and physiological adaptations, evolutionary history, and ecological significance.
6. Identify the chemical structures, synthesis, and regulation of nucleic acids and proteins.
7. Identify the substrates, products, and important chemical pathways in respiration.
8. Describe the unity and diversity of animals and the evidence for evolution through natural selection.
9. Describe the reasoning processes applied to scientific investigations and thinking.
10. Describe basic animal physiology and homeostasis as maintained by organ systems.
11. Describe modern evolutionary synthesis, natural selection, population genetics, micro and macroevolution, and speciation.
12. Describe the structure of cell membranes and the movement of molecules across a membrane.

Methods of Evaluation:

Lecture Grade (Exams, quizzes, assignments)	60%
Laboratory Grade (Practical exams, lab write-ups, quizzes, & lab assignments)	40%

Lecture: Lecture grade will be based upon lecture exams, quizzes and assignments; total weight of overall lecture grade will be 60%. Examinations given may include items in the following format:

Essay questions, Multiple choice*, True/False, Fill in the blank*
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Exercises Leadership
Negotiates to Arrive at a Decision
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Technology:

Selects Technology
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Maintains & Troubleshoots Technology

Basic Skills:

Reading
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Arithmetic
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Listening & Speaking

Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

BIOL 2401 — Anatomy and Physiology I

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite:

Passage or exemption from the reading section of a TSI approved test or completion of INRW 0322 with a grade of C or better.

Course Description

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.

Must be taken concurrently with a laboratory section. The lab provides a hands-on learning experience for exploration of human system components and basic physiology. Systems to be studied include integumentary, skeletal, muscular, nervous, and special senses.

THECB Approval Number26.0707.51 03

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Life and Physical Sciences Courses

Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Article summary – each student will choose an article to read and summarize. In it they will be required to discuss the evidence that the scientific method informed the research being discussed in the article. Their writing will demonstrate effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Skit – Each group of students assigned a topic will create a skit to demonstrate a specific process of the phenomenon under study using verbal communication and body language.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Etymology exercise – each student will choose 3 different word parts used in the subject vocabulary and share aloud the “root” of the part, i.e. meaning & origin, as well as give an example of its use in a term specific to A&P. This assignment will demonstrate a mastery of biology rhetoric.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Article summary – each student will choose an article to read and summarize. Included must be a discussion of the evidence that informed the research being discussed in the article and a critique of the conclusion.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Clinical cases activity – Students will be given specific clinical case(s) to assess to determine diagnosis, treatment and prognosis.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students given example of how to use current news to learn new information not yet contained in the text will then find a similar news report to share and explain.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Lab exercises requiring data collection and analysis
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Article summary – critique of conclusion based on data
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	After presentation of a lab exercise, students will include a clear explanation of the data generated and its significance
Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Lab exercise requiring data collection and analysis followed by a presentation of the exercise by the lab group.
Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Skit – Each group of students assigned a topic will create a skit to demonstrate a specific process of the phenomenon under study using verbal communication and body language.
Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Clinical case discussion(s) – Each group will “solve” a medical case related to a topic under study

Learning Outcomes:

Upon successful completion of this course, students will:

1. Use anatomical terminology to identify and describe locations of major organs of each system covered.
2. Explain interrelationships among molecular, cellular, tissue, and organ functions in each system.
3. Describe the interdependency and interactions of the systems.
4. Explain contributions of organs and systems to the maintenance of homeostasis.
5. Identify causes and effects of homeostatic imbalances.
6. Describe modern technology and tools used to study anatomy and physiology.
7. Apply appropriate safety and ethical standards.
8. Locate and identify anatomical structures.
9. Appropriately utilize laboratory equipment, such as microscopes, dissection tools, general lab ware, physiology data acquisition systems, and virtual simulations.
10. Work collaboratively to perform experiments.
11. Demonstrate the steps involved in the scientific method.
12. Communicate results of scientific investigations, analyze data and formulate conclusions.
13. Use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions.

Methods of Evaluation

1. 40% of grade is averaged daily grades. Test average and lab average are worth 35% and 25% of final grade, respectively.
2. Test average includes a cumulative final exam for twice the value of a single test. Makeup test format is instructor determined. Grade earned is posted as is; no adjustment to class average.
3. Daily grades derived primarily from assignments, attendance & participation and a project. Project includes presentation, & meets grading requirements which could include: references (works-cited pg.), copies of sources, summary writing, and meeting presentation criteria. In addition students do active listening & participate during presentations by others (pose questions & participate in assessment).
4. Laboratory grades are based on Lab exercises (writings/drawings indicate successful identification of cells, tissues, & organs of systems studied), lab quizzes/practicals including demonstrated ability to use microscope & dissect specimens, homework (demonstrations; completion of labs shown by correct, completed lab reports). Exercises assigned chosen to support classroom material.
5. A “test only” based grade available upon request after consultation with instructor during first week. Lab will be required & valued at 25% while tests count an additional 75% of the grade. Recommended only for course repeats.
6. **Grading scale:** A = 100 -90; B=89–80; C=79-70; D=69-60; F=59 and below.

Academic Honesty and Integrity

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without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

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

Class Attendance

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Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

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

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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability

Mathematics
Listening& Speaking

Self-Management
Integrity/Honesty

BIOL 2402 — Anatomy and Physiology II

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

Completion of BIOL 2401 with a grade of C or better.

Course Description

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. Must be taken concurrently with a laboratory section.

THECB Approval Number26.0707.51 03

Statement of Purpose

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Core Objectives Required for Life and Physical Sciences Courses

Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Article summary – each student will choose an article to read and summarize. In it they will be required to discuss the evidence that the scientific method informed the research being discussed in the article.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Skit – Each group of students assigned a topic will create a skit to demonstrate a specific process of the phenomenon under study using verbal communication and body language.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Etymology exercise – each student will choose 3 different word parts used in the subject vocabulary and share aloud the “root” of the part, i.e. meaning & origin, as well as give an example of its use in a term specific to A&P.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Article summary – each student will choose an article to read and summarize. Included must be a discussion of the evidence that informed the research being discussed in the article and a critique of the conclusion.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Clinical cases activity – Students will be given specific clinical case(s) to assess to determine diagnosis, treatment and prognosis.
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Learning Outcomes:

Upon successful completion of this course, students will:

1. Use anatomical terminology to identify and describe locations of major organs of each system covered.
2. Explain interrelationships among molecular, cellular, tissue, and organ functions in each system.
3. Describe the interdependency and interactions of the systems.
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Negotiates to Arrive at a Decision
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Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

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Writing
Arithmetic
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Listening & Speaking

Information:

Acquires & Evaluates Information
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Thinking Skills:

Creative Thinking
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Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
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Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

BIOL 2402 — Anatomy and Physiology II

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

Completion of BIOL 2401 with a grade of C or better.

Course Description

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. Must be taken concurrently with a laboratory section.

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

AGAH 2313 — Principles of Feed & Feeding

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

Study of the role and application of feed nutrients and additives. Topics include comparative aspects of digestion, absorption, and metabolism of nutrients. Emphasis on identification of nutrient requirements and formulation of dietary feeding regimens.

THECB Approval Number26.0707.0000

Learning Outcomes

Upon successful completion of this course, students will:

1. Identify and classify various digestive systems, its parts, and how it each functions.
2. Understand the 6 nutrients and how they are utilized by the animal.
3. Identify and describe properties of common feedstuffs/ingredients.
4. Effectively utilize pertinent terms related to this field of study.
5. Differentiate vitamin and mineral supplements and feed additives used in ration formulation.
6. Compare and Contrast various methods of feed processing.
7. Evaluate rations for beef cattle, hogs, sheep and goats.

Methods of Evaluation

4 tests and 1 final exam plus assignment grade (counts as 2 additional test scores).

Grading System	Grade
90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
59% and Below	F

Academic Honesty and Integrity

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- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

AGCR 1407 — Range Management

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

N/A

Course Description

Practical problems of managing native pastures and rangelands. Includes rangeland ecology, stocking rates, rotation systems, toxic plants, range reseeding, brush control, and ecological and physiological responses of range vegetation to grazing.

THECB Approval Number01.1106.0000

End-of-Course Outcomes

1. Identify range problems including toxic plants, overgrazing, and water distribution
2. Evaluate brush control methods including biological, mechanical, chemical, and range burning
3. Devise range reseeding and water development plans
4. Design rotational grazing systems
5. Compute stocking rates

Methods of Evaluation

Grades will be comprised of homework assignments, exams, quizzes.

Grading System	Percentage
A	90% to 100%
B	80% to 89%
C	70% to 79%
D	60% to 69%
F	59% and below

Academic Honesty and Integrity

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

Class Attendance

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Exam and quiz dates are given with the schedule attached to this syllabus. If an absence for an exam or quiz is unavoidable you must make arrangements with the instructor **prior** to such absence. Late exams or quizzes **will not** be given after the original exam or quiz date.

Cell Phones and Other Electronic Devices Procedure:

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Information:

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Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

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Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Technology:

Selects Technology

Applies Technology

Systems:

Understands Systems

Monitors & Corrects Performance

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

**AGMG 1380 — Cooperative Education
Agricultural Business & Management, General
Frank Phillips College**

General Course Information

Credit Hours: 3

Prerequisite

Instructor's Approval

Course Description

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

THECB Approval Number01.0101.0000

End-of-Course Outcomes

1. As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry
2. Will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry

Methods of Evaluation

Students will be evaluated by the instructor and the workplace supervisor. Evaluation will be based on the student's ability to complete the internship objective, and workplace requirements.

Academic Honesty and Integrity

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Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading

Personal Qualities:

Responsibility

Writing
Arithmetic
Mathematics
Listening & Speaking

Self-Esteem
Sociability
Self-Management
Integrity/Honesty

AGMG 2301 — Livestock Business Management

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

Instruction in contracts, leases, laws and regulations, estate planning, and applications of personnel and management principles. Study of contract terms related to livestock and real estate; explain laws and regulations pertaining to the livestock industry; illustrate the importance of estate planning; and compare the personnel and management techniques employed in the livestock industry.

THECB Approval Number01.0101.0000

Learning Outcomes

Upon successful completion of this course, students will:

1. Define terms associated with livestock business management.
2. Describe and construct contracts associated with the livestock business.
3. Construct livestock enterprise budgets.
4. Describe and perform investment analysis.
5. Describe cost concepts, budget performance, and profitability of various livestock enterprises.
6. Describe and construct lease arrangements, record keeping system, and financial statements.

Methods of Evaluation

Exams, Participation, Attitude, Engagement, Attendance, Pertinent Assignments

Category	Points
Assignments (10)	500 points
Exam I	100 points
Exam II	100 points
Exam III	100 points
Final Exam	100 points
Total	900 points
Grading System	Grade
810-900 points	A
720-809 points	B
630-719 points	C
540-629 points	D
0-539 points	F

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Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Technology:

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Sociability

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Integrity/Honesty

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AGMG 2301 — Livestock Business Management

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

Instruction in contracts, leases, laws and regulations, estate planning, and applications of personnel and management principles. Study of contract terms related to livestock and real estate; explain laws and regulations pertaining to the livestock industry; illustrate the importance of estate planning; and compare the personnel and management techniques employed in the livestock industry.

THECB Approval Number01.0101.0000

Learning Outcomes

Upon successful completion of this course, students will:

1. Define terms associated with livestock business management.
2. Describe and construct contracts associated with the livestock business.
3. Construct livestock enterprise budgets.
4. Describe and perform investment analysis.
5. Describe cost concepts, budget performance, and profitability of various livestock enterprises.
6. Describe and construct lease arrangements, record keeping system, and financial statements.

Methods of Evaluation

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Category	Points
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Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

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Arithmetic

Mathematics

Listening & Speaking

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

Important Information

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AGRI 1121 — Livestock Judging

Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

AGRI 2321 with a grade of C or better.

Course Description

Selection, evaluation, and classification of livestock and livestock products.

THECB Approval Number01.0901.5201

Learning Outcomes

Upon successful completion of this course, students will:

1. Develop an understanding of different species and breeds of livestock.
2. Establish correlation between market animals and the products that they produce.
3. Learn and be able to identify functional breeding animals.
4. Develop the ability to verbally justify decision made in livestock selection.
5. Enhance team work and leadership skills.
6. Successfully make decisions under pressure.
7. Improve ability to take notes and commit ideas to memory.

Methods of Evaluation

Category	Percentage
Assignments	30%
Exams	70%
Total	100%
Grading System	Percentage
A	90% to 100%
B	80% to 89%
C	70% to 79%
D	60% to 69%
F	59% and below

Academic Honesty and Integrity

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

Class Attendance

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Perryton: (806) 648-1450

Grievance Policy

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology

Systems:

Understands Systems
Monitors & Corrects Performance

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

AGRI 1131 — The Agricultural Industry

Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

None

Course Description

Overview of world agriculture, nature of the industry, resource conservation, and the American agriculture system, including production, distribution, and marketing. Emphasis is placed on career guidance, counseling, educational requirements to the job market, and current trends in the field of agriculture.

THECB Approval Number01.0103.52.01

Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate an understanding of Agricultural Practices and Production..
2. Identify career opportunities in Agriculture.
3. Demonstrate an understanding of current and future Agricultural trends.
4. Identify environmental issues facing Agriculture.
5. Identify economic issues facing Agriculture.
6. Identify social issues facing Agriculture.

Methods of Evaluation

Grades will be comprised of homework assignments, exams, and quizzes.

Grading System	Percentage
A	90% to 100%
B	80% to 89%
C	70% to 79%
D	60% to 69%
F	59% and below

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Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

AGRI 1131 — The Agricultural Industry

Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

None

Course Description

Overview of world agriculture, nature of the industry, resource conservation, and the American agriculture system, including production, distribution, and marketing. Emphasis is placed on career guidance, counseling, educational requirements to the job market, and current trends in the field of agriculture.

THECB Approval Number01.0103.52.01

Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate an understanding of Agricultural Practices and Production..
2. Identify career opportunities in Agriculture.
3. Demonstrate an understanding of current and future Agricultural trends.
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Methods of Evaluation

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Resources:

Allocates Time
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Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

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Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

AGRI 1325 — Marketing of Agricultural Products

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

Operations in the movement of agricultural commodities from producer to consumer, including the essential marketing functions of buying, selling, transporting, storing, financing, standardizing, pricing and risk bearing.

THECB Approval Number01.0102.51.01

Learning Outcomes

Upon successful completion of this course, students will:

1. Understand the function and purpose of Agricultural Marketing.
2. Explore the factors, trends, and other concepts that shape the current structure and operation of the Agricultural Marketing System.
3. Evaluate how all aspects of the Agricultural Marketing System are interrelated.
4. Understand the economic forces of the Agricultural Food Chain.
5. Understand government relationship on food marketing.
6. Effectively assess the marketing environment to develop and implement strategies for achieving marketing objectives.

Methods of Evaluation

Category	Percentage
Assignments	30%
Exams	70%
Total	100%
Grading System	Percentage
A	90% to 100%
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Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

AGRI 1329 — Principles of Food Science

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

An introductory course that explores biological and scientific aspects of modern industrial food supply systems, food classification, modern processing, nutritional quality, and quality control.

THECB Approval Number01.1001.51 01

Learning Outcomes

Upon successful completion of this course, students will:

1. Identify the principles of food science related to food production, quality, safety, nutrition, and distribution.
2. Describe common and emerging technologies in food science.
3. Explain how engineering, microbiology, and chemistry are applied in food production and processing systems.
4. Describe food safety procedures in U.S. production systems.
5. Demonstrate appropriate food handling/food safety procedures.
6. Explain nutrient composition and the link between nutrition and health.
7. Examine the dynamics of global food supply.

Methods of Evaluation

Grades will be comprised of homework assignments, exams, quizzes.

Grading System	Percentage
A	90% to 100%
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C	70% to 79%
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Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

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Arithmetic

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Decision Making

Problem Solving

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Knowing How to Learn

Reasoning

Systems:

Understands Systems

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Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

AGRI 1407 — Agronomy

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

N/A

Course Description

Principles and practices in the development, production, and management of field crops. Including plant breeding, plant diseases, soils, insect control, and weed control.

THECB Approval Number01.1102.51.01

Learning Outcomes

Upon successful completion of this course, students will:

1. Describe the development and importance of crop production in the United States.
2. Define and apply crop terminology.
3. Identify, describe, and summarize environmental factors that affect crop production.
4. Differentiate different methods of crop improvement.
5. Describe and summarize plant functions that affect production.
6. Identify and describe methods of pest control.

Methods of Evaluation

Category	Percentage
Assignments	40%
Exams	60%
Total	100%

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

AGRI 1419 — Introduction to Animal Science

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

N/A

Course Description

Scientific animal agriculture, an introductory course pertaining to the importance of the livestock and meat industries. Specific emphasis will be placed on selection, reproduction, nutrition, management, and marketing of beef cattle, swine, sheep, goats, horses, poultry, dairy, and alternative livestock. Must be taken concurrently with a laboratory section.

THECB Approval Number01.0901.51.01

Core Objectives Required for Life and Physical Sciences Courses

Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a writing assignment related to Animal Agriculture in which they will demonstrate effective development, interpretation, and expression of ideas. They will be evaluated by answering a series of questions and the Communication LEAP rubric.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete an assignment that demonstrates effective written communication in relation to Scientific Animal Agriculture. They will indicate a mastery of effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom/lab setting and will demonstrate an ability to communicate through oral and written media.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information	Students will complete a 3 page writing assignment pertaining to Scientific Animal Agriculture assigned by the Instructor utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on an original research topic assigned by the Instructor.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information	Students will analyze, evaluate and synthesize a procedure utilized in Scientific Animal Agriculture in a lab setting
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will complete a writing assignment addressing a current event relating to Scientific Animal Agriculture
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will complete an assignment or quiz relating to the practices, procedures, and formulas utilized in Animal Agriculture.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will construct an article review after reading an article assigned by the Instructor pertaining to Animal Science
Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will construct and present a group assignment after conducting their own research on a topic assigned by the Instructor relating to Scientific Animal Science

Required Core Objective	Activity Related to Core Objective
Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will work in groups to complete assignments in lab settings that demonstrate an ability to work as a team to meet a common goal and demonstrate effective communication, critical thinking, and empirical and quantitative skills. The lab is the setting in which the students' mastery of course and core competencies will be most effectively demonstrated.
Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will complete an evaluation of the teammates in their particular group project and address the contribution of each person to the success of the collective group

Learning Outcomes

Upon successful completion of this course, students will:

1. Identify major production phases, major production areas, economic impact, and future trends in the beef cattle, dairy cattle, sheep and goats, horse, swine, and poultry industries.
2. Define terms associated with the animal science industry.
3. Identify consumption trends, products and by-products of the red meat, milk, poultry, wool, and mohair industries.
4. Identify male and female organs of reproduction and describe their functions.
5. Explain how genetics relate to improvement in livestock production.
6. Describe the various market classes, grades, and methods of marketing livestock..
7. Identify the basic nutrient groups, their functions, and feedstuffs that are sources of each.
8. Describe digestion and absorption of feed in ruminant and non-ruminant animals.
9. Describe the six functions of a good ration and formulate a balanced ration.
10. Identify and distinguish significant breeds of various species of livestock.
11. Demonstrate proper care and management techniques for various species of livestock.
12. Recognize and prescribe treatment for common diseases of livestock.

It is the goal of this course to provide students with introductory information that will provide a foundation necessary for animal agriculture and future courses.

Methods of Evaluation

Grades will be comprised of homework assignments, exams, quizzes.

Grading System	Percentage
A	90% to 100%
B	80% to 89%
C	70% to 79%
D	60% to 69%
F	59% and below

Academic Honesty and Integrity

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

Class Attendance

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

AGRI 2317 – Introduction Agricultural Economics

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

Fundamental economic principles and their application in the agriculture industry.

THECB Approval Number01.0103.51.01

Learning Outcomes

Upon successful completion of this course, students will:

1. Describe fundamental macro- and micro-economic principles.
2. Apply economic principles to agricultural production, marketing and consumption.
3. Describe the different agricultural economics fields (e.g. food industry, demand theory, supply theory, competitive environments).

In addition, the course emphasizes on the following and students will:

1. Define terms associated with agricultural economics.
2. Identify and describe basic economic principles.
3. Solve problems related to basic economic principles.
4. Determine relationships between several productivity measures.
5. Describe how budgets limit goods and services that can be purchased
6. Derive supply and demand curves.
7. Determine what a production function is, determine relationships between input and output and identify the stages of production.
8. Determine the profit maximizing level of output.
9. Determine what influences a firm's choice of combinations for inputs and outputs.
10. Determine cost curves for a farm or firm.
11. Identify and define various costs incurred by the farm.
12. Determine what causes economies and diseconomies of scale.
13. Describe characteristics of perfectly competitive and imperfectly competitive markets.
14. Describe market principles.
15. Describe market equilibrium prices and the relationship of supply and demand in determining them.
16. Describe price relationships in relationship to supply and demand changes.
17. Determine how farms combine inputs for use in the production process.
18. Describe factors of specialization and diversification.
19. Describe basic concepts concerning elasticity of demand and supply.
20. The effect of elasticity of demand and supply on agriculture's input and output markets.

Methods of Evaluation

Grading:	90% + = A	80%-89% = B
	70%-79% = C	60%-69% = D
	59% or less = F	

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Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

AGRI 2321 — Livestock Evaluation I

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

None

Course Description

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

THECB Approval Number01.0901.52.01

Learning Outcomes

Upon successful completion of this course, students will:

1. Accurately evaluate and grade meat animals (cattle, swine, sheep, and goats), their carcasses, and wholesale cuts according to USDA and industry standards.
2. Determine market value for meat animals, carcasses, and whole cuts.
3. Evaluate and select breeding animals based upon their economic potential in common production scenarios.
4. Apply knowledge of both subjective and objective techniques, tools, and information in order to make evaluation, grading, and selection decisions in practical production scenarios.

In addition, students will:

1. Differentiate different species and breeds of livestock.
2. Evaluate breeding livestock for its ability to effectively perform in the industry.
3. Evaluate market livestock for its ability to effectively perform in the industry.
4. Evaluate livestock products for their ability to effectively meet consumer demands in the industry.
5. Verbally justify decisions made in livestock selection using pertinent livestock terminology.
6. Develop team work and leadership skills.
7. Effectively and efficiently take notes and commit ideas to memory.

Methods of Evaluation

Exams, Participation, Attitude, Engagement, Attendance, Pertinent Assignments

Category	Percentage
Assignments	30%
Exams	70%
Total	100%
Grading System	Percentage
A	90% to 100%
B	80% to 89%
C	70% to 79%
D	60% to 69%
F	59% and below

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Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Thinking Skills:

Creative Thinking

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Decision Making
Problem Solving
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Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

ARTC 1305 — Basic Graphic Design

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite and/or Corequisite: None

Course Description

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

THECB Approval Number50.0402.0000

End-of-Course Outcomes

1. Define basic design terminology;
2. Apply the design process using graphic design principles; and
3. Demonstrate the use of design tools and equipment.

Methods of Evaluation

Category	Percentage
Daily Assignments	25%
Exams	25%
Projects	50%
Total	100%

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- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."
- ***Faculty members have the right to assign a failing grade to a student who is guilty of academic dishonesty at any point during a semester. Faculty members may prohibit a student from dropping a course when academic dishonesty is discovered. However, if a student has dropped the course in accordance with the

rules and dates applied to dropping a course and prior to the discovery of academic dishonesty, the grade of W will stand. Students currently enrolled in a course and students who have completed a course (A, B, C, D, CT, and I) may have a grade changed to an F if academic dishonesty is discovered. The faculty member must notify the student of the change to the final grade within one week of facilitating the change. The student will have the opportunity to appeal the final grade change according to the college policy stated in the catalog.

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Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

ARTS 1301 — Art Appreciation

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

N/A

Course Description

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.

THECB Approval Number50.0706.51 26

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Creative Arts Courses

Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.

Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about the works of art.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a 500-750 essay discussing the visual communicative aspects of a work of art, such as color, depth of field, and style.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will work in groups and complete a researched assignment. Students will present their research in a visual format and will give an oral presentation to the class.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will analyze the communicative aspects of visual art such as elements of art, dynamics of art, symbolism, and aesthetic appeal of various works discussed in class.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an art project in which they adapt and reinterpret a “famous” work of art, demonstrating creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation to complete a researched paper over an art style, movement, or artist.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will participate in discussions surrounding art culture and history and demonstrate critical thinking skills.
Teamwork– to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will work in groups and complete a researched assignment. Students will present their research in a visual format and will give an oral presentation to the class.
Teamwork– to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will complete a writing assignment where they discuss the group project process and reflect on their experience as a team worker
Teamwork– to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will complete a self and group evaluation at the end of a group project. Students will be asked if they and their fellow group mates fulfilled the obligations outlined in the group contract they completed at the beginning of the project.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment in which they discuss a socially relevant issue in art, which might include censorship, museum funding, creative arts in public school curricula, etc.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will demonstrate a mastery of civic responsibility during teamwork assignments and will be required to outline the process and commitments made between members of the group.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will participate in a live debate during class over a social issue in art, which might include censorship, museum funding, creative arts in public school curricula, etc.

Learning Outcomes

Upon successful completion of this course, students will:

1. Apply art terminology as it specifically related to works art;
2. Demonstrate knowledge of art elements and principles of design;
3. Differentiate between the processes and materials used in the production of various works of art;
4. Critically interpret and evaluate works of art; and
5. Demonstrate an understanding of the impact of arts on culture.

Methods of Evaluation

Methods of instruction include lectures, discussions, collaborative work, one-to-one conferences, and audio-video. Evaluation is based on written assignments, projects, reading assignments, class participation, and the final exam.

See the instructor's Humanities 1315 Assignment document for detailed assignment instructions, grading rubrics, due dates, and submission policies.

Category	Percentage
Projects	30 %
Exams	20 %
Formal Written Assignments	30 %
Daily Grades	20 %
Total	100%

Academic Honesty and Integrity

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- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."

Class Attendance

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Perryton: (806) 648-1450

Dalhart: (806) 244-7669

Grievance Policy

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level, and learning to communicate your concerns in a civilized manner is part of the college experience.

Important Information

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

ARTS 1303 — Art History I (Prehistoric to the 14th Century)

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

N/A

Course Description

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

THECB Approval Number50.0703.52.26

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Creative Arts Courses

Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.

Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about the works of art.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a project in which they demonstrate effective development, interpretation, and expression of ideas through oral and visual communication.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a 500 – 1000 word Analytical Essay over a genre of art, an artist, or the historical culture of the art in a period chosen by the instructor that demonstrates mastery of written communication and uses Standard English conventions.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will produce a creative project that demonstrates a mastery of oral and/or visual communication.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an essay utilizing creative thinking, inquiry, analysis, and evaluation skills. The essay may be a formal assigned essay, an in-class writing, or an essay question on an exam.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on reading quizzes and/or journal entries over the course's required texts.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a reading analysis of the art that includes any or all of the following: finding the main ideas; analyzing the literary techniques; creating a timeline; finding similar themes; annotated portfolios of their own creative work; journal entries, and other assignments deemed appropriate by the faculty member.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Students will participate in an exercise or creation of an artifact that demonstrates their awareness of different ethics and/or values of societies, either differing in historical setting, geographical location, or cultural backgrounds paying particular attention to the influence of art on the culture.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Students will complete a written assignment in which they demonstrate an awareness of civic responsibility and/or intercultural competence.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Students will identify an ethical dilemma in the art/art period and complete a written assignment in which they explore the dilemmas they identified. The artifacts may include journal entries, formal papers, ethical dilemma worksheets, or other materials deemed appropriate by the instructor.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a group paper or project utilizing the ability to connect choices, actions, and ethical decision making to their role within the group.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a reading quiz or journal entry that demonstrates their preparedness for participation in the class and their responsibility in making choices. Faculty may use a quiz or journal average for this assessment. No minimums are required.
Personal Responsibility – to include the ability to connect choices,	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to evaluate choices,

actions, and consequences to ethical decision-making	actions, and consequences to the decisions made in the classroom
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Learning Outcomes

Upon successful completion of this course, students will:

1. Identify and describe works of art based on their chronology and style using standard categories and terminology.
2. Investigate major artistic developments and significant works of art from prehistoric times to the 14th century.
3. Analyze the relationship of art to history by placing works of art within cultural, historical, and chronological contexts.
4. Critically interpret and evaluate works of art.

Methods of Evaluation

The student will be evaluated through completion of their required project, exams, various papers, and attendance. Grading will consist of the following:

Category	Percentage
Attendance	20%
Various Papers	20%
Exams	40%
Outside Project	20%
Total	100%

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- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

BCIS 1405 — Business Computer Applications

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite: None

Course Description

Students will study computer terminology, hardware, and software related to the business environment. The focus of this course is on business productivity software applications and professional behavior in computing, including word processing (as needed), spreadsheets, databases, presentation graphics, and business-oriented utilization of the Internet.

THECB Approval Number11.0202.5404

Learning Outcomes

1. Describe the fundamentals of Information Technology (IT) infrastructure components: hardware, software, and data communications systems.
2. Explain the guiding principles of professional behavior in computing.
3. Demonstrate proper file management techniques to manipulate data and find solutions to business problems.
4. Explain the concepts and terminology used in the operation of application systems in a business environment.
5. Identify emerging technologies for use in business applications.
6. Complete projects that integrate business software applications.

Methods of Evaluation

Category	Percentage
Daily Assignments	25%
Exams	25%
Projects	50%
Total	100%

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- A grade of 0 for the test or assignment

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

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Teaches Others
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Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

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Organizes & Maintains Information
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Thinking Skills:

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Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
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Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

CSME 2501 — Principles of Hair Coloring and Related Theory

Frank Phillips College

General Course Information

Credit Hours: 5

Prerequisite and/or Corequisite:

Consult Director of Cosmetology; Corequisites: CSME 1447, 2310, and 2337.

Course Description

Presentation of the theory and practice of hair color and chemistry. Topics include terminology, application, and workplace competencies related to hair color and chemistry.

THECB Approval Number12.0407.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify terminology
2. Demonstrate hair color application.
3. Practice workplace competencies related to hair color.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
Attendance	25%
Final written & practical evaluations	25%
Total	100%

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Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

BIOL 1406 — Biology for Science Majors I

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

MATH 1314, College Algebra. Successful completion of College Algebra or concurrent enrollment in higher-level mathematics, with a C or higher, is recommended.

Course Description

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. Must be taken concurrently with a laboratory section.

THECB Approval Number26.0101.51.03

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Life and Physical Sciences Courses

Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Short essay – Students will write an essay either as a standalone assignment or as an exam or quiz question to effectively communicate a considerate analytical response to a critical thought prompt.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	In-class discussion
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Lab Manual/Journal – Lab activities include communicating the collection and analysis of quantitative data.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Short essay – Students will write an essay either as a standalone assignment or as an exam or quiz question to effectively communicate a considerate analytical response to a critical thought prompt.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	In-class discussion
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Lab Manual/Journal – Students will complete assigned lab activities designed around data collection and analysis.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Lab Manual/Journal – Lab activities include communicating the collection and analysis of quantitative data.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Scientific Method Activity – Laboratory activity covering basic concepts in the process of science. Activity will include data collection and analyses as part of journal entry.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Exam Questions – A number of questions covering curriculum over the process of science including quantitative methodology.
Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Lab Manual/Journal Check Students will work in groups to complete laboratory exercises to be reported in a lab journal.
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Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	In-class discussion

Learning Outcomes:

Upon successful completion of this course, students will:

1. Describe the characteristics of life.
2. Explain the methods of inquiry used by scientists.
3. Identify the basic requirements of life and the properties of the major molecules needed for life.
4. Compare and contrast the structures, reproduction, and characteristics of viruses, prokaryotic cells, and eukaryotic cells.
5. Describe the structure of cell membranes and the movement of molecules across a membrane.
6. Identify the substrates, products, and important chemical pathways in metabolism.
7. Identify the principles of inheritance and solve classical genetic problems.
8. Identify the chemical structures, synthesis, and regulation of nucleic acids and proteins.
9. Describe the unity and diversity of life and the evidence for evolution through natural selection.
10. Apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data.
11. Use critical thinking and scientific problem-solving to make informed decisions in the laboratory.
12. Communicate effectively the results of scientific investigations.

Methods of Evaluation

Lecture Grade (Exams, quizzes, assignments)	60%
Laboratory Grade (Practical exams, lab write-ups, quizzes, & lab assignments)	40%

Lecture: Lecture grade will be based upon lecture exams, quizzes and assignments; total weight of overall lecture grade will be 60%. Examinations given may include items in the following format:

Essay questions, Multiple choice*, True/False, Fill in the blank*
Short answer* (*may include labeling)

Quizzes and assignments will be given at the instructor's discretion, but typically no more than 1 per week

Laboratory: Laboratory grade (40% of total grade) will be based upon practical exams, lab write-ups, quizzes, & assignments. Practicals include items such as found on lecture tests but primarily assess hands on learning.

Attendance is required to turn in a lab write-up for credit. Additionally, lack of participation in group laboratory activities will receive a 10% deduction.

Grading scale: A=90-100; B=80-89; C=70-79; D=60-69; F=0-59

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Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Systems:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening& Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

BIOL 1407 — Biology for Science Majors II

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

No prerequisite.

Course Description

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

Must be taken concurrently with a laboratory section.

THECB Approval Number26.0101.51.03

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Life and Physical Sciences Courses

Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Short essay – Students will write an essay either as a standalone assignment or as an exam or quiz question to effectively communicate a considerate analytical response to a critical thought prompt.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	In-class discussion
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Lab Manual/Journal – Lab activities include communicating the collection and analysis of quantitative data.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Short essay – Students will write an essay either as a standalone assignment or as an exam or quiz question to effectively communicate a considerate analytical response to a critical thought prompt.
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Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	In-class discussion

Learning Outcomes:

Upon successful completion of this course, students will:

1. Describe modern evolutionary synthesis, natural selection, population genetics, micro and macroevolution, and speciation.
2. Describe phylogenetic relationships and classification schemes.
3. Identify the major phyla of life with an emphasis on plants and animals, including the basis for classification, structural and physiological adaptations, evolutionary history, and ecological significance.
4. Describe basic animal physiology and homeostasis as maintained by organ systems.
5. Compare different sexual and asexual life cycles noting their adaptive advantages.
6. Illustrate the relationship between major geologic change, extinctions, and evolutionary trends.
7. Apply scientific reasoning to investigate questions, and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data.
8. Use critical thinking and scientific problem-solving to make informed decisions in the laboratory.
9. Communicate effectively the results of scientific investigations.
10. Demonstrate knowledge of modern evolutionary synthesis, natural selection, population genetics, micro and macroevolution, and speciation.
11. Distinguish between phylogenetic relationships and classification schemes.
12. Identify the major phyla of life with an emphasis on plants and animals, including the basis for classification, structural and physiological adaptations, evolutionary history, and ecological significance.
13. Describe basic animal physiology and homeostasis as maintained by organ systems.
14. Compare different sexual and asexual life cycles noting their adaptive advantages.
15. Illustrate the relationship between major geologic change, extinctions, and evolutionary trends.

Methods of Evaluation:

Lecture Grade (Exams, quizzes, assignments)	60%
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- A grade of 0 for the test or assignment
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- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."
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Allocates Material & Facility Resources

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Teaches Others

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Acquires & Evaluates Information

Organizes & Maintains Information

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Creative Thinking

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Negotiates to Arrive at a Decision

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Technology:

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Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening& Speaking

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

BIOL1411 — General Botany

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

MATH 1314 College Algebra. Successful completion of College Algebra or concurrent enrollment in higher level mathematics with a C or higher.

Course Description

Fundamental biological concepts relevant to plant physiology, life cycle, growth and development, structure and function, and cellular and molecular metabolism. The role of plants in the environment, evolution, and phylogeny of major plant groups, algae, and fungi. (This course is intended for science majors.) Must be taken concurrently with a laboratory section.

THECB Approval Number26.0301.51.03

Statement of Purpose

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Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Short essay – Students will write an essay either as a standalone assignment or as an exam or quiz question to effectively communicate a considerate analytical response to a critical thought prompt.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	In-class discussion
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Lab Manual/Journal – Lab activities include communicating the collection and analysis of quantitative data.
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Learning Outcomes:

Upon successful completion of this course, students will:

1. Compare and contrast the structures, reproduction, and characteristics of plants, algae, and fungi.
2. Describe the characteristics of life and the basic properties of substances needed for life.
3. Identify the principles of inheritance and solve classical genetic problems.
4. Describe phylogenetic relationships and classification schemes.
5. Identify the major phyla of life with an emphasis on plants, including the basis for classification, structural and physiological adaptations, evolutionary history, and ecological significance.
6. Identify the chemical structures, synthesis, and regulation of nucleic acids and proteins.
7. Identify the substrates, products, and important chemical pathways in photosynthesis and respiration.
8. Describe the unity and diversity of plants and the evidence for evolution through natural selection.
9. Compare different sexual and asexual life cycles noting their adaptive advantages.
10. Describe the reasoning processes applied to scientific investigations and thinking.
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Negotiates to Arrive at a Decision
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Creative Thinking
Decision Making
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Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

BIOL1413 — General Zoology

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

MATH 1314 College Algebra (3 SCH version) Successful completion of College Algebra or concurrent enrollment in higher level mathematics is recommended.

Course Description

Fundamental biological concepts relevant to animals, including systematics, evolution, structure and function, cellular and molecular metabolism, reproduction, development, diversity, phylogeny, and ecology. Laboratory activities will reinforce fundamental biological concepts relevant to animals, including systematics, evolution, structure and function, cellular and molecular metabolism, reproduction, development, diversity, phylogeny, and ecology. (This course is intended for science majors.) Must be taken concurrently with a laboratory section.

THECB Approval Number26.0701.51.03

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- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Short essay – Students will write an essay either as a standalone assignment or as an exam or quiz question to effectively communicate a considerate analytical response to a critical thought prompt.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	In-class discussion
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Lab Manual/Journal – Lab activities include communicating the collection and analysis of quantitative data.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Short essay – Students will write an essay either as a standalone assignment or as an exam or quiz question to effectively communicate a considerate analytical response to a critical thought prompt.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	In-class discussion
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Lab Manual/Journal – Students will complete assigned lab activities designed around data collection and analysis.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Lab Manual/Journal – Lab activities include communicating the collection and analysis of quantitative data.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Scientific Method Activity – Laboratory activity covering basic concepts in the process of science. Activity will include data collection and analyses as part of journal entry.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Exam Questions – A number of questions covering curriculum over the process of science including quantitative methodology.
Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Lab Manual/Journal Check Students will work in groups to complete laboratory exercises to be reported in a lab journal.
Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Lab Manual/Journal Students will work in groups to complete laboratory exercises to be reported in a lab journal.
Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	In-class discussion

Learning Outcomes:

Upon successful completion of this course, students will demonstrate competency (70%) in knowledge and understanding of:

1. Compare and contrast the structures, reproduction, and characteristics of animals.
2. Describe the characteristics of life and the basic properties of substances needed for life.
3. Identify the principles of inheritance and solve classical genetic problems.
4. Describe phylogenetic relationships and classification schemes.
5. Identify the major phyla of life with an emphasis on animals, including the basis for classification, structural and physiological adaptations, evolutionary history, and ecological significance.
6. Identify the chemical structures, synthesis, and regulation of nucleic acids and proteins.
7. Identify the substrates, products, and important chemical pathways in respiration.
8. Describe the unity and diversity of animals and the evidence for evolution through natural selection.
9. Describe the reasoning processes applied to scientific investigations and thinking.
10. Describe basic animal physiology and homeostasis as maintained by organ systems.
11. Describe modern evolutionary synthesis, natural selection, population genetics, micro and macroevolution, and speciation.
12. Describe the structure of cell membranes and the movement of molecules across a membrane.

Methods of Evaluation:

Lecture Grade (Exams, quizzes, assignments)	60%
Laboratory Grade (Practical exams, lab write-ups, quizzes, & lab assignments)	40%

Lecture: Lecture grade will be based upon lecture exams, quizzes and assignments; total weight of overall lecture grade will be 60%. Examinations given may include items in the following format:

Essay questions, Multiple choice*, True/False, Fill in the blank*
Short answer* (*may include labeling)

Quizzes and assignments will be given at the instructor's discretion, but typically no more than 1 quiz per week.

Laboratory: Laboratory grade (40% of total grade) will be based upon practical exams, lab write-ups, quizzes, & assignments. Practicals include items such as found on lecture tests but primarily assess hands on learning.

Attendance is required to turn in a lab write-up for credit. Additionally, lack of participation in group laboratory activities will receive a 10% deduction.

Grading scale: A=90-100; B=80-89; C=70-79; D=60-69; F=0-59

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Acquires & Evaluates Information

Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

BIOL 2401 — Anatomy and Physiology I

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite:

Passage or exemption from the reading section of a TSI approved test or completion of INRW 0322 with a grade of C or better.

Course Description

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.

Must be taken concurrently with a laboratory section. The lab provides a hands-on learning experience for exploration of human system components and basic physiology. Systems to be studied include integumentary, skeletal, muscular, nervous, and special senses.

THECB Approval Number26.0707.51 03

Statement of Purpose

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Core Objectives Required for Life and Physical Sciences Courses

Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Article summary – each student will choose an article to read and summarize. In it they will be required to discuss the evidence that the scientific method informed the research being discussed in the article. Their writing will demonstrate effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Skit – Each group of students assigned a topic will create a skit to demonstrate a specific process of the phenomenon under study using verbal communication and body language.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Etymology exercise – each student will choose 3 different word parts used in the subject vocabulary and share aloud the “root” of the part, i.e. meaning & origin, as well as give an example of its use in a term specific to A&P. This assignment will demonstrate a mastery of biology rhetoric.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Article summary – each student will choose an article to read and summarize. Included must be a discussion of the evidence that informed the research being discussed in the article and a critique of the conclusion.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Clinical cases activity – Students will be given specific clinical case(s) to assess to determine diagnosis, treatment and prognosis.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students given example of how to use current news to learn new information not yet contained in the text will then find a similar news report to share and explain.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Lab exercises requiring data collection and analysis
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Article summary – critique of conclusion based on data
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	After presentation of a lab exercise, students will include a clear explanation of the data generated and its significance
Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Lab exercise requiring data collection and analysis followed by a presentation of the exercise by the lab group.
Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Skit – Each group of students assigned a topic will create a skit to demonstrate a specific process of the phenomenon under study using verbal communication and body language.
Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Clinical case discussion(s) – Each group will “solve” a medical case related to a topic under study

Learning Outcomes:

Upon successful completion of this course, students will:

1. Use anatomical terminology to identify and describe locations of major organs of each system covered.
2. Explain interrelationships among molecular, cellular, tissue, and organ functions in each system.
3. Describe the interdependency and interactions of the systems.
4. Explain contributions of organs and systems to the maintenance of homeostasis.
5. Identify causes and effects of homeostatic imbalances.
6. Describe modern technology and tools used to study anatomy and physiology.
7. Apply appropriate safety and ethical standards.
8. Locate and identify anatomical structures.
9. Appropriately utilize laboratory equipment, such as microscopes, dissection tools, general lab ware, physiology data acquisition systems, and virtual simulations.
10. Work collaboratively to perform experiments.
11. Demonstrate the steps involved in the scientific method.
12. Communicate results of scientific investigations, analyze data and formulate conclusions.
13. Use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions.

Methods of Evaluation

1. 40% of grade is averaged daily grades. Test average and lab average are worth 35% and 25% of final grade, respectively.
2. Test average includes a cumulative final exam for twice the value of a single test. Makeup test format is instructor determined. Grade earned is posted as is; no adjustment to class average.
3. Daily grades derived primarily from assignments, attendance & participation and a project. Project includes presentation, & meets grading requirements which could include: references (works-cited pg.), copies of sources, summary writing, and meeting presentation criteria. In addition students do active listening & participate during presentations by others (pose questions & participate in assessment).
4. Laboratory grades are based on Lab exercises (writings/drawings indicate successful identification of cells, tissues, & organs of systems studied), lab quizzes/practicals including demonstrated ability to use microscope & dissect specimens, homework (demonstrations; completion of labs shown by correct, completed lab reports). Exercises assigned chosen to support classroom material.
5. A “test only” based grade available upon request after consultation with instructor during first week. Lab will be required & valued at 25% while tests count an additional 75% of the grade. Recommended only for course repeats.
6. **Grading scale:** A = 100 -90; B=89–80; C=79-70; D=69-60; F=59 and below.

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Participates as a Member of a Team
 Teaches Others
 Serves Clients/Customers
 Exercises Leadership
 Negotiates to Arrive at a Decision
 Works with Cultural Diversity

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Selects Technology
 Applies Technology
 Maintains & Troubleshoots Technology

Basic Skills:

Reading
 Writing
 Arithmetic

Information:

Acquires & Evaluates Information
 Organizes & Maintains Information
 Uses Computers to Process Information

Thinking Skills:

Creative Thinking
 Decision Making
 Problem Solving
 Seeing Things in the Mind's Eye
 Knowing How to Learn
 Reasoning

Systems:

Understands Systems
 Monitors & Corrects Performance
 Improves & Designs Systems

Personal Qualities:

Responsibility
 Self-Esteem
 Sociability

Mathematics
Listening& Speaking

Self-Management
Integrity/Honesty

BIOL 2406 — Environmental Biology

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

MATH 1314 College Algebra. Successful completion of College Algebra or concurrent enrollment in higher-level mathematics is recommended with a C or higher.

Course Description

Principles of environmental systems and ecology, including biogeochemical cycles, energy transformations, abiotic interactions, symbiotic relationships, natural resources and their management, lifestyle analysis, evolutionary trends, hazards and risks, and approaches to ecological research. (Designed mainly for biology majors.) Must be taken concurrently with a laboratory section.

THECB Approval Number03.0103.51.01

Statement of Purpose

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Core Objectives Required for Life and Physical Sciences Courses

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- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
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Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Short essay – Students will write an essay either as a standalone assignment or as an exam or quiz question to effectively communicate a considerate analytical response to a critical thought prompt.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	In-class discussion
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Lab Manual/Journal – Lab activities include communicating the collection and analysis of quantitative data.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Short essay – Students will write an essay either as a standalone assignment or as an exam or quiz question to effectively communicate a considerate analytical response to a critical thought prompt.
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Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Lab Manual/Journal Check Students will work in groups to complete laboratory exercises to be reported in a lab journal.
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Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	In-class discussion

Learning Outcomes:

Upon successful completion of this course, students will:

1. Explain the structure and impact of biogeochemical cycles.
2. Describe energy transformations across trophic levels.
3. Illustrate abiotic/biotic interactions and symbiotic relationships.
4. Identify various types of natural resources, human impact on these resources, and common resource management practices.
5. Quantify and analyze the impact of lifestyle on the environment.
6. Depict evolutionary trends and adaptations to environmental changes.
7. Describe environmental hazards and risks and the social and economic ramifications.
8. Describe ecological and statistical techniques and approaches used in the study of environmental biology.
9. Apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data.
10. Use critical thinking and scientific problem-solving to make informed decisions in the laboratory.
11. Communicate effectively the results of scientific investigations.

Methods of Evaluation

Exams (Three lecture)	60%
Daily Grades (quizzes, discussions/participation, assignments)	40%

Overall grade will be based upon 3 lecture exams (60%) and daily grades (40%) consisting of quizzes, discussions/participation, and assignments.

Examinations given may include items in the following format:

Essay questions, Multiple choice*, True/False, Fill in the blank*

Short answer* (*may include labeling)

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Reasoning

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Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

BUSI 1301 — Business Principles

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

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.

THECB Approval Number52.0101.51 04

Learning Outcomes:

Upon successful completion of this course, students will:

1. Identify major business functions of accounting, finance, information systems, management, and marketing.
2. Describe the relationships of social responsibility, ethics, and law in business.
3. Explain forms of ownership, including their advantages and disadvantages.
4. Identify and explain the domestic and international considerations for today's business environment: social, economic, legal, ethical, technological, competitive, and international.
5. Identify and explain the role and effect of government on business.
6. Describe the importance and effects of ethical practices in business and be able to analyze business situations to identify ethical dilemmas and ethical lapses.
7. Describe basic financial statements and show how they reflect the activity and financial condition of a business.
8. Explain the banking and financial systems, including the securities markets, business financing, and basic concepts of accounting.
9. Explain integrity, ethics, and social responsibility as they relate to leadership and management.
10. Explain the nature and functions of management.
11. Identify strengths, weaknesses, opportunities, and threats of information technology for businesses.

In addition:

1. Use business terminology in all class discussions and assignments.
2. Identify and discuss the four main kinds of productive resources.
3. Explain how the forces of supply and demand determine fair or market prices.
4. Describe the characteristics of entrepreneurship and how they might be used in business.
5. Differentiate between the two main approaches employees can take to their jobs and the way their performance affects their long-term prospects.
6. Describe in detail the functions of management.
7. Identify and discuss the elements of the marketing mix.
8. Explain why linking pay to performance in a fair and equitable manner is an important source of employee motivation and commitment to a company.
9. Explain how the success of a company can be measured by financial accounts.

Academic Honesty and Integrity

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

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Methods of Evaluation

Face to Face

Tests	45%
Quizzes	15%
Final Examination	20%
Presentations	20%

Online

Chapter Assignments	60%
Discussions	15%
Case studies/Presentations	15%
Final	10%

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Scans/Or Core Competencies That Will Be Addressed in the Class**Resources:**

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
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Basic Skills:

Reading
Writing
Arithmetic
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Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

BUSI 1301 — Business Principles

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

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THECB Approval Number52.0101.51 04

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Interpersonal:

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Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

CBFM 2317 — Mechanical Maintenance

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

General principles of mechanical and electrical systems as related to inspection, repair, and preventative maintenance of facility equipment.

THECB Approval Number46.0401.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand the principles of meter operations.
2. Understand and demonstrate the safe use of various types of electrical testing equipment on power and control circuits.
3. Understand and demonstrate the basic operation of an oscilloscope.
4. Understand basic troubleshooting using building drawings.
5. Troubleshoot lighting systems.
6. Understand and demonstrate the knowledge of various types of electrical control devices and their application.
7. Understand insulation testing of motors and cables using a Megger.
8. Understand and demonstrate troubleshooting using electrical schematics
9. Understand and demonstrate troubleshooting motor starters.
10. Understand and demonstrate knowledge of transformer principles, applications, and maintenance.

Methods of Evaluation

Category	Percentage
Lab/Classroom Participation/Weekly Test	30%
Mid Term Test	25%
Final Exam Test	25%
Attendance & Punctuality	20%
Total	100%
Grading Scale	
A	100-90%
B	80-89%
C	70-79%
D	60-69%
F	59-0%

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***Attendance Requirements:** No more than two unexcused absences will be allowed without affecting your grade.

***Make up work:** Instructor will be available for you to do make up work every week either before or after class.

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CETT 1303 — DC Circuits

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

A study of the fundamentals of direct current including Ohm's law, Kirchhoff's laws and circuit analysis techniques. Emphasis on circuit analysis of resistive networks and DC measurements.

THECB Approval Number15.1201.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Apply safety techniques while working on and troubleshooting various circuits and components.
2. Interpret color codes and other descriptors used in electronics.
3. Identify various sources of electricity in DC circuits.
4. Interpret characteristics of voltage, current, resistance, and power in DC circuits.
5. Measure voltage, current and resistance in DC circuits using measuring devices.

Methods of Evaluation

Category	Percentage
Test Average	35%
Lab Average	35%
Attendance	10%
Final Exam	20%
Total	100%

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Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
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Technology:

Selects Technology
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Basic Skills:

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Information:

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Thinking Skills:

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Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

CETT 1305 — AC Circuits

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

A study of the fundamentals of alternating current including series and parallel AC circuits, phasors, capacitive and inductive networks, transformers, and resonance.

THECB Approval Number15.1201.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Operate test equipment.
2. Identify various sources of electricity in alternating (AC) circuits.
3. Analyze AC circuits using applicable mathematic formulas.
4. Troubleshoot various AC circuits using schematic diagrams.

Methods of Evaluation

Category	Percentage
Test Average	35%
Lab Average	35%
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Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

CETT 1409 — DC-AC Circuits

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Consult Advisor

Course Description

Fundamentals of DC circuits and AC circuits operation including Ohm's law, Kirchhoff's laws, networks, transformers, resonance, phasors, capacitive and inductive and circuit analysis techniques.

THECB Approval Number15.1201.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Construct and analyze DC and AC circuits from simple to complex.
2. Perform test measurements.
3. Utilize a multi meter and oscilloscope to differentiate between two AC signals with respect to voltage, current, and power.

Methods of Evaluation

Category	Percentage
Labs	40%
Participation	10%
Midterm exam	25%
Final exam	25%
Total	100%
Grading System	
A	100-90%
B	80-89%
C	70-79%
D	60-69%

Academic Honesty and Integrity

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without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

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

Class Attendance*

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***Classroom Policy and Instructor Expectations:** Please come to class on time; If you can **NOT** attend class, please call FPC at 457-4200 ext. 721 or 875. Failure to call if you can **NOT** attend class will result in an unexcused absence and may affect your grade. Each student will be responsible for all materials covered in class discussions and handouts. When you do receive handouts, it will be necessary for you to keep them in such a manner as to provide comprehensive reference for you to use throughout the duration of the class. If you miss a quiz, you will be required to make it up before the next two classes meet. In the case of the final week, you will have only one session to make up any work not completed. If you have a cell phone, please turn it off or put it on VIBRATE during class. If you must take a call, please excuse yourself and take it in the hall.

***Attendance Requirements:** Two absences will be allowed without affecting your grade.

Cell Phones and Other Electronic Devices Procedure:

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Perryton: (806) 648-1450

Grievance Policy

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Important Information

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
 Allocates Money
 Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
 Organizes & Maintains Information
 Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
 Teaches Others
 Serves Clients/Customers
 Exercises Leadership
 Negotiates to Arrive at a Decision
 Works with Cultural Diversity

Thinking Skills:

Creative Thinking
 Decision Making
 Problem Solving
 Seeing Things in the Mind's Eye
 Knowing How to Learn
 Reasoning

Technology:

Selects Technology
 Applies Technology
 Maintains & Troubleshoots Technology

Systems:

Understands Systems
 Monitors & Corrects Performance
 Improves & Designs Systems

Basic Skills:

Reading
 Writing
 Arithmetic
 Mathematics
 Listening & Speaking

Personal Qualities:

Responsibility
 Self-Esteem
 Sociability
 Self-Management
 Integrity/Honesty

- Week 1- Orientation & Safety
- Week 2- Electrical Quantities & Ohm's Law
- Week 3- Meters & Batteries
- Week 4- Wire Tables & Conductors and Resistors
- Week 5- Series Circuits, Voltage Dividers
- Week 6- Parallel Circuits and Combination Circuits
- Week 7- Thevenin's Theorem, Impedance Matching and Magnetism, Magnetic Induction
- Week 8- Mid-Term Exam – DC
- Week 9- Trigonometry and Alternating Current
- Week 10- Inductance in AC Circuits & RL Series Circuits
- Week 11- RL Capacitive, Capacitive Circuits
- Week 12- Capacitance in AC Circuits & RC Series Circuits
- Week 13- RC Parallel Circuits & RLC Series Circuits
- Week 14- RLC Parallel, Single Phase Transformers
- Week 15- Review (All Labs Due)
- Week 16- Final Exam- AC

CETT 1425 — Digital Fundamentals

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Consult Advisor

Course Description

An entry level course in digital electronics to include numbering systems, logic gates, Boolean algebra, and combinational logic.

THECB Approval Number 15.1201.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Construct digital circuits, such as
 - a. combinational logic circuits, and
 - b. clocking and timing circuits.
2. Troubleshoot various digital circuits using schematic diagrams.

Methods of Evaluation

Category	Percentage
Test Average	35%
Lab Average	35%
Attendance	10%
Final Exam	20%
Total	100%

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

COSC 1301 — Introduction to Computing

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite and/or Corequisite: None

Course Description

Overview of computer systems—hardware, operating systems, and microcomputer application software, including the Internet, word processing, spreadsheets, presentation graphics, and databases. Current issues such as the effect of computers on society, and the history and use of computers in business, educational, and other modern settings are also studied. This course is not intended to count towards a students' major field of study in business or computer science..

THECB Approval Number11.0101.5107

Learning Outcomes

1. Identify the functions of and correctly use hardware, operating systems, and microcomputer application software.
2. Navigate the Internet efficiently as an information resource.
3. Recognize dependable websites and their qualities.
4. Demonstrate an understanding of current issues surrounding computer use in society.
5. Understand and explain the history of the evolution of computers and the changing dynamics associated with the development of computers.
6. Complete projects that integrate business software applications.

Methods of Evaluation

Category	Percentage
Daily Assignments	25%
Exams	25%
Projects	50%
Total	100%

Academic Honesty and Integrity

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- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."
- ***Faculty members have the right to assign a failing grade to a student who is guilty of academic dishonesty at any point during a semester. Faculty members may prohibit a student from dropping a course when academic dishonesty is discovered. However, if a student has dropped the course in accordance with the rules and dates applied to dropping a course and prior to the discovery of academic dishonesty, the grade of W will stand. Students currently enrolled in a course and students who have completed a course (A, B, C, D, CT, and I) may have a grade changed to an F if academic dishonesty is discovered. The faculty member must notify the student of the change to the final grade within one week of facilitating the change. The student will have the opportunity to appeal the final grade change according to the college policy stated in the catalog.

Class Attendance

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Arithmetic
Mathematics
Listening & Speaking

Sociability
Self-Management
Integrity/Honesty

CRIJ 1301 — Introduction to Criminal Justice

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

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.

THECB Approval Number43.0104.51.24

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Social and Behavioral Sciences Courses

Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.

Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Learning Outcomes

Upon successful completion of this course, students will:

1. Describe the history and philosophy of the American criminal justice system.
2. Explain the nature and extent of crime in America.
3. Analyze the impact and consequences of crime.
4. Evaluate the development, concepts, and functions of law in the criminal justice system.
5. Describe the structure of contemporary federal, state, and local justice agencies and processes.

Additionally, students will:

- Student will be able to distinguish between individual rights and public order perspectives
- Describe structure of criminal justice system
- Describe various categories of crime
- Student will identify levels of law enforcement
- Student will identify arrest, search and seizure procedures
- Student will be able to demonstrate why ethics and professionalism is important in policing
- Be able to give a general overview of the different levels of the court system
- Be able to list the primary characters that make up the criminal justice system
- Student will be able to distinguish between concepts of probation and parole
- Be able to demonstrate an understanding of the juvenile justice system

Methods of Evaluation

Category	Percentage
Exams	30%
Quizzes	20%
Paper	15%
Presentation	15%
Participation	20%
Total	100%
Grade Scale	Percentage
A	100% - 90%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Below 60%

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Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Information:

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Thinking Skills:

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Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Mathematics
Listening& Speaking

Self-Management
Integrity/Honesty

CRIJ 2313 — Correctional Systems & Practices

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

This course is a survey of institutional and non-institutional corrections. Emphasis will be placed on the organization and operation of correctional systems; treatment and rehabilitation; populations served; Constitutional issues; and current and future issues.

THECB Approval Number43.0104.54.24

Statement of Purpose

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- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Learning Outcomes

Upon successful completion of this course, students will:

1. Describe the organization and operation of correctional systems and alternatives to institutionalization.
2. Describe treatment and rehabilitative programs.
3. Differentiate between the short-term incarceration and long-term institutional environments.
4. Evaluate current and future correctional issues.
5. Identify the Constitutional rights applicable to the correctional setting.

Methods of Evaluation

Category	Percentage
Exams	30%
Quizzes	20%
Paper	15%
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Allocates Money
Allocates Material & Facility Resources

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Teaches Others
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Exercises Leadership
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Selects Technology
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Basic Skills:

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Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

CSME 1310 — Introduction to Haircutting and Related Theory

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite and/or Corequisite:

Consult Coordinator of Cosmetology for corequisites: CSME 1443, 1505 and 1553.

Course Description

Introduction to the theory and practice of hair cutting. Topics include terminology, implements, sectioning and finishing techniques.

THECB Approval Number12.0407.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify terminology and practice basic workplace competencies related to haircutting and finishing techniques.
2. Demonstrate use of implements, sectioning, haircutting, and finishing skills.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
Attendance	25%
Final written & practical evaluations	25%
Total	100%

Academic Honesty and Integrity

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- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."

Class Attendance

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Perryton: (806) 648-1450

Grievance Policy

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Important Information

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

CSME 1330 — Orientation to Nail Technology

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite and/or Corequisite:

Consult Coordinator of Cosmetology

Course Description

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

THECB Approval Number12.0410.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate professional ethics, safety, sanitation and sterilization.
2. Explain the laws and rules of the state licensing agency.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
Attendance	25%
Final written & practical evaluations	25%
Total	100%

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 1431 — Principles of Nail Technology I

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Consult Coordinator of Cosmetology; Corequisite: CSME 1330

Course Description

A course in the principles of nail technology. Topics include anatomy, physiology, theory, and skills related to nail technology. Students will identify and explain the basic anatomy and physiology of the hands, arms, and feet, and demonstrate the related skills of manicuring and pedicuring.

THECB Approval Number12.0410.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify and explain the basic anatomy and physiology of the hands, arms, and feet.
2. Practice the related skills of manicuring, pedicuring, and nail enhancement.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
Attendance	25%
Final written & practical evaluations	25%
Total	100%

Academic Honesty and Integrity

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Class Attendance

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 1434 — Cosmetology Instructor I

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Permission of Instructor

Course Description

The fundamentals of instructing cosmetology students. Classroom/clinic management; design teaching methodologies and implement lesson plans.

THECB Approval Number12.0413.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate classroom and clinic management.
2. Design teaching and methodologies.
3. Implement lesson plans.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
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Attendance	25%
Final written & practical evaluations	25%
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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 1435 — Orientation to the Instruction of Cosmetology

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Permission of Instructor

Course Description

An overview of the skills and knowledge necessary for the instruction of cosmetology students. Students will identify the rules and regulations of the school, department, and state; discuss teaching methodologies and lesson plan development.

THECB Approval Number12.0413.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify the laws and rules of the state licensing agency.
2. Explain teaching methodologies.
3. Explain lesson plan development.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
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Allocates Time

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Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

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Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 1435 — Orientation to the Instruction of Cosmetology

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Permission of Instructor

Course Description

An overview of the skills and knowledge necessary for the instruction of cosmetology students. Students will identify the rules and regulations of the school, department, and state; discuss teaching methodologies and lesson plan development.

THECB Approval Number12.0413.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify the laws and rules of the state licensing agency.
2. Explain teaching methodologies.
3. Explain lesson plan development.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
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Allocates Money
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Teaches Others
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Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

CSME 1435 — Orientation to the Instruction of Cosmetology

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Permission of Instructor

Course Description

An overview of the skills and knowledge necessary for the instruction of cosmetology students. Students will identify the rules and regulations of the school, department, and state; discuss teaching methodologies and lesson plan development.

THECB Approval Number12.0413.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify the laws and rules of the state licensing agency.
2. Explain teaching methodologies.
3. Explain lesson plan development.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
Attendance	25%
Final written & practical evaluations	25%
Total	100%

Academic Honesty and Integrity

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- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."

Class Attendance

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Perryton: (806) 648-1450

Grievance Policy

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 1441 — Principles of Nail Technology II

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Corequisite: CSME 1431

Course Description

A continuation of the concepts and principles of nail technology. Topics include advanced instruction in anatomy, physiology, theory, and related skills o nail technology. Students will exhibit the skills mandated by the Texas Department of Licensing and Regulation license examination; demonstrate professional ethics and salon management; and develop client relation and related skills.

THECB Approval Number12.0410.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Perform the skills required by the state licensing agency.
2. Demonstrate professional ethics and salon management.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
Attendance	25%
Final written & practical evaluations	25%
Total	100%

Academic Honesty and Integrity

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Class Attendance

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

CSME 1441 — Principles of Nail Technology II

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Corequisite: CSME 1431

Course Description

A continuation of the concepts and principles of nail technology. Topics include advanced instruction in anatomy, physiology, theory, and related skills of nail technology. Students will exhibit the skills mandated by the Texas Department of Licensing and Regulation license examination; demonstrate professional ethics and salon management; and develop client relation and related skills.

THECB Approval Number12.0410.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Perform the skills required by the state licensing agency.
2. Demonstrate professional ethics and salon management.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 1443 — Manicuring & Related Theory

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Consult Director of Cosmetology

Course Description

Presentation of the theory and practice of nail technology. Topics include terminology, application, and workplace competencies related to nail technology. Identify terminology related to nail technology; demonstrate the proper application of nail technology; and exhibit workplace competencies in nail technology.

THECB Approval Number12.0410.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify terminology related to nail services.
2. Demonstrate the basic procedures of nail services.
3. Practice workplace competencies in nail services.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
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Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 1443 — Manicuring & Related Theory

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Consult Director of Cosmetology

Course Description

Presentation of the theory and practice of nail technology. Topics include terminology, application, and workplace competencies related to nail technology. Identify terminology related to nail technology; demonstrate the proper application of nail technology; and exhibit workplace competencies in nail technology.

THECB Approval Number12.0410.0000

Learning Outcomes

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1. Identify terminology related to nail services.
2. Demonstrate the basic procedures of nail services.
3. Practice workplace competencies in nail services.

Methods of Evaluation

Category	Percentage
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Negotiates to Arrive at a Decision

Works with Cultural Diversity

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Reading

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Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 1447 — Principles of Skin Care/Facials and Related Theory

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Consult Director of Cosmetology; Corequisites: CSME 2310, 2337 and 2501.

Course Description

In-depth coverage of the theory and practice of skin care, facials, and cosmetics.

THECB Approval Number12.0409.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify the terminology related to the skin, products, and treatments
2. Demonstrate the proper application related to skin care and cosmetics
3. Practice workplace competencies in skin care and cosmetics.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
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Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 1447 — Principles of Skin Care/Facials and Related Theory

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Consult Director of Cosmetology; Corequisites: CSME 2310, 2337 and 2501.

Course Description

In-depth coverage of the theory and practice of skin care, facials, and cosmetics.

THECB Approval Number12.0409.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify the terminology related to the skin, products, and treatments
2. Demonstrate the proper application related to skin care and cosmetics
3. Practice workplace competencies in skin care and cosmetics.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
Attendance	25%
Final written & practical evaluations	25%
Total	100%

Academic Honesty and Integrity

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- Academic suspension
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Class Attendance

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Perryton: (806) 648-1450

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 1505 — Fundamentals of Cosmetology

Frank Phillips College

General Course Information

Credit Hours: 5

Prerequisite and/or Corequisite:

Consult Director of Cosmetology; Corequisites: CSME 1443, 1310, and 1553.

Course Description

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.

THECB Approval Number12.0401.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify fundamental concepts related to skills required by the Texas Department of Licensing and Regulation (TDLR).
2. Demonstrate required skills that meet TDLR standards.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
Attendance	25%
Final written & practical evaluations	25%
Total	100%

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Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 1553 — Chemical Reformation & Related Theory

Frank Phillips College

General Course Information

Credit Hours: 5

Prerequisite and/or Corequisite:

Consult Director of Cosmetology; Corequisites: CSME 1443, 1310, and 1505.

Course Description

Presentation of the theory and practice of chemical reformation. Topics include terminology, application, and workplace competencies related to chemical reformation.

THECB Approval Number12.0407.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify terminology related to chemical reformation.
2. Demonstrate the proper application.
3. Exhibit workplace competencies related to chemical reformation.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
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Final written & practical evaluations	25%
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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 2310 — Intermediate Haircutting & Related Theory

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite and/or Corequisite:

Consult Director of Cosmetology; Corequisites: CSME 1447, 2337, and 2501.

Course Description

Advanced concepts and practice of haircutting. Topics include haircuts utilizing scissors, razor, and/or clippers.

THECB Approval Number12.0407.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify terminology and demonstrate work place competencies related to advanced haircutting and finishing techniques.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
Attendance	25%
Final written & practical evaluations	25%
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Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

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Basic Skills:

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Mathematics
Listening & Speaking

Information:

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Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

CSME 2337 — Advanced Cosmetology Techniques

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite and/or Corequisite:

Consult Director of Cosmetology; Corequisites: CSME 1447, 2310, and 2501.

Course Description

Mastery of advanced cosmetology techniques including hair designs, professional cosmetology services, and workplace competencies.

THECB Approval Number12.0401.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Create a variety of hair designs; perform professional cosmetology services; and demonstrate workplace competencies.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
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Allocates Money

Allocates Material & Facility Resources

Interpersonal:

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Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

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Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

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Arithmetic

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Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 2414 — Cosmetology Instructor II

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite and/or Corequisite:

Permission of the instructor.

Course Description

A continuation of the fundamentals of instructing cosmetology students. (Students will demonstrate effective classroom/clinic management; and implement teaching methodologies and lesson plans.)

THECB Approval Number12.0413.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Implement teaching methodologies and lesson plans.
2. Demonstrate effective classroom/clinic management.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
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Attendance	25%
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Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 2415 — Cosmetology Instructor III

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Permission of Instructor

Course Description

Presentation of lesson plan assignments and evaluation techniques. Students will develop and present lesson plans and evaluation techniques used in a cosmetology program.

THECB Approval Number12.0413.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Develop and present lesson plans and the use of multi-media technology.
2. Present evaluation techniques used in a cosmetology program.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
Attendance	25%
Final written & practical evaluations	25%
Total	100%

Academic Honesty and Integrity

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Perryton: (806) 648-1450

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 2430 — Nail Enhancement

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Consult Director of Cosmetology

Course Description

A course in the theory, application, and related technology of artificial nails. Student will demonstrate product knowledge and the application of artificial nails and exhibit competencies as related to the state licensing examination.

THECB Approval Number12.0410.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate product knowledge and the application of artificial nails and practice competencies as related to the state licensing examination.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
Attendance	25%
Final written & practical evaluations	25%
Total	100%

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Allocates Money

Allocates Material & Facility Resources

Interpersonal:

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Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 2445 — Instructional Theory and Clinic Operation

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Permission of Instructor; Consult Coordinator of Cosmetology

Course Description

An overview of the objectives required by the Texas Department of Licensing and Regulation Instructor Examination. Covers the skills required for the completion of the Texas Department of Licensing and Regulation curriculum including the management of a lab/clinic in a cosmetology program and classroom management skills.

THECB Approval Number12.0413.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate the skills required for the completion of the state licensing agency's curriculum including the management of a lab/clinic in a cosmetology program and classroom management skills.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
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Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 2501 — Principles of Hair Coloring and Related Theory

Frank Phillips College

General Course Information

Credit Hours: 5

Prerequisite and/or Corequisite:

Consult Director of Cosmetology; Corequisites: CSME 1447, 2310, and 2337.

Course Description

Presentation of the theory and practice of hair color and chemistry. Topics include terminology, application, and workplace competencies related to hair color and chemistry.

THECB Approval Number12.0407.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify terminology
2. Demonstrate hair color application.
3. Practice workplace competencies related to hair color.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
Attendance	25%
Final written & practical evaluations	25%
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Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 2539 — Advanced Hair Design

Frank Phillips College

General Course Information

Credit Hours: 5

Prerequisite:

Completion of CSME 1505 with a grade of C or better.

Course Description

Advanced concepts in the theory and practice of hair design.

THECB Approval Number12.0407.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify terminology
2. Demonstrate proper techniques related to hair design.
3. Exhibit workplace competencies.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
Attendance	25%
Final written & practical evaluations	25%
Total	100%

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Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

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Arithmetic

Mathematics

Listening & Speaking

Information:

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Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

**CSME 2541 — Preparation for Texas Cosmetology Examination
(Preparation for State Licensing Examination)
Frank Phillips College**

General Course Information

Credit Hours: 5

Prerequisite and/or Corequisite:

CSME 1443, 1310, 1447, 1505, 1553, 2310, 2337, 2501, and 2539, with grades of C or better.

Course Description

Preparation for the state licensing examination. (The student will exhibit the skills required for the completion of the Texas Cosmetology practical exam; and complete the theory curriculum for the Texas Department of Licensing and Regulation theory examination.) * Capstone course.

THECB Approval Number12.0401.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

Demonstrate the skills and knowledge required for completion of the state licensing examination.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
Attendance	25%
Final written & practical evaluations	25%
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Important Information

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

DFTG 1325 — Blueprint Reading and Sketching

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

None

Course Description

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.

THECB Approval Number15.1301.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify weld symbols.
2. Identify and demonstrate the various types of lines, dimensions, scales and views of blue prints used in industry and construction including,
3. Recognize and interpret engineering drawings.
4. Perform pipe fitter math including measurements from isometric piping drawings.
5. Draw sketches of objects and pipe isometrics.
6. Locate areas and equipment from detailed drawings and prints.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F
Attendance Percentage	Grade
90 – 100	100
80 – 90	90
70 – 80	80
60 – 70	70
0 – 60	50

Academic Honesty and Integrity

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

Class Attendance*

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Welding Program Attendance Requirements*

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the "Attendance Probation List" for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

Cell Phones and Other Electronic Devices Procedure:

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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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Scans/Or Core Competencies That Will Be Addressed in the Class

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Allocates Money
Allocates Material & Facility Resources

Interpersonal:

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Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

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Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

ECON 2301 — Principles of Macroeconomics

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Passage of or exemption from the Reading Section of a TSI approved test or completion of INRW 0322 with a grade of C or better.

Course Description

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.

THECB Approval Number45.0601.51.25

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Social and Behavioral Sciences Courses

Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.

Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will answer a question in writing relating to macroeconomic concepts. In their written assignment, they will demonstrate effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will answer a question in writing relating to macroeconomic concepts. They will discuss this concept with the class. They will demonstrate effective expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom and will demonstrate an ability to use various media effectively.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will write an essay on an economic concept requiring critical thinking and analysis.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze and evaluate an economic topic of their choice.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze and evaluate an economic topic of my choice.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will answer a question on an economic concept which demonstrates their ability to analyze economic data using scientific methods.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will answer a question on an economic concept which demonstrates their ability to analyze economic data to reach an informed conclusion.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will answer a question on an economic concept which demonstrates their ability to analyze economic data.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete a writing assignment answering a question that relates to civic responsibility within social communities.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment in which they discuss social policy in America
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment that examines principles of civic responsibility

Learning Outcomes

Upon successful completion of this course, students will:

1. Explain the role of scarcity, specialization, opportunity cost and cost/benefit analysis in economic decision-making.
2. Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.
3. Define and measure national income and rates of unemployment and inflation.
4. Identify the phases of the business cycle and the problems caused by cyclical fluctuations in the market economy.
5. Define money and the money supply; describe the process of money creation by the banking system and the role of the central bank.
6. Construct the aggregate demand and aggregate supply model of the macro economy and use it to illustrate macroeconomic problems and potential monetary and fiscal policy solutions.
7. Explain the mechanics and institutions of international trade and their impact on the macro economy.
8. Define economic growth and identify sources of economic growth.

In addition, this course will emphasize:

1. Key terms, important arguments, and major concepts in when discussing economics issues.
2. A general view of how the United States Economy operates.
3. The mechanics of the market system and the forces and variables of supply and demand.
4. The features of a mixed economy and the effects of social insurance and business regulation on capitalism.
5. The economic models which distinguish between several sectors of the economy such as households, business firms, government, finance, and international trade.
6. The idea of using tradeoffs between different economic concepts to accomplish goals and to understand why they are necessary.
7. The role of government in the establishment of fiscal policy and the complexities of budgetary policies.
8. The nature of money and the role of financial institutions in the United States.

Methods of Evaluation

Group Methods of Evaluation (Econ2301)

Category	Percentage
Attendance & participation	10 %
Homework/writing/articles	20 %
Quizzes/tests/Exams	30 %
Final Exam	40 %
Total	100%

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- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."
- ***Faculty members have the right to assign a failing grade to a student who is guilty of academic dishonesty at any point during a semester. Faculty members may prohibit a student from dropping a course when academic dishonesty is discovered. However, if a student has dropped the course in accordance with the rules and dates applied to dropping a course and prior to the discovery of academic dishonesty, the grade of W will stand. Students currently enrolled in a course and students who have completed a course (A, B, C, D, CT, and I) may have a grade changed to an F if academic dishonesty is discovered. The faculty member must notify the student of the change to the final grade within one week of facilitating the change. The student will have the opportunity to appeal the final grade change according to the college policy stated in the catalog.

Class Attendance

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Systems:

Understands Systems

Applies Technology
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Basic Skills:

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Arithmetic
Mathematics
Listening& Speaking

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Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

EDUC 1200 — Learning Framework

Frank Phillips College

General Course Information

Credit Hours: 2

Prerequisite

30 hours of college-level credit

Course Description

Application of learning research and theory to academic and professional planning. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for student acquisition of academic, college-level strategies and skills. Students use assessment instruments (e.g., learning inventories) to help them identify and articulate their own strengths and weaknesses as strategic learners and pre-professionals. Students are ultimately expected to integrate and apply the skills discussed to effectively demonstrate learning, ability, and experience. (Cross-listed as PSYC 1200.)

THECB Approval Number42.2701.51.25

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Analyze, synthesize and evaluate his/her assessment results in the areas of
 - a) Learning Styles (preference) and Multiple Intelligences
 - b) Study and learning skills
 - c) Personality development as related to learning
 - d) Motivation
 - e) Self-discipline and self-management behaviors
 - f) Reading skills
 - g) Writing skills
 - h) Critical thinking skills.
2. Demonstrate comprehension and application of
 - a) Learning, cognitive, and motivational theory
 - b) Characteristics of successful adult learners
3. Demonstrate the ability to apply learning concepts to his/her university experience.

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one page writing assignment using development, interpretation, and expression of ideas to define their philosophy on work ethics and appropriate workforce behavior.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete an assignment/presentation that demonstrates appropriate use of written diagnostic criteria for the demonstration of choosing and setting goals and determining an appropriate course of action after the completion of a two-year degree, emphasizing preparation for entering the workforce and transferring to complete a baccalaureate degree.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom and demonstrate mastery of using various media in workplace-related manners.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a one page essay utilizing creative thinking, inquiry, analysis, and evaluation skills to differentiate between two or three possible fields or vocations they are considering.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on an original research assignment/presentation of the student's choice related to core workplace skills including working in teams, communicating, respecting differences among people, and thinking critically/solving problems.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze, evaluate and synthesize data to determine appropriate behavior based on case students from students entering the workplace or transferring for a four-year degree.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will complete a written assignment that demonstrates their ability to analyze numerical data and/or observable facts in order to reach informed conclusions.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will complete an assignment demonstrating the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to show the direction and degree of correlation between those variables and classroom success. Students will then discuss the variables as they apply to their own behavior and success.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete a one page writing assignment answering a question that relates to social and civic responsibility in their community.

Required Core Objective	Activity Related to Core Objective
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will work in teams to create a project for social service that demonstrates intercultural competence, knowledge of civic responsibility, and the ability to engage in various communities. The project will include a written plan, budget, and timeline, and students will present the project proposal to the class.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment/quiz that examines foundational principles and civic responsibility concerning normal and abnormal human development and the social costs of inadequate or ineffective parenting.

Methods of Evaluation

Grades to be determined in accordance with the following:

Category	Percentage
Exams	20%
Assignments/Projects	20%
Resume/Cover Letter/References	20%
Interview	20%
Job Shadow	20%
Total	100%
Grade Points	
90-100	A
80-89	B
70-79	C
60-69	D
59 and lower	F

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Uses Computers to Process Information

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Participates as a Member of a Team
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Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

ELPT 1331 — Survey of the National Electrical Code

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

An overview of the content, format, rules, and calculations in the National Electrical Code (NEC).

THECB Approval Number 46.0301.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand and demonstrate knowledge of electrical safety.
2. Understand and demonstrate knowledge of the NEC.
3. Understand and demonstrate knowledge of different types of conductors.
4. Understand and demonstrate knowledge of proper grounding procedures.
5. Understand and demonstrate knowledge of different types of boxes and fittings.
6. Apply the NEC to installations.

Methods of Evaluation

Category	Percentage
Lab/Classroom Participation & Homework	50%
Attendance & Punctuality	10%
Final Test	40%
Total	100%

Make up work: Instructor will be available for you to do make up work every week either before or after class.

Academic Honesty and Integrity

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- Academic suspension
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*Classroom Policy and Instructor Expectations: Please come to class on time. If you can NOT attend class, please call FPC at 457-4200, ext. 777 or 875. Failure to call if you can NOT attend class will result in an unexcused absence and may affect your grade. Each student will be responsible for all materials covered in class discussions and handouts. You will receive handouts for each objective and it will be necessary for you to keep them in such a manner as to provide comprehensive reference for you to use throughout the duration of the class. If given homework assignments, you will be required to complete them by the next class session. If you miss a test, you will be required to make it up before the next two classes meet. In the case of the final, you will have only one week to make up the test. If you have a cell phone, please turn it off or put it on VIBRATE during class. If you must take a call, please excuse yourself and take it in the hall.

*Attendance Requirements: Two absences will be allowed.

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Perryton: (806) 648-1450

Grievance Policy

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Important Information

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

ELPT 1341 — Motor Control

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

A study of the operating principles of motors and motor controls and their practical application. Topics include single-phase and three-phase motors, motor starters, braking, jogging, plugging, safety interlocks, specialized motor controls, and motor control equipment.

THECB Approval Number46.0301.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand the theory of and application of various types of single-phase motors.
2. Understand the principles of various types of three-phase motors.
3. Understand manual and magnetic motor starters.
4. Understand the different types of three-phase motor starters.
5. Understand the characteristics, advantages, and disadvantages of motor control centers, and have a basic knowledge of their installation.
6. Understand basic control panel wiring and the various components used.
7. Understand the differences of equipment for hazardous locations.
8. Understand and demonstrate basic troubleshooting for AC motors.
9. Understand maintaining three-phase motors.

Methods of Evaluation

Category	Percentage
Lab/Classroom Participation & Homework	40%
Attendance & Punctuality	10%
Midterm exam	25%
Final exam	25%
Total	100%
Grading Scale	
100 – 90%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
Below 60	F

Academic Honesty and Integrity

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

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

Class Attendance*

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***Classroom Policy and Instructor Expectations:** Please come to class on time. If you can NOT attend class, please call FPC at 457-4200, ext. 721 or 138. Failure to call if you can NOT attend class will result in an unexcused absence and may affect your grade. Each student will be responsible for all materials covered in class discussions and handouts. When you do receive handouts, it will be necessary for you to keep them in such a manner as to provide comprehensive reference for you to use throughout the duration of the class. If given homework assignments, you will be required to complete them by the next class session. If you miss a test, you will be required to make it up before the next two classes meet. In the case of the final, you will have only one week to make up the test. If you

have a cell phone, please turn it off or put it on VIBRATE during class. If you must take a call, please excuse yourself and take it in the hall.

Attendance Requirements: Two absences will be allowed without affecting your grade.

Cell Phones and Other Electronic Devices Procedure:

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

ELPT 2347 — Electrical Testing & Maintenance

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

Skills development in the proper and safe use of electrical test equipment and the interpretation of test results. Topics of study include introduction to various types of electrical test equipment and their use, electrical troubleshooting the various electrical systems and devices in and industrial location.

THECB Approval Number 46.0301.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand the principles of meter operation.
2. Understand and demonstrate the safe use of various types of electrical testing equipment on power and control circuits.
3. Understand and demonstrate the basic operation of an oscilloscope.
4. Understand basic troubleshooting using building drawings.
5. Troubleshoot lighting systems.
6. Understand and demonstrate the knowledge of various types of electrical control devices and their application.
7. Understand insulation testing of motors and cables using a Megger.
8. Understand and demonstrate troubleshooting using electrical schematics.
9. Understand and demonstrate troubleshooting motor starters.
10. Understand and demonstrate knowledge of transformer principles, applications, and maintenance.

Methods of Evaluation

Category	Percentage
Lab/Classroom Participation & Homework	40%
Attendance & Punctuality	10%
Midterm exam	25%
Final exam	25%
Total	100%
Grading Scale	
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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

ENGL 1301 — Composition I

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Passage of or exemption from the Writing and Reading sections of a TSI approved test or completion of INRW 0322 with a grade of C or better.

Course Description

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.

THECB Approval Number23.1301.51 12

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Communication Courses

Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.

Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a 500 – 1000 word Summary/Response Essay demonstrating holistic mastery of the objectives of written communication.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete an analytical essay of 500 or more words demonstrating holistic mastery of the objectives of written communication.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will demonstrate proficiency in visual and oral communication through utilization of various media in the classroom.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a 500 word essay utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on reading quizzes and/or journal entries over the course's required texts.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation during in-class writing assignments.
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Students will complete a group presentation of an artifact (powerpoint, presi, poster, etc.) utilizing the ability to consider different points of view and to work effectively with others.
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Students will complete a group presentation utilizing the ability to consider different points of view and to work effectively with others. Upon completion of the presentation, students will do peer contribution assessment.
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Students will complete a group presentation.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a group paper or project utilizing the ability to connect choices, actions, and ethical decision making to their role within the group.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Reading quizzes and/or journal entries will demonstrate a preparedness on the students' part before class discussion begins.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to evaluate choices, actions, and consequences to the decisions made in the classroom

Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

In addition, this course will meet the specific learning outcomes that follow:

1. Identify and integrate the basic mechanics of writing. These include:
 - a. Focus and purpose
 - b. Development
 - c. Organization
 - d. Style and tone
 - e. Editing
2. Identify and critique the purpose of a variety of written texts such as letters, memos, and essays.
3. Compose a variety of texts using the basic mechanics of writing effectively.
4. Construct and practice a personal writing process, which includes revision.
5. Evaluate and express personal progress in writing and this course overall.
6. Outline reading strategies that create self-sufficiency in a reading experience. These include:
 - a. Identifying unknown words and ideas through context.
 - b. Identifying unknown words and ideas through references.
 - c. Applying knowledge gained through contextual and referential practices.
7. Identify, analyze, and use textual information to determine the techniques and mechanics of an author.
8. Express verbally and through writing evaluations and analyses of textual information, techniques and mechanics of an author.
9. Develop, plan, and practice useful and effective research techniques and processes. These include:
 - a. Evaluation
 - b. Analysis
 - c. Synthesis
 - d. Note taking
 - e. Record keeping
 - f. Proper citation

Methods of Evaluation

Category	Percentage
Formal Composition/ Projects	60%
Weekly/ Daily Assignments and Activities	20%
Style Book	20%
Total	100%

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Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

ENGL 1302 — Composition II

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Passage of or exemption from the Writing and Reading sections of a TSI approved test and completion of ENGL 1301 or its equivalent with a grade of C or better.

Course Description

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.

THECB Approval Number 23.1301.51.12

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Communication Courses

Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.

Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a 500 to 1000 word Persuasive Essay in which they demonstrate effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a 500 – 1000 word Analytical Essay in which they demonstrate effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom and effectively use various media.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a 500 – 1000 word essay utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on reading quizzes and/or journal entries over the course’s required texts.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation during in-class writing assignments.
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Students will complete a group paper or project utilizing the ability to consider different points of view and to work effectively with others.
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Students will complete a group presentation utilizing the ability to consider different points of view and to work effectively with others. Upon completion of the presentation, students will do peer contribution assessment.
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Students will complete a group presentation.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a group paper or project utilizing the ability to connect choices, actions, and ethical decision making to their role within the group.
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Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to evaluate choices, actions, and consequences to the decisions made in the classroom

Learning Outcomes:

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

In addition, this course will meet the specific learning outcomes that follow:

1. To clarify purpose and audience in written communication;
2. To identify writing as a process and practice that process of connected and interactive pre-writing and invention, writing, revision, editing, and proofreading;
3. expositive, narrative, persuasive, and self-expressive, in writing assignments;
4. To write effective sentences using unity, parallelism, emphasis, and variety;
5. To understand the concepts of the particular and the universal in literature;
6. To develop and sharpen analytical reading and writing skills;
7. To develop a discernible, individual writing style;
8. To recognize and use basic compositional strategies of introduction, development, and conclusion;
9. To develop and utilize critical thinking skills in the development of exposition argument; and
10. To write about literature in a variety of modes in a way that sequentially and cumulatively builds upon the writing skills developed in the writing sequence.

Methods of Evaluation

Category	Percentage
Daily/ Weekly Assignments and Activities	20%
Formal Writing	60%
Major Exams	20%
Total	100%

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

Cell Phones and Other Electronic Devices Procedure:

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instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.

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Grievance Policy

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Important Information

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

ENGL 2311 — Technical & Business Writing

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Computer competency in word processing and completion of ENGL 1301 or its equivalent with a grade of C or better.

Course Description

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.

THECB Approval Number23.1303.51.12

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Communication Courses

Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.

Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a 500 – 1000 word minimum article for a trade publication of choice that demonstrates effective development, interpretation, and expression of ideas, including an understanding of audience and purpose.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a 500 – 1000 word analytical Ethics Case study essay that demonstrates effective development, interpretation, and expression of ideas, including an understanding of audience and purpose.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will demonstrate proficiency in visual and oral communication through various media in the classroom.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a one to two page resume' assignment that requires creative thinking, innovation, inquiry, analysis, and synthesis.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on reading quizzes over the course's required texts.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation during an in-class writing assignment.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a self-evaluative essay while demonstrating the ability to connect choices, actions, and ethical decision making to their role within group.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a journal/shorter writing assignment relating to choice, decision making, and consequences.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to evaluate choices, actions, and consequences to the decisions made in the classroom
Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Students will complete a group paper or project utilizing the ability to consider different points of view and to work effectively with others.
Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Students will complete a group presentation utilizing the ability to consider different points of view and to work effectively with others.
Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Students will review the work of their peers utilizing the ability to consider different points of view and to work effectively with others.

Learning Outcomes

Upon successful completion of this course, students will:

1. Recognize, analyze, and accommodate diverse audiences.
2. Produce documents appropriate to audience, purpose, and genre.
3. Analyze the ethical responsibilities involved in technical communication.
4. Locate, evaluate, and incorporate pertinent information.
5. Develop verbal, visual, and multimedia materials as necessary, in individual and/or collaborative projects, as appropriate.
6. Edit for appropriate style, including attention to word choice, sentence structure, punctuation, and spelling.
7. Design and test documents for easy reading and navigation.

Methods of Evaluation

Category	Percentage
Formal Papers & Projects	60%
Daily Grades	20%
Exams	20%
Total	100%

Academic Honesty and Integrity

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

Class Attendance

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

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

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Scans/Or Core Competencies That Will Be Addressed in the Class**Resources:**

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

ENGL 2332 — World Literature I

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Completion of ENGL 1302 or its equivalent **or** ENGL 2311 or its equivalent with a grade of C or better.

Course Description

A survey of world literature from the ancient world through the sixteenth century. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

THECB Approval Number16.0104.52.13

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Language, Philosophy & Culture Courses

Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination.

Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a project in which they demonstrate effective development, interpretation, and expression of ideas through oral and visual communication.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a 500 – 1000 word Analytical Essay that demonstrates mastery of written communication and uses Standard English conventions.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will produce a creative project that demonstrates a mastery of oral and/or visual communication.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an essay utilizing creative thinking, inquiry, analysis, and evaluation skills. The essay may be a formal assigned essay, an in-class writing, or an essay question on an exam.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on reading quizzes and/or journal entries over the course's required texts.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a reading analysis of the literature that includes any or all of the following: finding the main ideas; analyzing the literary techniques; creating a timeline; finding similar themes; annotated portfolios of their own creative work; journal entries, and other assignments deemed appropriate by the faculty member.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Students will participate in an exercise or creation of an artifact that demonstrates their awareness of different ethics and/or values of societies, either differing in historical setting, geographical location, or cultural backgrounds.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Students will complete a written assignment in which they demonstrate an awareness of civic responsibility and/or intercultural competence.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Students will identify an ethical dilemma in the assigned literature and complete a written assignment in which they explore the dilemmas they identified. The artifacts may include journal entries, formal papers, ethical dilemma worksheets, or other materials deemed appropriate by the instructor.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a group paper or project utilizing the ability to connect choices, actions, and ethical decision making to their role within the group.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a reading quiz or journal entry that demonstrates their preparedness for participation in the class and their responsibility in making choices. Faculty may use a quiz or journal average for this assessment. No minimums are required.
Personal Responsibility – to include the ability to connect choices,	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to evaluate choices,

Required Core Objective	Activity Related to Core Objective
actions, and consequences to ethical decision-making	actions, and consequences to the decisions made in the classroom

Learning Outcomes

Upon successful completion of this course, students will:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

In addition, this course will meet the specific learning outcomes that follow:

1. Reinforce and develop the writing skills developed in the writing composition sequence.
2. Develop a greater understanding of literature, the distinguishing features of major literary genres, and various methods to analyze literature.
3. Make and defend critical and evaluative judgments about literary texts. Understand the critical contexts within which literature is created and evaluated, e. g., biographical, cultural, and historical.
4. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.
5. Analyze applicable figurative language in literary texts.
6. Read a wide variety of texts from American, European, and/or world literature.
7. Analyze and compare the use of language in literary works from a variety of world cultures.
8. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.
9. Describe insights gained about oneself, others, or the world from reading specific texts.

Methods of Evaluation

Category	Percentage
Formal Paper(s) and Projects	80%
Daily Grades	20%
Total	100%

Academic Honesty and Integrity

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cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

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Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Listening& Speaking

Integrity/Honesty

ENGL 2333 — World Literature II

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Completion of ENGL 1302 or its equivalent **or** ENGL 2311 or its equivalent with a grade of C or better.

Course Description

A survey of world literature from the seventeenth century to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

THECB Approval Number16.0104.52.13

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Language, Philosophy & Culture Courses

Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination.

Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a project in which they demonstrate effective development, interpretation, and expression of ideas through oral and visual communication.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a 500 – 1000 word Analytical Essay that demonstrates mastery of written communication and uses Standard English conventions.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will produce a creative project that demonstrates a mastery of oral and/or visual communication.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an essay utilizing creative thinking, inquiry, analysis, and evaluation skills. The essay may be a formal assigned essay, an in-class writing, or an essay question on an exam.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on reading quizzes and/or journal entries over the course's required texts.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a reading analysis of the literature that includes any or all of the following: finding the main ideas; analyzing the literary techniques; creating a timeline; finding similar themes; annotated portfolios of their own creative work; journal entries, and other assignments deemed appropriate by the faculty member.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Students will participate in an exercise or creation of an artifact that demonstrates their awareness of different ethics and/or values of societies, either differing in historical setting, geographical location, or cultural backgrounds.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Students will complete a written assignment in which they demonstrate an awareness of civic responsibility and/or intercultural competence.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Students will identify an ethical dilemma in the assigned literature and complete a written assignment in which they explore the dilemmas they identified. The artifacts may include journal entries, formal papers, ethical dilemma worksheets, or other materials deemed appropriate by the instructor.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a group paper or project utilizing the ability to connect choices, actions, and ethical decision making to their role within the group.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a reading quiz or journal entry that demonstrates their preparedness for participation in the class and their responsibility in making choices. Faculty may use a quiz or journal average for this assessment. No minimums are required.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to evaluate choices, actions, and consequences to the decisions made in the classroom

Learning Outcomes

Upon successful completion of this course, students will:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

In addition, this course will meet the specific learning outcomes that follow:

1. Reinforce and develop the writing skills developed in the writing composition sequence.
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3. Make and defend critical and evaluative judgments about literary texts. Understand the critical contexts within which literature is created and evaluated, e. g., biographical, cultural, and historical.
4. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.
5. Analyze applicable figurative language in literary texts.
6. Read a wide variety of texts from American, European, and/or world literature.
7. Analyze and compare the use of language in literary works from a variety of world cultures.
8. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.
9. Describe insights gained about oneself, others, or the world from reading specific texts.

Methods of Evaluation

Category	Percentage
Formal Paper(s) and Projects	60%
Daily Grades	20%
Exams	20%
Total	100%

Academic Honesty and Integrity

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Perryton: (806) 648-1450

Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalog. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

Important Information

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

**FYIS 0301 — First Year Institute Seminar
(Student Success Course)
Frank Phillips College**

General Course Information

Credit Hours: 3

Course Description

Examines factors that underlie learning, success, and personal development in higher education. Topics covered include information processing, memory, strategic learning, self-regulation, goal setting, motivation, educational and career planning, and learning styles. Techniques of study such as time management, listening and note taking, text marking, library and research skills, preparing for examinations, and utilizing learning resources are covered. Includes courses in college orientation and developments of students' academic skills that apply to all disciplines.

All first semester freshmen must enroll in the course during their first semester of college. A grade of C or better is required, or the student must repeat the course.

THECB Approval Number32.0101.52.12

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Discuss how they are responsible for their experiences in college.
2. Describe ways they can create a successful experience in college.
3. List, describe, and use specific methods to
 - a. Deal with changes in their personal and professional lives;
 - b. Improve the ability to recall information;
 - c. Read a textbook with improved focus and retention;
 - d. Prepare for and take tests successfully;
 - e. Take effective notes;
 - f. Listen, with comprehension, to a lecture;
 - g. Increase motivation and goal-setting skills;
 - h. Use your learning styles and multiple intelligences to best advantage;
 - i. Use your personality typology to best advantage;
 - j. Draw support, advice, and assistance from their peers; and
 - k. Develop a philosophy of career development.
4. Learn and practice how to change inappropriate habits and behaviors.
5. Locate and utilize a variety of library services and resource materials.
6. Improve creative- and critical-thinking skills.

Methods of Evaluation

A plagiarism certificate and an official degree plan are requirements to pass FYIS. If these are not submitted to your instructor, you will receive an F for the course. You will be given class time to complete both assignments.

Attendance/Participation:	30%
Outside Events/Assignments:	20%
Class Assignments:	30%
Final	20%
Total:	100%

Grade Percentage

90-100	A
80-89	B
70-79	C
60-69	D
59 and lower	F

Academic Honesty and Integrity

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

Class Attendance*

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

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in

more than one preparatory course, the student may be dropped from only the course affected by absences.

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

*Students are expected to attend class and complete all assigned work. There is no makeup work for this class unless you miss for a school activity. If you are out-of-town for an event, notify your instructor before the absence and complete the assignment given by the instructor. Participation in activities and events outside of class counts for 20% of the grade for the course. If you have a scheduling conflict, see the instructor **early** in the semester for an alternative assignment.

Cell Phones and Other Electronic Devices Procedure:

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1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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Grievance Policy

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Important Information

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Scans/Or Core Competencies That Will Be Addressed in the Class**Resources:**

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

GEOL 1403— Physical Geology

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Passage of or exemption from the reading section of a TSI approved test or completion of INRW 0332 with a grade of C or better.

Course Description

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.

THECB Approval Number40.0601.54 03

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Life and Physical Sciences Courses

Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will read a curriculum related article supplied by the instructor and write an article review, including a summary and a critique in which students demonstrate effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will demonstrate understanding of their article by writing a short summary as a question on a test.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Using a method that will keep the student's identity secure, such as Socrative, they will be asked to evaluate the assignment with a few brief questions.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will read a curriculum related article supplied by the instructor and write an article review, including a summary and a critique. Students will demonstrate critical thinking by showing they understand the main points of the article, and by critiquing the article.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will demonstrate critical thinking by identifying the places they demonstrated critical thinking in their article. They will do so by answering a question on a test.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Using a method that will keep the student's identity secure, such as Socrative, they will be asked to evaluate the assignment with a few brief questions.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Lab Demonstration: Each student will participate in a lab demonstration that includes the purpose of the lab, apparatus, data, calculations and conclusion.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Lab Demonstration: Students will demonstrate understanding of their lab demonstration by answering a bonus question on a test.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Lab Demonstration: Using a method that will keep the student's identity secure, such as Socrative, they will be asked to evaluate the assignment with a few brief questions.
Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will participate in a lab demonstration that includes the purpose of the lab, apparatus, data, calculations and conclusion.
Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will demonstrate understanding of their lab demonstration by answering a question on a test.
Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Using a method that will keep the student's identity secure, such as Socrative, they will be asked to evaluate the assignment with a few brief questions.

Learning Outcomes:

Upon successful completion of this course, students will:

1. Describe how the scientific method has led to our current understanding of Earth's structure and processes.
2. Interpret the origin and distribution of minerals, rocks and geologic resources.
3. Describe the theory of plate tectonics and its relationship to the formation and distribution of Earth's crustal features.
4. Quantify the rates of physical and chemical processes acting on Earth and how these processes fit into the context of geologic time.
5. Communicate how surface processes are driven by interactions among Earth's systems (e.g., the geosphere, hydrosphere, biosphere, and atmosphere).
6. Identify and describe the internal structure and dynamics of Earth.
7. Describe the interaction of humans with Earth (e.g., resource development or hazard assessment).

In addition the students will:

- Accurately identify the processes of streams, wind, and glaciers as they shape the face of the earth
- Construct topographic maps
- Evaluate the contrasting erosion and transport of rock and regolith by running water, flowing glaciers, and blowing wind
- Apply the scientific method in a laboratory setting
- Identify and describe the formation of rocks, minerals, and fossils
- Understand and explain plate tectonics
- Demonstrate the collection, analysis, and reporting of data

Methods of Evaluation

Test Grades	35%
Lab Grades	25%
Daily Grades/Lab & Lecture	40%

Grading scale: A = 100 -90; B=89–80; C=79-70; D=69-60; F=59 and below.

Academic Honesty and Integrity

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- Administrative withdrawal from the course
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- Notation of the student's transcript of "Academic Dishonesty."

Class Attendance

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Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

GOVT 2305 — Federal Government

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Passage of or exemption from the Reading Section of a TSI approved test or completion of INRW 0322 with a grade of C or better.

Course Description

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.

THECB Approval Number45.1002.51.25

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Government/Political Science Courses

Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas.

Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one page writing assignment answering a question relating to oral and visual communication between citizens and their government. The written artifact will demonstrate effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a quiz/assignment that examines written and oral communication and government demonstrating an understanding of communication strategies.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom and will demonstrate mastery of various media.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a one page writing utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on an original research assignment of the student's choice.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze, evaluate and synthesize a legislative, executive, or judicial action.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a one page writing assignment answering a question relating to choice, actions, and ethical decision making.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete an assignment/quiz relating to choice, decision making, and consequences.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to evaluate choices, actions, and consequences to the decisions made in the classroom
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete a one page writing assignment answering a question that relates to civic responsibility and engagement within social communities
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment/quiz that examines social policy in America
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment/quiz that examines foundational principles and civic responsibility

Learning Outcomes

Upon successful completion of this course, students will:

1. Explain the origin and development of constitutional democracy in the United States.
2. Demonstrate knowledge of the federal system.
3. Describe separation of powers and checks and balances in both theory and practice.
4. Demonstrate knowledge of the legislative, executive, and judicial branches of the federal government.
5. Evaluate the role of public opinion, interest groups, and political parties in the political system.
6. Analyze the election process.
7. Describe the rights and responsibilities of citizens.
8. Analyze issues and policies in U.S. politics.

Methods of Evaluation (MOE may vary by instructor and course)

Category	Percentage
Exams	60%
Quizzes	20%
Assignments	20%
Total	100%

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Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

GOVT 2306 — Texas Government

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Passage of or exemption from the Reading Section of a TSI approved test or completion of INRW 0322 with a grade of C or better.

Course Description

Origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas.

THECB Approval Number45.1002.51.25

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Government/Political Science Courses

Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas.

Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one page writing assignment answering a question relating to oral and visual communication between citizens and their government. The written artifact will demonstrate effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a quiz/assignment that examines written and oral communication and government demonstrating an understanding of communication strategies.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom and will demonstrate mastery of various media.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a one page writing utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on an original research assignment of the student's choice.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze, evaluate and synthesize a legislative, executive, or judicial actions
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a one page writing assignment answering a question relating to choice, actions, and ethical decision making.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete an assignment/quiz relating to choice, decision making, and consequences.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to evaluate choices, actions, and consequences to the decisions made in the classroom
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete a one page writing assignment answering a question that relates to civic responsibility and engagement within social communities
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment/quiz that examines social policy in America
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment/quiz that examines foundational principles and civic responsibility

Learning Outcomes

Upon successful completion of this course, students will:

1. Explain the origin and development of the Texas constitution.
2. Describe state and local political systems and their relationship with the federal government.
3. Describe separation of powers and checks and balances in both theory and practice in Texas.
4. Demonstrate knowledge of the legislative, executive, and judicial branches of Texas government.
5. Evaluate the role of public opinion, interest groups, and political parties in Texas.
6. Analyze the state and local election process.
7. Identify the rights and responsibilities of citizens.
8. Analyze issues, policies and political culture of Texas.

Methods of Evaluation (MOE may vary by instructor and course)

Category	Percentage
Exam	60%
Reading Quizzes	20%
Assignments	20%
Total	100%

Academic Honesty and Integrity

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- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."

Class Attendance

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

HIST 1301 — United States History I

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Passage of or exemption from the Reading Section of a TSI approved test or completion of INRW 0322 with a grade of C or better.

Course Description

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.

THECB Approval Number54.0102.51.25

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for American History Courses

Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area.

Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one page writing assignment that demonstrates an understanding of effective development, interpretation and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete an assignment that demonstrates mastery of written and oral communication
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a one page writing assignment utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on an original research assignment of the instructor's choice.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze, evaluate, and synthesize an action instituted by a central government in North America.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a one page writing assignment in which they evaluate a Supreme Court case and answer a question relating to choice, actions, and ethical decision making.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete an assignment relating that focuses on the connection between political choices, actions, and decision making as it directly impacts American Democracy in which they demonstrate the ability to make well-informed choices and decisions and the ability to understand consequences.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to evaluate choices, actions, and consequences to the decisions made in the classroom
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete a one page writing assignment answering a question that relates to civic responsibility and engagement within social communities
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment over the role of slavery that examines social activities in America and includes civic responsibility and an understanding of regional, national, and global communities
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment that examines foundational principles and civic responsibility as related to native populations indigenous to North America and demonstrates intercultural competence.

Learning Outcomes

- 1. Create an argument through the use of historical evidence:**
 - Complete a formal writing assignment and/or oral presentation that analyzes historical evidence.
- 2. Analyze and interpret primary and secondary sources:**
 - Complete a writing assignment and/or oral presentation that analyzes and interprets a primary source
 - Complete a writing assignment and/or oral presentation that analyzes and interprets a secondary source
- 3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States History:**
 - a. Explain the emergence of the natives in North America prior to Columbus's discoveries.
 - b. Explain the political and economic conditions that led to the success of African Slavery in North America up to the Civil War.
 - c. Explain the influence of mercantilism on the development of the American colonies.
 - d. Identify and explain FOUR (4) main causes of the American Revolution.
 - e. Identify and explain FOUR (4) results of the War of 1812.
 - f. Explain how Andrew Jackson's presidency was significantly different than his predecessors' and describe the impact it had on American history.
 - g. Identify and explain the term Manifest Destiny and how it affected westward expansion, slavery in the South, and the settlement of Texas.
 - h. Identify and explain the Supreme Court cases of *Marbury v. Madison* and *Dred Scot v. Sanford* and the impact these cases had on American history.
 - i. Identify the reasons why the South decided to leave the Union and form the Confederate States of America.
 - j. Explain the impact of Reconstruction on the South.

Methods of Evaluation

Face to Face Classes	Percentage
Assignments	30%
Research Papers	15%
Project	15%
Exams	40%
Internet Classes	Percentage
Participation	50%
Assignments	35%
Final	35%
Discussion Based Classes	Percentage
Class Participation	50%
Assignments	25%
Final Exam	25%

Hybrid Classes	Percentage
Weekly Assignments	30%
Research Papers	20%
Homework	30%
Final	20%
Dual-Credit Classes	Percentage
Exam I	20%
Exam II	20%
Homework	20%
Research Paper	20%
Final Exam	20%

Academic Honesty and Integrity

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missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

Cell Phones and Other Electronic Devices Procedure:

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Important Information

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

HIST 1302 — United States History II

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Passage of or exemption from the Reading Section of a TSI approved test or completion of INRW 0322 with a grade of C or better.

Course Description

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.

THECB Approval Number54.0102.51.25

Statement of Purpose

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Core Objectives Required for American History Courses

Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area.

Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one page writing assignment answering a question relating to technology in post-Civil War America that demonstrates effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete an assignment that examines diplomacy in American history and demonstrates effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a one page writing assignment focused on the effect of mistakes in World War I on Hitler's rise to power while utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on an original research assignment of the instructor's choice that analyzes, takes a position, and builds an intellectual fact-driven argument.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze, evaluate, and synthesize an action instituted by a United States presidential administration.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a one page writing assignment answering a question relating to choice, actions, and ethical decision making that analyzes a Supreme Court case.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete an assignment relating to choice, decision making, and consequences during the Gilded Age and the Progressive Era in which they connect their own choices, actions, and consequences.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to evaluate choices, actions, and consequences to the decisions made in the classroom
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete a one page writing assignment answering a question that relates to civic responsibility and engagement within social communities during the Prohibition Era.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment that examines the Women's Movement and the social activities in America that shaped policies.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment that examines foundational principles and civic responsibility from Roosevelt's New Deal policies.

Learning Outcomes

- 1. Create an argument through the use of historical evidence:**
 - Complete a formal writing assignment and/or oral presentation that analyzes historical evidence
- 2. Analyze and interpret primary and secondary sources:**
 - Complete a writing assignment and/or oral presentation that analyzes and interprets a primary source
 - Complete a writing assignment and/or oral presentation that analyzes and interprets a secondary source
- 3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States History:**
 - a. Explain why the United States government pushed the American Indians west and almost to the point of extinction.
 - b. Explain the advances in new technology at the end of the nineteenth century that helped facilitate the Second Industrial Revolution in the United States.
 - c. Identify FOUR (4) major causes of the Spanish/American War and explain how the United States became an imperialist country.
 - d. Identify FOUR problems of the Gilded Age and how they were addressed in the Progressive Era
 - e. Explain how and why World War I began and how the United States came to be involved.
 - f. Trace the beginning of the women's movement and explain how women's role in American society has evolved.
 - g. Explain why the country turned to prohibition in the late 1910s.
 - h. Identify and explain the theories behind the stock market crash 1929 and how both Presidents Hoover and Roosevelt dealt with the Great Depression
 - i. Describe to what extent World War II can be described as a significant turning point in American history for the areas of the Cold War, civil rights, and the International role of the United States.

Methods of Evaluation

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Research Papers	15%
Project	15%
Exams	40%
Internet Classes	Percentage
Participation	50%
Assignments	25%
Final Exam	25%
Discussion Based Classes	Percentage
Class Participation	50%
Assignments	25%
Final Exam	25%

Hybrid Classes	Percentage
Weekly Assignments	30%
Research Papers	20%
Homework	30%
Final	20%
Dual-Credit Classes	Percentage
Exam I	20%
Exam II	20%
Homework	20%
Research Paper	20%
Final Exam	20%

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semester that he or she intends to be absent on the specified holy day.

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Allocates Time
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Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

HIST 2311 — Western Civilization I

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Prerequisite: Completion of HIST 1301 or its equivalent OR HIST 1302 or its equivalent with a grade of C or better.

Course Description

A survey of the social, political, economic, cultural, religious, and intellectual history of Europe and the Mediterranean world from human origins to the 17th century. Themes that should be addressed in Western Civilization I include the cultural legacies of Mesopotamia, Egypt, Greece, Rome, Byzantium, Islamic civilizations, and Europe through the Middle Ages, Renaissance, and Reformations.

THECB Approval Number54.0101.54.25

Statement of Purpose

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Core Objectives Required for American History Courses

Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area.

Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one page writing assignment answering a question relating to technology after 1300 A.D. that demonstrates effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete an assignment that examines written and oral communication in negotiations among European nations that demonstrates effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a one page writing assignment about the causes of the Hundred Years War while utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on an original research assignment of the instructor's choice in which they take a position and build an intellectual, fact-driven argument.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze, evaluate, and synthesize an action instituted by a United States presidential administration.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a one page writing assignment answering a question relating to the effect of religion on western civilization in which they demonstrate the ability to connect choice, actions, and ethical decision making.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete an assignment relating to the concept of class and its relationship to race and ethnicity in western civilization in which they demonstrate a mastery of choice, decision making, and consequences.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to evaluate choices, actions, and consequences to the decisions made in the classroom
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete a one page writing assignment answering a question that relates to civic responsibility and engagement within social communities with a focus on the Reformation of the church.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete a class discussion that examines social policies in European Empires in which students demonstrate intercultural competence, knowledge of their own civic responsibility, and an ability to engage in communities beyond their local community.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment that examines foundational principles and civic responsibility during the Glorious Revolution and the impact of these on Europe and North America.

Learning Outcomes

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, and cultural forces on this period of western history.

In addition, this course will meet the specific learning outcomes that follow:

1. Examine how and why historians divide the past into eras.
 - Students will be able to explain the concept and elements of what historians call Western Civilization.
2. Evaluate the changes in the functions and structures of government across time.
 - Students will be able to explain the causes and results of the Hundred Years War.
3. Analyze the causes and effects of major political, economic, and social changes in U.S. and world history.
 - Students will be able to evaluate, discuss, and define the concept of Renaissance during the birth of modern Europe.
4. Explain the concepts of socioeconomic status and stratification.
 - Students will be able to define the concept class and consider its relationship to race and ethnicity in Western Civilization.
5. Apply social science methodologies to compare societies and cultures.
 - Students will compare and contrast the governing policies of the British, French, and Spanish empires over time, explaining how each sought to sustain order and stability.
6. Identify and evaluate the sources and consequences of social conflict.
 - Students will be able to identify and analyze how different religious values have led to social conflict in different regions of the world.
7. Analyze how social institutions (e.g., marriage, family, churches, schools) function to meet the needs of society.
 - Students will be able to identify the causes and effects of the Reformation.
8. Evaluate different governmental systems and functions.
 - Students will be able to explain the Glorious Revolution and the impact it had in both Europe and North America.
9. Identify and evaluate sources and patterns of change and continuity across time and place.
 - Students will be able to explain the impact of the Industrial Revolution on the West.
10. Analyze the basic functions and structures of international economics.
 - Students will be able to explain the impact that trade wars and colonial rebellions had on the world economy.
11. Evaluate how major philosophical and intellectual concepts influence human behavior and identity.
 - Students will be able to explain the impact of the Enlightenment on Western behavior.

Methods of Evaluation

Face to Face Classes	Percentage
Weekly Assignments	40%
Research Papers	30%
Project	20%
Final Exam	10%
	100%

Academic Honesty and Integrity

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

HITT 1305 — Medical Terminology I

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

Introduction to the practical application of medical terminology. Study of word origin and structure through the introduction of prefixes, suffixes, root words, plurals, abbreviations and symbols, surgical procedures, medical specialties, and diagnostic procedures.

THECB Approval Number51.0707.0000

Learning Outcomes

Upon successful completion of this course, students will:

1. Identify, pronounce, and spell medical terms;
2. Use terms in context;
3. Build and analyze medical terms; and
4. Use medical references as resource tools.

Methods of Evaluation

Category	Percentage
15 Assignments	70%
Final Exam	30%
Total	100%

Academic Honesty and Integrity

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Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
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Systems:

Understands Systems
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Basic Skills:

Reading
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Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

HUMA 1315 — Fine Arts Appreciation

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

N/A

Course Description

Understanding purposes and processes in the visual and musical arts including evaluation of selected works.

THECB Approval Number50.0101.51.26

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Creative Arts Courses

Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.

Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about the works of art.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a 500-750 essay discussing the visual/nonverbal communicative aspects of a film such as set, costuming, and dance
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will work in groups and complete a researched poster assignment. Students will present their research in a visual format and will give an oral presentation to the class.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will analyze the communicative aspects of visual art such as elements of art, dynamics of art, symbolism, and aesthetic appeal of various works discussed in class.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete self-portrait project where they adapt and reinterpret a “famous” work of art discussed in class and either literally or symbolically insert an image of themselves in it to communicate a specific aspect of themselves, demonstrating creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation to complete a journal that requires students to complete prompts outside of class and briefly comment on how their understanding of art has changed and how the activities reinforce topics discussed in class
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a group challenge that requires them to identify internal, external, and societal conflicts in a film. Students must analyze the film and build a three-level tower of index cards to visually communicate the conflict in the film. Students must work together to analyze the different levels of conflict and to successfully construct a free-standing structure.
Teamwork– to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will complete a collaborative research project and present their project to the class.
Teamwork– to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will complete a writing assignment where they discuss the group project process and reflect on their experience as a team worker
Teamwork– to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will complete a self and group evaluation at the end of a group project. Students will be asked if they and their fellow group mates fulfilled the obligations outlined in the group contract they completed at the beginning of the project.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	In groups, students will complete write, produce, and perform a play that addresses a social, cultural, or economic issue in 20 th century American history.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to	Students will compose contracts with group members before completing group projects.

Required Core Objective	Activity Related to Core Objective
engage effectively in regional, national, and global communities	
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will participate in a class auction for song selection for our political music project.

Learning Outcomes

Upon successful completion of this course, students will:

1. Evaluate the change and evolution of aesthetic standards.
2. Outline and critique attributes that make a work of art influential through time and across genres.
3. Deconstruct the cultural and historical context of a piece of art.
4. Produce artistic work and critique personal artistic process.
5. Create personal aesthetic criteria for various artistic texts and consciously apply these criteria.

Methods of Evaluation

Methods of instruction include lectures, discussions, collaborative work, one-to-one conferences, and audio-video. Evaluation is based on written assignments, projects, reading assignments, class participation, and the final exam.

See the instructor's Humanities 1315 Assignment document for detailed assignment instructions, grading rubrics, due dates, and submission policies.

Category	Percentage
Projects	45 %
Final Exam	15 %
Journals	20 %
Daily Grades	20 %
Total	100%

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Interpersonal:

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Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

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Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

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Thinking Skills:

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Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

INMT 1343 — Computer Aided Design/Computer Aided Manufacturing (CAD/CAM)

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult instructor

Course Description

Computer-assisted applications in integrating engineering graphics and manufacturing. Emphasis on the conversion of a working drawing using computer aided design/computer aided manufacturing (CAD/CAM) software and related input and output devices translating into machine codes.

This is a beginning course in using CAD software, using a 3D printer, and a CNC machine. Students will learn to create and manipulate three dimensional technical drawings and learn how to process that drawing to machine code.

THECB Approval Number15.0613.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand the terminology of CAD drawing.
2. Be able to open source CAD software.
3. Understand basic computer drafting history and overview of popular CAD software.
4. Create and manipulate three-dimensional technical drawings.
5. Process drawings to machine code.
6. Use a 3D printer.
7. Use a CNC machine.
8. Create a final project.

Methods of Evaluation

Category	Percentage
Assignments	25%
Class work and participation	25%
Final Exam Test	20%
Final Project	30%
Total	100%

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*See each instructor's classroom behavior and attendance policy.

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Interpersonal:

Participates as a Member of a Team

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Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

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Information:

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Thinking Skills:

Creative Thinking

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Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

INMT 2303 — Pumps, Compressors and Mechanical Drives

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

A study of the theory and operations of various types of pumps and compressors. Topics include mechanical power transmission systems including gears, v-belts, and chain drives.

THECB Approval Number 15.0613.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify the principles involved in the operation of centrifugal & positive displacement pumps and compressors.
2. Identify the function of various components in pumps and compressors.
3. Disassemble & reassemble pumps, compressors and mechanical drives.
4. Troubleshoot pumps, compressors and mechanical drives.

Methods of Evaluation

Category	Percentage
Lab/Classroom Participation	40%
Attendance	10%
Test	25%
Final Exam	25%
Total	100%
Grading Scale	
100-90%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

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Negotiates to Arrive at a Decision

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Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

INTC 1305 — Introduction to Electronic Instrumentation

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult advisor.

Course Description

A survey of the instrumentation field and the professional requirements of the instrumentation technician, including an introduction to computer and calculator applications involved in basic electronic circuit analysis.

THECB Approval Number 15.0404.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Interpret instrumentation drawings.
2. Understand ladder logic and read electrical/electronic schematics.
3. Understand Boolean Algebra.
4. Understand and use elements, transmitters, transducers and displacers.
5. Understand and use control valves, actuators and positioners.
6. Perform continuity check per loop and verify mechanical installation.
7. Troubleshoot a control loop.
8. Commission analog and digital loop.
9. Tune analog and digital control loop.
10. Identify and apply instrumentation circuitry.
11. Identify electrical systems for installation.
12. Understand and troubleshoot relays and timers.
13. Identify and use switches, photoelectric devices.

Methods of Evaluation

Category	Percentage
Test Average	60%
Lab Average	10%
Attendance	10%
Final Exam	20%
Total	100%
Grading System	
A	100-90%
B	80-89%
C	70-79%
D	60-69%

Please come to class on time. Call beforehand if you must miss class. Each student is responsible for all material covered in assigned readings and in each class. If you miss a test, it must be made up before the next two classes meet. Two absences allowed.

Academic Honesty and Integrity

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Perryton: (806) 648-1450

Grievance Policy

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

INTC 1348 — Analytical Instrumentation

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

Analytical instruments emphasizing utilization in process applications. Includes, but not limited to, chromatography, pH, conductivity, and spectrophotometric instruments.

THECB Approval Number 15.0404.0000

Learning Outcomes

Identify various analytical instruments; and describe their functions, strengths, and limitations.

1. Understand and use density and specific gravity analyzers
2. Operate analyzers and monitors
3. Understand and use pH monitors
4. Understand and use electrical conductivity equipment

Methods of Evaluation

Category	Percentage
Test Average	40%
Lab Average	30%
Class Work	10%
Final Exam	20%
Total	100%

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Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

INTC 1350 — Digital Measurement & Controls

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

Basic measurement control in instrumentation. Includes movement of digital data through common systems employing parallel and serial transfers.

THECB Approval Number 15.0404.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Describe the movement of digital data.
2. Show flow of data transfer systems.
3. Explain system block diagram concepts.

Methods of Evaluation

Category	Percentage
Lab	10%
Attendance	10%
Unit Exams	80%
Total	100%

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Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

INTC 1355 — Unit Operations

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

Automatic control requirements of industrial processes. Includes control systems, control loop tuning, and analysis.

THECB Approval Number 15.0404.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Explain the static and dynamic aspects of processes.
2. Describe the automatic control requirements of processes.
3. Analyze process variables and adjust the control loop.

Methods of Evaluation

Category	Percentage
Labs	40%
Attendance	10%
Unit Exams	30%
Final Exam	20%
Total	100%

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Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

INTC 1356 — Instrumentation Calibration

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult advisor.

Course Description

A study of techniques for calibrating electronic and pneumatic transmitters, controllers, recorders, valves and valve positioners including tear down, assembly, alignment, and calibration of equipment.

THECB Approval Number 15.0404.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Measure and bend tubing and piping.
2. Install, support and layout tubing and piping.
3. Understand and demonstrate temperature calibration procedures.
4. Understand and demonstrate flow calibration procedures.
5. Understand and demonstrate vibration calibration procedures.
6. Understand and demonstrate level calibration procedures.
7. Understand and demonstrate pressure calibration procedures.
8. Understand and demonstrate valve calibration procedures.
9. Understand and demonstrate controller calibration procedures.
10. Performs final calibration checks, simulate and prove loop.
11. Identify and use troubleshoot insertion-mounted instruments.
12. Troubleshoot in-line mounted instruments.
13. Understand and demonstrate recorder calibration procedures.
14. Understand and use filters, regulators and dryers.

Methods of Evaluation

Category	Percentage
Test Average	40%
Lab Average	30%
Attendance	10%
Final Exam	20%
Total	100%
Grading System	
A	100-90%
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Arithmetic
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Listening & Speaking

Personal Qualities:

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Self-Esteem
Sociability
Self-Management
Integrity/Honesty

INTC 1358 — Flow & Measurement Calibration

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

Practical methods of flow measurements and flow integration. Emphasizes primary flow element selection and calculations in accordance with American Gas Association (AGA) and American Petroleum Institute (API) standards.

THECB Approval Number 15.0404.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand and perform flow calculations.
2. Identify and discuss primary flow elements..
3. Select the proper primary flow elements under specific conditions.
4. Identify and discuss the advantages/disadvantages of the various flow elements.
5. Understand and practice proper safety procedures required in labs.

Methods of Evaluation

Category	Percentage
Labs	30%
Attendance	10%
Class Participation	10%
Midterm Test	20%
Final Exam	30%
Total	100%

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

INTC 1391 — Special Topics in Instrumentation Technology

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

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.

THECB Approval Number 15.0404.0000

Learning Outcomes

Upon successful completion of this course, students will:

Student will research a predetermined “topic” throughout the semester and will present a final research paper on or before a specified date.

- A cover sheet consisting of student’s name, semester and year, course name and section number should be added to the front of the research assignment. The cover sheet is not included in the number of pages required for the research assignment.
- Formatting requirements for the paper are as follows:
- Needs to be 5 pages on length, typed in Times New Roman, 12-point font, double spaced, 1 inch margins (top, bottom, and sides)

Methods of Evaluation

Category	Percentage
Research Topic Submission	10%
Research Paper	90%
Total	100%

Academic Honesty and Integrity

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without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

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- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."

Class Attendance

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

INTC 2336 — Distributed Control & Programmable Logic

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

Overview of distributed control systems including configuration of programmable logic controllers, smart transmitters, and field communicators. Functions of digital systems in a process control environment.

THECB Approval Number 15.0404.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand and program programmable logic controllers.
2. Understand number system and logic.
3. Troubleshoot programmable logic controller systems.
4. Understand input/output devices and modules.
5. Develop a programmable logic control system.
6. Maintenance and troubleshoot distributed control systems.
7. Understand expansion and data networks.

Methods of Evaluation

Category	Percentage
Test Average	35%
Lab Average	35%
Attendance	10%
Final Exam	20%
Total	100%
Grading Scale	
100 – 90%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
Below 60	F

Please come to class on time. Call beforehand if you must miss class. Each student is responsible for all material covered in assigned readings and in each class. If you miss a test, it must be made up before the next two classes meet. Two absences allowed.

Academic Honesty and Integrity

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- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."

Class Attendance

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

INTC 2339 — Instrument & Control Review

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

An overview of instrument and control technology in preparation for industry employment and national testing (National Institute of Certified Engineering Technologist Certification).

THECB Approval Number 15.0404.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Assess pressure, temperature, level, flow and analytical variables as used in the industry;
2. Troubleshoot various multivariable process variables on the simulator in the lab;
3. Control various different loop systems found in the lab;
4. Complete a project in the lab;
5. Assess information from other classes taken in this program; and
6. Complete the ISA Study Test for certification and various industry tests.

Methods of Evaluation

Category	Percentage
Class Participation	10%
Lab	10%
Unit Exams	40%
Final Exam	40%
Total	100%

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Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

INTC 2388 — Internship in Instrumentation Technology

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

An experience, external to the college for an advanced student in a specialized field involving a written agreement between the educational institution and a business or industry. Mentored and supervised by a workplace employee, the student achieves objectives that are developed and documented by the college and that are directly related to specific occupational outcomes. This may be a paid or unpaid experience. This course may be repeated if topics and learning outcomes vary.

THECB Approval Number 15.0404.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand and master the theory, concepts, and skills involving tools, materials, equipment, procedures, regulations, laws, and interactions within and among political, economic, and legal; systems associated with the occupation, business, or industry.
2. Demonstrate ethical behavior, safety practice, interpersonal and teamwork skills.
3. Demonstrate communication in the applicable language of the occupation, business or industry.

Methods of Evaluation

Category	Percentage
Log Entries	60%
Supervisor's Evaluations	40%
Total	100%
Grading Scale	
100 – 90%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D

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* It is the responsibility of each student to secure suitable employment, which relates to the student's area of study. The student is expected to go to work each day as assigned by their employer, arrive on time, and do the work assigned to the best of their ability. Each student is responsible for maintaining their own log sheet, and obtaining their immediate supervisor's signature on the log at the end of each work week. The log sheets must be returned to the instructor either bi-weekly or monthly as agreed upon by the student and the instructor. If the student is dismissed from work, he or she must secure a suitable place of employment within one week time or the student will receive a grade of "F" for the course. In the case of a lay off or injury that prevents the student from carrying out their work assignments, the student will be allowed to take an incomplete for the class, but must complete the assignment the following semester or a grade of "F" will be assigned. At the end of the semester all log sheets and the supervisor's evaluation must be returned to your instructor. The supervisor's evaluation should be filled out and discussed with the student prior to its return.

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Arithmetic
Mathematics
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Decision Making
Problem Solving
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Knowing How to Learn
Reasoning

Systems:

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Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

MATH 0302 — Elementary Algebra and Geometry

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Placement by an approved TSI test. (Does not count toward a degree.)

Course Description

Algebraic expressions, linear equations and models, exponents, and polynomials, factoring, algebraic fractions, graphing, systems of linear equations, radicals, points, parallel and perpendicular lines, planes, space angles, triangles, congruent triangles, space figures, volume, surface, area, reasoning skills.

THECB Approval Number32.0104.51.19

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Develop the basic tools of algebra needed for further courses in mathematics;
2. Show that mathematics is useful in many disciplines using applications;
3. Evaluate algebraic expressions;
4. Convert phrases to algebraic expressions;
5. Graph and order real numbers on the number line;
6. Find absolute values and opposites of real numbers;
7. Add, subtract, multiply, and divide real numbers;
8. Use and identify properties of real numbers;
9. Combine algebraic expressions;
10. Solve linear equations;
11. Solve linear inequalities;
12. Use integer exponents;
13. Do arithmetic operations on polynomials;
14. Factor polynomials;
15. Simplify rational expressions;
16. Use the rectangular coordinate system to do simple graphing;
17. Evaluate and estimate square roots and other basic radicals;
18. Identify and calculate the measures of adjacent, vertical, and complementary angles;
19. Investigate properties of parallel and perpendicular lines;
20. Work with congruent and similar triangles; and
21. Solve systems of equations in two variables.

Methods of Evaluation

Category	Percentage
Homework, class work, labs, and quizzes	25%
Major Exams	50%
Final Exam	25%
Total	100%

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Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

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Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

MATH 0303 — Intermediate College Algebra

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Completion of MATH 0302 with a grade of C or better or placement by an approved TSI test. (Does not count toward a degree.)

Course Description

A study of relations and functions, inequalities, algebraic expressions and equations (absolute value, polynomial, radical, rational), with a special emphasis on linear and quadratic expressions and equations. This course is designed for students who have insufficient preparation for college algebra or who have been out of high school several years and need a review of algebraic fundamentals.

THECB Approval Number32.0104.52.19

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Define, represent, and perform operations on real and complex numbers.
2. Recognize, understand, and analyze features of a function.
3. Recognize and use algebraic (field) properties, concepts, procedures (including factoring), and algorithms to combine, transform, and evaluate absolute value, polynomial, radical, and rational expressions.
4. Identify and solve absolute value, polynomial, radical, and rational equations.
5. Identify and solve absolute value and linear inequalities.
6. Model, interpret and justify mathematical ideas and concepts using multiple representations.
7. Connect and use multiple strands of mathematics in situations and problems, as well as in the study of other disciplines.

Methods of Evaluation

Category	Percentage
Homework	25%
Major Exams	50%
Final Exam	25%
Total	100%

Academic Honesty and Integrity

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

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

Class Attendance

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

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instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

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Cell Phones and Other Electronic Devices Procedure:

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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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Perryton: (806) 648-1450

Grievance Policy

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

MATH 1314 — College Algebra

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Completion of MATH 0303 with a grade of C or better or placement by an approved TSI test.

Course Description

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.

THECB Approval Number27.0101.54.19

Statement of Purpose

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Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will solve a given mathematical problem through a verbal and visual description.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will select a mathematical model for a given set of data and present their results to the class.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will select a mathematical model for a given set of data and summarize the results in a written assignment.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will solve a mathematical problem given through a verbal and visual description.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will select the appropriate method for solving a given problem or problems and explain their reasoning behind their choice.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will select a mathematical model for a given set of data and summarize the results in a written assignment.
Quantitative Literacy – to include the ability clearly communicate quantitative arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate)	Students will solve a mathematical problem given through a verbal and visual description.
Quantitative Literacy – to include the ability clearly communicate quantitative arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).	Students will select a mathematical model for a given set of data and present their results to the class.
Quantitative Literacy – to include the ability clearly communicate quantitative arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate)	Students will select a mathematical model for a given set of data and summarize the results in a written assignment.

Learning Outcomes:

Upon successful completion of this course, students will:

1. Demonstrate and apply knowledge of properties of functions, including domain and range, operations, compositions, and inverses.
2. Recognize and apply polynomial, rational, radical, exponential and logarithmic functions and solve related equations.
3. Apply graphing techniques.
4. Evaluate all roots of higher degree polynomial and rational functions.
5. Recognize, solve and apply systems of linear equations using matrices.

Methods of Evaluation

Category	Percentage
Face-to face Classes	
Exams	70%
Daily Work	30%
Total	100%
Category	Percentage
Dual-credit Classes	
Exams	70%
Daily Work	30%
Total	100%

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- Academic suspension
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Class Attendance

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Grievance Policy

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

MATH 1316 — Plane Trigonometry

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

One unit of plane geometry, and two units of high school algebra. Passage of the Math Section of a TSI approved test or completion of MATH 0303 with a grade of C or better.

Course Description

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.

THECB Approval Number27.0101.53.19

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will solve a mathematical problem given through a verbal and visual description.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will select a mathematical model for a given set of data and present their results and reasoning for the solution.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will select a mathematical model for a given set of data and summarize the results in a written assignment.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will solve a mathematical problem given through a verbal and visual description.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will select the appropriate method for solving a given problem or problems and explain their reasoning behind their choice.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will select a mathematical model for a given set of data and summarize the results in a written assignment.
Quantitative Literacy – to include the ability clearly communicate quantitative arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate)	Students will solve a mathematical problem given through a verbal and visual description.
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Quantitative Literacy – to include the ability clearly communicate quantitative arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate)	Students will select a mathematical model for a given set of data and summarize the results in a written assignment.

Learning Outcomes

Upon successful completion of this course, students will:

1. Compute the values of trigonometric functions for key angles in all quadrants of the unit circle measured in both degrees and radians.
2. Graph trigonometric functions and their transformations.
3. Prove trigonometric identities.
4. Solve trigonometric equations.
5. Solve right and oblique triangles.
6. Use the concepts of trigonometry to solve applications.

Methods of Evaluation

Category	Percentage
Face-to-face Classes	
Exams	80%
Daily Work	20%
Total	100%
Category	Percentage
Dual-Credit Classes	
Exams	70%
Daily Work	30%
Total	100%

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Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

MATH 1325 — Calculus for Business & Social Sciences

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Completion of MATH 1324 or MATH 1314 with a grade of C or better.

Course Description

Limits and continuity, derivatives, graphing and optimization, exponential and logarithmic functions, antiderivatives, integration, applications to management, economics, and business.

THECB Approval Number27.0301.53.19

Statement of Purpose

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Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a 1-2 page writing assignment effectively explaining the derivative can be used to find the slope of a tangent line.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a quiz/assignment that involves written and visual communication. Students will exhibit knowledge of the relationships between variables arising in real-world context, translate between real-world situations and sketch graphs of relationships between variables, and interpret the functions in terms of the contexts in which they arise.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and written communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an application project utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on solving mathematical problems. Students will determine the antiderivatives by various methods.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze real-world situations, formulate models, and draw conclusions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an application project. Students will represent relevant information in mathematical forms and use quantitative analysis to draw conclusions and make note of any appropriate assumptions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an assignment/quiz of problems requiring mathematical reasoning.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will analyze real-world situations, formulate models, and draw conclusions.

Learning Outcomes:

Upon successful completion of this course, students will:

1. understand the definition of a derivative
2. be able to differentiate polynomial, and exponential and logarithmic functions
3. be able to differentiate products, quotients, and use the chain rule
4. be able to use differentiation techniques to graph functions
5. implicitly differentiate
6. investigate antiderivatives and integration
7. integrate by substitution
8. integrate by parts and using integration tables
9. investigate multivariable calculus including partial derivatives and finding maxima and minima
10. investigate double integrals

Methods of Evaluation

Category	Percentage
Face-to face Classes	
Exams	75%
Daily Work	25%
Total	100%

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Scans/Or Core Competencies That Will Be Addressed in the Class

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Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

MATH 1332 — Contemporary Mathematics I (for Liberal Art Majors)

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Completion of MATH 0303 with a grade of C or better or placement by an approved TSI test.

Course Description

Topics may include introductory treatment of sets, logic, number systems, number theory, relations, functions, probability, and statistics.

THECB Approval Number27.0101.51.19

Statement of Purpose

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- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one-two page writing assignment effectively explaining the measurement process and the concept of a unit measurement that demonstrates effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete an assignment that involves written and visual communication. Students will exhibit knowledge of the relationships between variables arising in real-world context, translate between real-world situations and sketch graphs of relationships between variables, and interpret the functions in terms of the contexts in which they arise.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and written communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an applied problem, devise a model that graphically displays the information, discuss assumptions made in the creation of the model, and draw conclusion, utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an assignment in which they utilize creative thinking, innovation, inquiry, analysis, and evaluation on solving mathematical problems involving finance.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an assignment in which they analyze real-world situations involving probability, formulate models, and draw conclusions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an application project. Students will represent relevant information in mathematical forms and use quantitative analysis to draw conclusions and make note of any appropriate assumptions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an assignment/quiz on proving statements using mathematical induction.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will analyze real-world situations, formulate models, and draw conclusions.

Learning Outcomes:

Upon successful completion of this course, students will:

1. Apply set notation and diagram sets.
2. Perform set operations.
3. Define and identify composite, prime numbers, and subsets of the real numbers.
4. Perform problems involving arithmetic and geometric sequences.
5. Solve consumer mathematics problems involving the mathematics of finance.
6. Define, identify, and be able to solve problems involving points, lines, planes, angles, triangles, polygons, perimeter, area, circumference, and volume.
7. Solve problems using right triangle trigonometry.
8. Prove statements using mathematical induction.
9. Apply the Fundamental Counting Principle.
10. Compute permutations and combinations.
11. Solve statistical problems involving sampling, frequency distributions, measures of central tendency, measures of dispersion, the normal distribution, and correlation.
12. Construct graphs, scatter plots, and regression lines.

Methods of Evaluation

Category	Percentage
Face-to face Classes	
Exams	70%
Daily Work	30%
Total	100%
Category	Percentage
Dual-credit Classes	
Exams	70%
Daily Work	30%
Total	100%

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

Class Attendance

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Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

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

Cell Phones and Other Electronic Devices Procedure:

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2. Second Offense: the student will be asked to leave the class period for the day and will receive zeroes for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

Grievance Policy

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Important Information

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

MATH 1342 — Elementary Statistical Methods

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Completion of MATH 0303 with a grade of C or better or placement by an approved TSI test.

Course Description

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

THECB Approval Number27.0501.51.19

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one-two page writing assignment effectively explaining the role of probability in statistics.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a quiz/assignment that involves written and visual communication. Students will exhibit knowledge of the relationships between variables arising in real-world context, translate between real-world situations and sketch graphs of relationships between variables, and interpret the functions in terms of the contexts in which they arise.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and written communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an application project utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on solving mathematical problems. Students will solve problems by more than one method if possible and justify the choice of the most efficient method that can be employed.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze real-world situations, formulate models, and draw conclusions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an application project. Students will represent relevant information in mathematical forms and use quantitative analysis to draw conclusions and make note of any appropriate assumptions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an assignment/quiz over problems requiring mathematical reasoning.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and	Students will analyze real-world situations, formulate models, and draw conclusions.

Required Core Objective	Activity Related to Core Objective
everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	

Learning Outcomes

Upon successful completion of this course, students will:

1. Explain the use of data collection and statistics as tools to reach reasonable conclusions.
2. Recognize, examine and interpret the basic principles of describing and presenting data.
3. Compute and interpret empirical and theoretical probabilities using the rules of probabilities and combinatorics.
4. Explain the role of probability in statistics.
5. Examine, analyze and compare various sampling distributions for both discrete and continuous random variables.
6. Describe and compute confidence intervals.
7. Solve linear regression and correlation problems.

Perform hypothesis testing using statistical methods.

Methods of Evaluation

Category	Percentage
Face-to-face Classes	
Exams	70%
Lab	25%
Attendance	5%
Total	100%
Category	Percentage
Dual-Credit Classes	
Exams	70%
Lab	30%
Total	100%

Academic Honesty and Integrity

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- A grade of 0 for the test or assignment
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- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."

Class Attendance

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Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

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

Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

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Grievance Policy

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Important Information

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology

Systems:

Understands Systems
Monitors & Corrects Performance

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

MATH 1351
Advanced Mathematics II for Elementary Education Teachers
Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

MATH 1314 or a higher-level math course and MATH 1350 with grades of C or better.

Course Description

Concepts of geometry, probability, and statistics, as well as applications of the algebraic properties of real numbers to concepts of measurement with an emphasis on problem solving and critical thinking. This course is designed specifically for students who seek middle grade (4 through 8) teacher certification.

THECB Approval Number27.0101.57.19

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one-two page writing assignment effectively explaining how to calculate the measures of central tendency and variability for a given set of data and provide analysis of the measurements.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a quiz/assignment that involves written and visual communication. Students will exhibit knowledge of the relationships between variables arising in real-world context, translate between real-world situations and sketch graphs of relationships between variables, and interpret the functions in terms of the contexts in which they arise.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and written communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an application project utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on solving mathematical problems involving permutations and combinations.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze real-world situations involving probability, formulate models, and draw conclusions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an application project. Students will represent relevant information in mathematical forms and use quantitative analysis to draw conclusions and make note of any appropriate assumptions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an assignment/quiz of problems requiring mathematical reasoning.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will analyze real-world situations, formulate models, and draw conclusions.

Learning Outcomes:

Upon successful completion of this course, students will:

1. Recognize the NCTM standards and the TEKS.
2. Recognize the connection between fractions, rational numbers, decimals and percents.
3. Define and use ratios and proportions.
4. Recognize algebraic reasoning and representation.
5. Draw and interpret a variety of graphical representations of data.
6. Calculate and interpret the measures of central tendency and variability for a set of data.
7. Calculate empirical probabilities, permutations and combinations.
8. Define the basic figures of geometry along with their properties.
9. Explain the measurement process and the concept of a unit measurement.
10. Calculate the perimeter, area, surface area, and volume for a variety of figures.
11. Prove the congruence or similarity of a given pair of triangles.

Methods of Evaluation

Category	Percentage
Homework	25%
Exams	50%
Final Exam	25%
Total	100%
Grade Scale	
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

Exams:

There are exams that will be given. Makeup exams will be given at the discretion of the instructor. Please contact your instructor before the exam to arrange a makeup exam. Please keep in mind that makeup exams are relatively more difficult than regular exams.

Positively no exam grades will be dropped.

Note: Cheating on tests or quizzes will result in an automatic 0 on the test.

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

Additional/Supplemental References

1. The ARC has software and videos that correlate to each section in the assigned textbook.
2. Student tutors are available for students in the ARC.
3. The mathematics section in the library has many related books.
4. The following list of websites may be helpful:

<http://euler.slu.edu/Dept/SuccessinMath.html>

<http://www.mathpower.com/>

<http://www.mathpowercom/tips/htm>

<http://www.purplemath.com/stdysrvy.htm>

<http://webster.commnet.edu/mathcenter/handouts/module.htm>

<http://www.wvu.edu/depts/tutorialcenter/math.htm>

<http://www.wtamu.edu/academic/anns/mps/math/mathlab/>

MATH 2312 — Pre-Calculus Math

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Passage of Math Section of a TSI approved test, two years of high-school algebra, one year of high-school geometry, and one semester of high-school trigonometry.

Course Description

In-depth combined study of algebra, trigonometry, and other topics for calculus readiness. Applications of algebra and trigonometry to the study of elementary functions and their graphs including polynomial, rational, exponential, logarithmic and trigonometric functions. May include topics from analytical geometry.

THECB Approval Number27.0101.58.19

Statement of Purpose

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Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will solve a mathematical problem given through a verbal and visual description.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will select a mathematical model for a given set of data and present their results to the class.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will select a mathematical model for a given set of data and summarize the results in a written assignment.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will solve a mathematical problem given through a verbal and visual description.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will select the appropriate method for solving a given problem or problems and explain their reasoning behind their choice.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will select a mathematical model for a given set of data and summarize the results in a written assignment.
Quantitative Literacy – to include the ability clearly communicate quantitative arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate)	Students will solve a mathematical problem given through a verbal and visual description.
Quantitative Literacy – to include the ability clearly communicate quantitative arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).	Students will select a mathematical model for a given set of data and present their results to the class.
Quantitative Literacy – to include the ability clearly communicate quantitative arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate)	Students will select a mathematical model for a given set of data and summarize the results in a written assignment.

Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate and apply knowledge of properties of functions.
2. Recognize and apply algebraic and transcendental functions and solve related equations.
3. Apply graphing techniques to algebraic and transcendental functions.
4. Compute the values of trigonometric functions for key angles in all quadrants of the unit circle measured in both degrees and radians.
5. Prove trigonometric identities.
6. Solve right and oblique triangles.

In addition, this course will meet the specific learning outcomes that follow:

1. Construct graphs of trigonometric functions using polar coordinates.
2. Graph functions, including rational functions and relations.
3. Apply operations on complex numbers.
4. Solve exponential and logarithmic equations and graph exponential and logarithmic functions.
5. Graph a system of parametric equations.
6. Describe vectors in component form and in terms of length and direction.
And demonstrate various calculations with vectors such as addition, subtraction, multiplication of scalar, dot product and cross product.
7. Construct models and solve applied problems using vectors.
8. Sketch the graphs of various conics and create using different conic graphs.
9. Evaluate arithmetic and geometric sequences.

Methods of Evaluation

Category	Percentage
Face-to-face Classes	
Exams	75%
Daily Work	25%
Total	100%
Category	Percentage
Dual-Credit Classes	
Assignments	10%
Exams	30%
Quizzes	60%
Total	100%

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Class Attendance

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

Cell Phones and Other Electronic Devices Procedure:

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

MATH 2413 — Calculus I

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

Completion of MATH 1316 with a grade of C or better or co-requisite of MATH 1316.

Course Description

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.

THECB Approval Number27.0101.59.19

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one-two page writing assignment effectively explaining why the derivative can be used to find the slope of a tangent line.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a quiz/assignment that involves written and visual communication. Students will exhibit knowledge of the relationships between variables arising in real-world context, translate between real-world situations and sketch graphs of relationships between variables, and interpret the functions in terms of the contexts in which they arise.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a quiz/assignment that involves written and visual communication by clearly showing the reasoning behind the solutions to 2-3 problems.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an application project utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on solving mathematical problems. Students will determine the antiderivatives by various methods.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze real-world situations, formulate models, and draw conclusions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an application project. Students will represent relevant information in mathematical forms and use quantitative analysis to draw conclusions and make note of any appropriate assumptions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an assignment/quiz of problems requiring mathematical reasoning.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will analyze real-world situations, formulate models, and draw conclusions.

Learning Outcomes

Upon successful completion of this course, students will:

1. Develop solutions for tangent and area problems using the concepts of limits, derivatives, and integrals.
2. Draw graphs of algebraic and transcendental functions considering limits, continuity, and differentiability at a point.
3. Determine whether a function is continuous and/or differentiable at a point using limits.
4. Use differentiation rules to differentiate algebraic and transcendental functions.
5. Identify appropriate calculus concepts and techniques to provide mathematical models of real-world situations and determine solutions to applied problems.
6. Evaluate definite integrals using the Fundamental Theorem of Calculus.
7. Articulate the relationship between derivatives and integrals using the Fundamental Theorem of Calculus.

Methods of Evaluation

Category	Percentage
Face-to-face Classes	
Exams	70%
Lab	25%
Attendance	5%
Total	100%
Category	Percentage
Dual-Credit Classes	
Exams	75%
Lab	25%
Total	100%

Academic Honesty and Integrity

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

Class Attendance

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

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

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

Cell Phones and Other Electronic Devices Procedure:

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2. Second Offense: the student will be asked to leave the class period for the day and will receive zeroes for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

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Grievance Policy

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Important Information

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

MATH 2414 — Calculus II

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

Completion of MATH 2413 with a grade of C or better.

Course Description

Differentiation and integration of transcendental functions; parametric equations and polar coordinates; techniques of integration; sequences and series; improper integrals.

THECB Approval Number27.0101.60.19

Statement of Purpose

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Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one-two page writing assignment effectively explaining the derivation of a chosen integration formula and how to apply the formula to a specific integral to be evaluated.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a quiz/assignment that involves written and visual communication. Students will exhibit knowledge of the relationships between variables arising in real-world context, translate between real-world situations and sketch graphs of relationships between variables, and interpret the functions in terms of the contexts in which they arise.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and written communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an application project utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on solving mathematical problems. Students will find the volume of solids generated by revolving regions bounded by given lines and curves.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze real-world situations, formulate models, and draw conclusions.
Empirical and Quantitative Skills- to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an application project. Students will represent relevant information in mathematical forms and use quantitative analysis to draw conclusions and make note of any appropriate assumptions.
Empirical and Quantitative Skills- to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an assignment/quiz of 5 problems requiring mathematical reasoning.
Empirical and Quantitative Skills- to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will analyze real-world situations, formulate models, and draw conclusions.

Learning Outcomes

Upon successful completion of this course, students will:

1. Use the concepts of definite integrals to solve problems involving area, volume, work, and other physical applications.
2. Use substitution, integration by parts, trigonometric substitution, partial fractions, and tables of anti-derivatives to evaluate definite and indefinite integrals.
3. Define an improper integral.
4. Apply the concepts of limits, convergence, and divergence to evaluate some classes of improper integrals.
5. Determine convergence or divergence of sequences and series.
6. Use Taylor and MacLaurin series to represent functions.
7. Use Taylor or MacLaurin series to integrate functions not integrable by conventional methods.
8. Use the concept of polar coordinates to find areas, lengths of curves, and representations of conic sections.

Methods of Evaluation

Category	Percentage
Face-to-face Classes	
Exams	75%
Lab	25%
Total	100%
Category	Percentage
Dual-Credit Classes	
Exams	75%
Lab	25%
Total	100%

Academic Honesty and Integrity

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- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."

Class Attendance

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

EDUC 1301 — Introduction to the Teaching Profession

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Passage of or exemption from the Reading Section of a TSI approved test or completion of INRW 0322 with a grade of C or better.

Course Description

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

THECB Approval Number13.0101.51.09

Learning Outcomes

The purpose of this course is to provide students with a) information about the teaching profession and b) opportunities to observe professional teachers in their teaching environments.

Upon successful completion of this course, students will:

1. Identify current issues influencing the field of education and teacher professional development.
2. Analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.
3. Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers.
4. Evaluate personal motivations, educational philosophies, and factors related to educational career decision making.
5. Recognize the various multiple intelligences/learning styles in order to be able to implement instructional practices that meet the needs of all students.

Methods of Evaluation

Category	Percentage
On-line assignments	25%
Observation Time (16 hours) and Journal	25%
Assessments (3 Projects)	25%
Class Attendance/Participation/Assignments	25%
Total	100%

Grade % A-90-100, B-80-89, C-70-79, D-60-69, F-<60

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Class Attendance

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Grievance Policy

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Allocates Material & Facility Resources

Interpersonal:

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Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

BIOL 1322 — Nutrition and Diet Therapy I

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

Study of the chemical, physical, and sensory properties of food; nutritional quality; and food use and diet applications. Topics emphasized are the basic principles of nutrition in health and disease. The modern concept of an adequate diet as it pertains to the nutritional needs of the individual.

THECB Approval Number19.0501.51.09

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Life and Physical Sciences Courses

Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Master vocabulary and concepts for nutrition as shown by proper usage in writing assignments and oral discussions/presentations, as well as correctly answer test items,
2. Identify parts of a nutritional assessment; evaluate nutritional status in examples (clinical cases, diet analyses, chart, testing),
3. Delineate differing nutritional needs of different groups of people (testing, diet analyses),
4. Demonstrate an understanding of general human anatomy and physiology as it relates to ingestion, digestion, absorption, transportation & utilization of nutrients (quizzes, tests), and
5. Discuss personal significance of a healthy diet (diet analyses, tests, discussions).

Methods of Evaluation

1. 40% of final grade is averaged daily grades. Test average is worth 35% & Diet Analyses Labs average is worth 25% of final grade.
2. Makeup test format is instructor determined. Grade earned is posted as is; no adjustment to class average.
3. Daily grades from homework, in-class assignments, attendance & participation.
4. Laboratory grade based on case study based exercises. Exercises assigned are chosen to support classroom material. A Diet Analysis Project will include a presentation, and meet grading requirements which could include: references (works-cited pg.), presentation and sources uploaded, writing & presentation criteria; also required: active listening & participation during others' presentations.
5. A "test only" based grade available upon request after consultation with instructor during the 1st week. Final lab assignment (project) is still required & valued at 25% of the grade while tests count 75%. Recommended only for course repeats.
6. **Grading scale:** A = 100 -90; B=89-80; C=79-70; D=69-60; F=59 and below.

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

Class Attendance

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

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

Cell Phones and Other Electronic Devices Procedure:

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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

Grievance Policy

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Important Information

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Scans/Or Core Competencies That Will Be Addressed in the Class**Resources:**

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PFPB 1443 — Pipefitting Fabrication and Blueprint Reading

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

None

Course Description

Continuation of pipe fabrication, rigging, pipe hangers and supports, blueprint reading, standards and specifications, and trade math.

THECB Approval Number46.0502.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Fabricate socket weld pipe.
2. Fabricate butt weld pipe.
3. Classroom knowledge of hangers and supports.
4. Sketch Isometric views of piping assemblies.
5. Interpret piping standards and specifications.
6. Use measuring devices common to the trade of pipefitting.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F
Attendance Percentage	Grade
90 – 100	100
80 – 90	90
70 – 80	80
60 – 70	70
0 – 60	50

Academic Honesty and Integrity

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

Class Attendance*

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

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

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

Welding Program Attendance Requirements*

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the "Attendance Probation List" for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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Perryton: (806) 648-1450

Grievance Policy

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Important Information

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PFPB 2408 — Piping Standards and Materials

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

None

Course Description

Identification, description, and application of piping standards and specifications. Includes identification and use of various metallic and non-metallic piping materials, identification and installation of valves, and material take-offs.

THECB Approval Number46.0502.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identification, description, and application of piping standards and specifications.
2. Includes identification and use of various metallic and non-metallic materials.
3. Identification of valves and material take-offs..

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F
Attendance Percentage	Grade
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80 – 90	90
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- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."

Class Attendance*

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Welding Program Attendance Requirements*

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the "Attendance Probation List" for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

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Perryton: (806) 648-1450

Grievance Policy

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PHED 1125 — Freshman Body Conditioning II

Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

N/A

Course Description

Instruction and participation in physical and/or recreational activities. The physical education activity courses are designed to give the students multiple choices that suit their physical goals in health and wellness or recreational preferences. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number36.0108.51.23

Learning Outcomes

Upon successful completion of this course, students will:

1. Develop an overall improved cardiovascular fitness level that will reduce body fat levels;
2. Develop an overall improved cardiovascular fitness level that will increase lean body mass;
3. Develop an overall fitness level that will lower the resting heart rate;
4. Develop an overall fitness level that will improve the circulatory system;
5. Develop an overall fitness level that will enhance the daily lifestyle; and
6. Develop an overall fitness level that will promote wellness and health.

Methods of Evaluation

Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to document.

Category	Percentage
Midterm Exam	10%
Final Exam	10%
Journal Log	80%
Total	100%

Academic Honesty and Integrity

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without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

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- A semester grade of F for the course
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- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."

Class Attendance

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Perryton: (806) 648-1450

Grievance Policy

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

PHED 1135 – Rodeo Events II

Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

N/A

Course Description

A course dealing with the participation in varsity rodeo sports through regularly scheduled practices and NIRA rodeos.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number36.0108.51.23

Learning Outcomes

Upon successful completion of this course, students will:

1. Be prepared to compete in rodeo events at the college level.
2. Improve their strength and flexibility through weight lifting and aerobic activity.
3. Acquire knowledge about common injuries associated with the sport of rodeo.
4. Acquire knowledge of methods to prevent injuries.
5. Exhibit through practice safety procedures involved with rodeo animals and events.

Methods of Evaluation

Category	Percentage
Assignments	40%
Exams	60%
Total	100%

Academic Honesty and Integrity

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

Class Attendance

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Grievance Policy

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PHED 1145 — Freshman Varsity Athletics II

Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

N/A

Course Description

Instruction and participation in varsity athletic activities. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number36.0108.51.23

Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate an overall knowledge of the selected varsity athletic event in both physical actions and mental comprehension;
2. Develop new skills and techniques; and
3. Understand the importance of teamwork.

Methods of Evaluation

Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to learn new skills and techniques and demonstrating overall knowledge of the varsity athletic event in their physical actions and mental comprehension.

Category	Percentage
Midterm Exam	10%
Final Exam	10%
Participation	80%
Total	100%

Academic Honesty and Integrity

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Class Attendance

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

PHED 1147 — Freshman Cheerleading II

Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

N/A

Course Description

Instruction and participation in varsity athletic activities. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number36.0108.51.23

Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate an overall knowledge of the selected varsity athletic event in both physical actions and mental comprehension;
2. Develop new skills and techniques; and
3. Understand the importance of teamwork.

Methods of Evaluation

Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to learn new skills and techniques and demonstrating overall knowledge of the varsity athletic event in their physical actions and mental comprehension.

Category	Percentage
Midterm Exam	10%
Final Exam	10%
Participation	80%
Total	100%

Academic Honesty and Integrity

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- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."

Class Attendance

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Perryton: (806) 648-1450

Grievance Policy

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

PHED 1322 — Coaching/Sports/Athletics II

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

Study of coaching theories and philosophies as applied to competitive sports. Includes coaching techniques.

THECB Approval Number31.0505.51.23

Learning Outcomes

Upon successful completion of this course, students will:

1. Develop an offensive, defensive and conditioning philosophy of coaching.
2. Exhibit proficiency in planning practice sessions.
3. Demonstrate expertise in the analyzation of all defensive position play.
4. Develop expertise in teaching/coaching strategies in specific offensive and defensive situations.
5. Develop skill in identifying common errors of performance in individual offensive and defensive skills.
6. Demonstrate knowledge of rules and officiating responsibilities.

Methods of Evaluation

Category	Percentage
Assignments	40%
Exams	60%
Total	100%

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- Academic suspension
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Class Attendance

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PHED 1338 — Concepts of Physical Fitness

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

Concepts and use of selected physiological variables of fitness, individual testing and consultation, and the organization of sports and fitness programs.

THECB Approval Number31.0501.51.23

Learning Outcomes

Upon successful completion of this course, students will:

1. Develop the knowledge of how to improve cardiovascular fitness level that will reduce body fat levels;
2. Develop the knowledge of how to improve cardiovascular fitness level that will increase lean body mass;
3. Develop the knowledge of how to lower the resting heart rate;
4. Develop the knowledge of how to improve the circulatory system;
5. Develop the knowledge of how to enhance the daily lifestyle; and
6. Develop the knowledge of how to improve promote wellness and health.

Methods of Evaluation

Category	Percentage
Participation	50%
Midterm Exam	20%
Final Exam	20%
Exercise Plan	10%
Total	100%

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

PHED 2135 – Rodeo Events IV

Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

N/A

Course Description

A course dealing with the participation in varsity rodeo sports through regularly scheduled practices and NIRA rodeos.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number36.0108.51.23

Learning Outcomes

Upon successful completion of this course, students will:

1. Be prepared to compete in rodeo events at the college level.
2. Improve their strength and flexibility through weight lifting and aerobic activity.
3. Acquire knowledge about common injuries associated with the sport of rodeo.
4. Acquire knowledge of methods to prevent injuries.
5. Exhibit through practice safety procedures involved with rodeo animals and events.

Methods of Evaluation

Category	Percentage
Assignments	90%
Exams	10%
Total	100%

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Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

PHED 2145 — Sophomore Varsity Athletics IV

Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

N/A

Course Description

Instruction and participation in varsity athletic activities. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number36.0108.51.23

Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate an overall knowledge of the selected varsity athletic event in both physical actions and mental comprehension;
2. Develop new skills and techniques; and
3. Understand the importance of teamwork.

Methods of Evaluation

Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to learn new skills and techniques and demonstrating overall knowledge of the varsity athletic event in their physical actions and mental comprehension.

Category	Percentage
Midterm Exam	10%
Final Exam	10%
Participation	80%
Total	100%

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Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Systems:

Understands Systems

Monitors & Corrects Performance

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Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

PHED 2147 — Sophomore Cheerleading IV

Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

N/A

Course Description

Instruction and participation in varsity athletic activities. Students are cautioned that some universities will not accept more than two courses in the same activity.

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THECB Approval Number36.0108.51.23

Learning Outcomes

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1. Demonstrate an overall knowledge of the selected varsity athletic event in both physical actions and mental comprehension;
2. Develop new skills and techniques; and
3. Understand the importance of teamwork.

Methods of Evaluation

Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to learn new skills and techniques and demonstrating overall knowledge of the varsity athletic event in their physical actions and mental comprehension.

Category	Percentage
Midterm Exam	10%
Final Exam	10%
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Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

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Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

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Knowing How to Learn

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Technology:

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Maintains & Troubleshoots Technology

Systems:

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Monitors & Corrects Performance

Improves & Designs Systems

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

PHYS 1402 — College Physics II

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

Completion of PHYS 1401 or its equivalent with a grade of C or better.

Course Description

A continuation of PHYS 1401. Fundamental principles of physics, using algebra and trigonometry; the principles and applications of electricity and magnetism, including circuits, electrostatics, electromagnetism, waves, sound, light, optics, and modern physics topics; with emphasis on problem solving. Laboratory activities will reinforce fundamental principles of physics, using algebra and trigonometry; the principles and applications of electricity and magnetism, including circuits, electrostatics, electromagnetism, waves, sound, light, optics, and modern physics topics; with emphasis on problem solving.

THECB Approval Number40.0801.53.03

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Life and Physical Sciences Courses

Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will read a curriculum related article supplied by the instructor and write an article review, including a summary and a critique that demonstrates effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will demonstrate understanding of their article by writing a short summary as a question on a test.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Using a method that will keep the student's identity secure, such as Socrative, they will be asked to evaluate the assignment with a few brief questions.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will read a curriculum related article supplied by the instructor and write an article review, including a summary and a critique. Students will demonstrate critical thinking by showing they understand the main points of the article, and by critiquing the article.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will demonstrate critical thinking by identifying the places they demonstrated critical thinking in their article. They will do so by answering a bonus question on a test.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Using a method that will keep the student's identity secure, such as Socrative, they will be asked to evaluate the assignment with a few brief questions.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Lab Demonstration: Each student will participate in a lab demonstration that includes the purpose of the lab, apparatus, data, calculations and conclusion.
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Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will participate in a lab demonstration that includes the purpose of the lab, apparatus, data, calculations and conclusion.
Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will demonstrate understanding of their lab demonstration by answering a question on a test.
Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Using a method that will keep the student's identity secure, such as Socrative, they will be asked to evaluate the assignment with a few brief questions.

Learning Outcomes:

Upon successful completion of this course, students will:

1. Solve problems involving the inter-relationship of fundamental charged particles, and electrical forces, fields, and currents.
2. Apply Kirchhoff's Rules to analysis of circuits with potential sources, capacitance, inductance, and resistance, including parallel and series capacitance and resistance.
3. Solve problems in the electrostatic interaction of point charges through the application of Coulomb's Law.
4. Solve problems involving the effects of magnetic fields on moving charges or currents, and the relationship of magnetic fields to the currents which produce them.
5. Use Faraday's and Lenz's laws to determine electromotive forces and solve problems involving electromagnetic induction.
6. Articulate the principles of reflection, refraction, diffraction, interference, and superposition of waves.
7. Describe the characteristics of light and the electromagnetic spectrum.

Upon successful completion of the lab, students will:

1. Develop techniques to set up and perform experiments, collect data from those experiments, and formulate conclusions from an experiment.
2. Demonstrate the collections, analysis, and reporting of data using the scientific method.
3. Record experimental work completely and accurately in laboratory notebooks, and communicate experimental results clearly in written reports.
4. Solve problems involving the inter-relationship of fundamental charged particles, and electrical forces, fields, and currents.
5. Apply Kirchhoff's Rules to analysis of circuits with potential sources, capacitance, inductance, and resistance, including parallel and series capacitance and resistance.
6. Solve problems in the electrostatic interaction of point charges through the application of Coulomb's Law.
7. Solve problems involving the effects of magnetic fields on moving charges or currents, and the relationship of magnetic fields to the currents which produce them.
8. Use Faraday's and Lenz's laws to determine electromotive forces and solve problems involving electromagnetic induction.
9. Solve problems applying the principles of reflection, refraction, diffraction, interference, and superposition of waves.
10. Solve practical problems involving optics, lenses, mirrors, and optical instruments.

Methods of Evaluation

Students' successful completion of required assignments as well as participation in classroom learning activities will be the basis for assessing progress toward course objectives.

Category	Percentage
Homework assignments	10%
Laboratory Grade	30%
Exams	50%
Semester Exam	10%
Total	100%

The majority of your evaluation comes through traditional methods; however, participation in laboratory exercises and class discussion will also contribute to your grade.

Academic Honesty and Integrity

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

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

Class Attendance

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

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course

missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

Cell Phones and Other Electronic Devices Procedure:

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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

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Perryton: (806) 648-1450

Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalog. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

Important Information

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PHYS 1403 — Stars and Galaxies

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

N/A

Course Description

Study of stars, galaxies, and the universe outside our solar system. Includes a laboratory.

THECB Approval Number40.0201.51.03

Statement of Purpose

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Core Objectives Required for Life and Physical Sciences Courses

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Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will read a curriculum related article supplied by the instructor and write an article review, including a summary and a critique.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will demonstrate understanding of their article by writing a short summary as a question on a test.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Using a method that will keep the student's identity secure, such as Socrative, they will be asked to evaluate the assignment with a few brief questions.
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Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will participate in a lab demonstration that includes the purpose of the lab, apparatus, data, calculations and conclusion.
Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will demonstrate understanding of their lab demonstration by answering a question on a test.
Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Using a method that will keep the student's identity secure, such as Socrative, they will be asked to evaluate the assignment with a few brief questions.

Learning Outcomes:

Upon successful completion of this course, students will:

1. Model physical phenomena with mathematical systems.
2. Interpret and communicate technical information.
3. Work with other students in a team investigation.
4. Understand some logical or scientific systems.
5. Visualize and Diagram physical processes.

Methods of Evaluation

Students' successful completion of required assignments as well as participation in classroom learning activities will be the basis for assessing progress toward course objectives.

Category	Percentage
Homework assignments	10%
Laboratory Grade	30%
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Semester Exam	10%
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Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PHYS 1417 — Physical Science II

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

N/A

Course Description

Course, designed for non-science majors, that surveys topics from physics, chemistry, geology, astronomy, and meteorology. This course provides a broad background of fundamentals of chemistry and physics with an emphasis in chemistry including structures and systems, energy transformations, changes over time, interactions and scientific world view. Must be taken with a laboratory section.

THECB Approval Number40.0101.51.03

Statement of Purpose

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Core Objectives Required for Life and Physical Sciences Courses

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Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will read a curriculum related article supplied by the instructor and write an article review, including a summary and a critique in which they demonstrate effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will demonstrate understanding of their article by writing a short summary as a question on a test.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Using a method that will keep the student's identity secure, such as Socrative, they will be asked to evaluate the assignment with a few brief questions.
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Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Lab Demonstration: Each student will participate in a lab demonstration that includes the purpose of the lab, apparatus, data, calculations and conclusions.
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Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will participate in a lab demonstration that includes the purpose of the lab, apparatus, data, calculations and conclusion.
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Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Using a method that will keep the student's identity secure, such as Socrative, they will be asked to evaluate the assignment with a few brief questions.

Learning Outcomes:

Upon successful completion of this course, students will:

1. Model physical phenomena with mathematical systems.
2. Interpret and communicate technical information.
3. Work with other students in a team investigation.
4. Understand some logical or scientific systems.
5. Visualize and Diagram physical processes.

Methods of Evaluation

Students' successful completion of required assignments as well as participation in classroom learning activities will be the basis for assessing progress toward course objectives.

Category	Percentage
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Allocates Material & Facility Resources

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Participates as a Member of a Team
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Selects Technology
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Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PHYS 2426 — University Physics II

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

Completion of PHYS 2425 with a grade of C or better.

Course Description

Principles of physics for science, computer science, mathematics, and engineering majors, using calculus, involving the principles of electricity and magnetism, including circuits, electromagnetism, waves, sound, light, and optics. Must be taken with a laboratory section which includes basic laboratory experiments, experimental design, data collection and analysis, and preparation of laboratory reports.

THECB Approval Number40.0101.57.03

Statement of Purpose

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Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

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- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
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Required Core Objective	Activity Related to Core Objective
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Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will demonstrate understanding of their article by writing a short summary as a question on a test.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Using a method that will keep the student's identity secure, such as Socratic, they will be asked to evaluate the assignment with a few brief questions.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will read a curriculum related article supplied by the instructor and write an article review, including a summary and a critique. Students will demonstrate critical thinking by showing they understand the main points of the article, and by critiquing the article.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will demonstrate critical thinking by identifying the places they demonstrated critical thinking in their article. They will do so by answering a question on a test.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Using a method that will keep the student's identity secure, such as Socratic, they will be asked to evaluate the assignment with a few brief questions.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Lab Demonstration: Each student will participate in a lab demonstration that includes the purpose of the lab, apparatus, data, calculations and conclusion.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Lab Demonstration: Students will demonstrate understanding of their lab demonstration by answering a question on a test.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Lab Demonstration: Using a method that will keep the student's identity secure, such as Socratic, they will be asked to evaluate the assignment with a few brief questions.
Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will participate in a lab demonstration that includes the purpose of the lab, apparatus, data, calculations and conclusion.
Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will demonstrate understanding of their lab demonstration by answering a question on a test.
Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Using a method that will keep the student's identity secure, such as Socratic, they will be asked to evaluate the assignment with a few brief questions.

Learning Outcomes:

Upon successful completion of this course, students will:

1. Articulate the fundamental concepts of electricity and electromagnetism, including electrostatic potential energy, electrostatic potential, potential difference, magnetic field, induction, and Maxwell's Laws.
2. State the general nature of electrical forces and electrical charges, and their relationship to electrical current.
3. Solve problems involving the inter-relationship of electrical charges, electrical forces, and electrical fields.
4. Apply Kirchhoff's Laws to analysis of circuits with potential sources, capacitance, and resistance, including parallel and series capacitance and resistance.
5. Calculate the force on a charged particle between the plates of a parallel-plate capacitor.
6. Apply Ohm's law to the solution of problems.
7. Describe the effects of static charge on nearby materials in terms of Coulomb's Law.
8. Use Faraday's and Lenz's laws to find the electromotive forces.
9. Describe the components of a wave and relate those components to mechanical vibrations, sound, and decibel level.
10. Articulate the principles of reflection, refraction, diffraction, interference and superposition of waves.
11. Solve real-world problems involving optics, lenses, and mirrors.

And;

1. Prepare laboratory reports that clearly communicate experimental information in a logical and scientific manner.
2. Conduct basic laboratory experiments involving electricity and magnetism.
3. Relate physical observations and measurements involving electricity and magnetism to theoretical principles.
4. Evaluate the accuracy of physical measurements and the potential sources of error in the measurements.
5. Design fundamental experiments involving principles of electricity and magnetism.
6. Identify appropriate sources of information for conducting laboratory experiments involving electricity and magnetism.

Methods of Evaluation

Students' successful completion of required assignments as well as participation in classroom learning activities will be the basis for assessing progress toward course objectives.

Category	Percentage
Homework assignments	10%
Laboratory Grade	30%
Exams	50%
Semester Exam	10%
Total	100%

The majority of your evaluation comes through traditional methods; however, participation in laboratory exercises and class discussion will also contribute to your grade.

Academic Honesty and Integrity

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

Class Attendance

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

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course

missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

Cell Phones and Other Electronic Devices Procedure:

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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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Perryton: (806) 648-1450

Grievance Policy

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Important Information

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PSYC 2301 — General Psychology

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Passage of or exemption from the Reading Section of a TSI approved test or completion of INRW 0322 with a grade of C or better.

Course Description

General psychology is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes. (Preparatory to all other courses in psychology.)

THECB Approval Number42.0101.51.25

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Social and Behavioral Sciences Courses

Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.

Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one page writing assignment using development, interpretation, and expression of ideas to differentiate between psychological research methods.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete an assignment/presentation that demonstrates appropriate use of written diagnostic criteria for the classification of psychological disorders.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a one page essay utilizing creative thinking, inquiry, analysis, and evaluation skills to differentiate between psychological research methods.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on an original research assignment/presentation of the student's choice of DSM-V classified psychological disorder.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze, evaluate and synthesize data to determine either healthy or maladaptive psychological functioning from clinical case studies.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will complete a written assignment that demonstrates their ability to analyze numerical data and/or observable facts in order to reach informed conclusions.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will complete an assignment demonstrating the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to show the direction and degree of correlation between those variables and classroom success.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete a one page writing assignment answering a question that relates to social and civic responsibility in the diagnosis and treatment of the mentally ill.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment/quiz that examines social policy concerning the diagnosis and treatment of mental illness in America.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment/quiz that examines foundational principles and civic responsibility concerning normal and abnormal human development and the social costs of inadequate or ineffective parenting.

Learning Outcomes

Upon successful completion of this course, students will:

1. Identify various research methods and their characteristics used in the scientific study of psychology. (see #2 below)
2. Describe the historical influences and early schools of thought that shaped the field of psychology. (see #1, 3, 4, 6, 10, 12, 14, 16, 20, and 21 below)
3. Describe some of the prominent perspectives and approaches used in the study of psychology. (see #1, 3, 4, 6, 10, 12, 14, 16, 20, and 21 below)
4. Use terminology unique to the study of psychology. (satisfied by all L.O below)
5. Describe accepted approaches and standards in psychological assessment and evaluation. (see #17, 18, 19, and 20 below)
6. Identify factors in physiological and psychological processes involved in human behavior. (see #3, 4, 5, 6, 7, 10, 11, 13, 17, and 18 below)

In addition, students will:

1. Define psychology and understand its study as a branch of empiricism.
2. Examine the components of the scientific method and their application to varied research strategies.
3. Contrast the current theoretical perspectives concerning the central nervous system's relationship to human behavior and cognition.
4. Evaluate the effects of early environmental and social interactions upon subsequent human behavior.
5. Identify and classify the physiological structures of human sensory perception.
6. Compare the current theories concerning human perception.
7. Identify the states of consciousness and classify their analogous behaviors.
8. Define and demonstrate operant conditioning and learning.
9. Name and define the different types of memory.
10. Differentiate between the current theoretical perspectives concerning memory, recall, and forgetting.
11. Define and differentiate between cognition, intelligence and creativity.
12. Evaluate the current philosophical debate concerning the existence of intuition.
13. List and classify the physiological structures of the human body involved in motivation and emotion.
14. Name and appraise the past and present theories of emotion.
15. List and examine components of personality as defined by psychologists.
16. Define and evaluate the ideas that comprise psychoanalytic theory.
17. Differentiate between mental health and mental illness, and explain the role of life stressors in the development of mental illness.
18. Write core features of disordered behavior.
19. Use the classification system of mental disorders.
20. Classify and contrast the various theories of therapy for mental disorders, including, but not limited to psychoanalysis, humanistic therapies, behaviorist therapies, cognitive therapies, group therapies, and medical/pharmacological therapies.
21. Distinguish between individual psychology and social psychology and apply the tenets of social psychology to group behavior.

Methods of Evaluation

Students' successful completion of required projects and examinations as well as participation in classroom learning activities are the basis for assessing progress toward course objectives.

Category	Percentage
"Daily Grade" - Reading quizzes, attendance, and web-based exercises	20%
Learning Portfolio Project	30%
Three Periodic Examinations	30%
Final Examination	20%
Total	100%

Academic Honesty and Integrity

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- A grade of 0 for the test or assignment
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- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."

Class Attendance

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PSYC 2314 — Lifespan Growth & Development (Child)

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Completion of PSYC 2301 or its equivalent with a grade of C or better.

Course Description

Life-Span Growth and Developmental is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death. (Special emphasis on childhood.)

THECB Approval Number42.2703.51.25

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Social and Behavioral Sciences Courses

Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.

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- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Learning Outcomes

Upon successful completion of this course, students will:

1. Describe the stages of the developing person at different periods of the life span from birth to death.
2. Discuss the social, political, economic, and cultural forces that affect the development process of the individual.
3. Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting.
4. Explain the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.
5. Describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic and psychodynamic).
6. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.
7. Discuss the various causes or reasons for disturbances in the developmental process.

Methods of Evaluation

Students' successful completion of required projects and examinations as well as participation in classroom learning activities is the basis for assessing progress toward course objectives.

Category	Percentage
Daily participation-average (including attendance, reading quizzes, and daily assignments)	20%
Critical Review of Child Care/Parenting Book	30%
Three Periodic Examinations (other than the Final)	30%
Final Examination (comprehensive)	20%
Total	100%

Academic Honesty and Integrity

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

Class Attendance

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

as established by the instructor.

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

Cell Phones and Other Electronic Devices Procedure:

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Grievance Policy

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PTAC 1308 — Safety, Health & Environment I

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult advisor

Course Description

An overview of safety, health, and environmental issues in the performance of all job tasks. Topics discussed are components of a typical plant safety and environmental program; the role of a process technician in relation to safety, health, and the environment; and the safety, health, and environmental equipment used.

THECB Approval Number41.0301.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Describe the components of a typical plant safety and environmental program.
2. Describe the role of a process technician in relation to safety, health, and the environment.
3. List the safety, health, and environmental equipment used in job tasks.

Methods of Evaluation

Category	Percentage
Assignments	30%
Class Work	10%
Test Avg.	40%
Final Exam	20%
Total	100%

Academic Honesty and Integrity

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- Academic suspension
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Class Attendance*

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*See each instructor's classroom behavior and attendance policy.

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

PTAC 2420 — Process Technology II: Systems

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Consult advisor

Course Description

A study of various process systems including related scientific principles. Students discuss the purpose and function of common process systems, and the operation of each process system.

THECB Approval Number41.0301.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Describe the purpose and function of common process systems.
2. Explain and demonstrate the operation of each process system.
3. Use of trainers to demonstrate knowledge of process systems.

Methods of Evaluation

Category	Percentage
Assignments	30%
Class Work	10%
Test Avg.	40%
Final Exam	20%
Total	100%

Academic Honesty and Integrity

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

Class Attendance*

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*See each instructor's classroom behavior and attendance policy.

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Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

Grievance Policy

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Important Information

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

PTAC 2438 — Process Technology III: Systems

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Consult advisor

Course Description

This course emphasizes activities associated with the hands-on operations of process equipment.

THECB Approval Number41.0301.0000

Learning Outcomes

Operate various process systems; work in self-directed teams; write and follow safety and operational procedures; collect and use data for determination of process specifications.

Methods of Evaluation

Category	Percentage
Assignments	30%
Class Work	10%
Test Avg.	40%
Final Exam	20%
Total	100%

Academic Honesty and Integrity

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Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

SOCI 1301 — Introduction to Sociology

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Passage of or exemption from the Reading Section of a TSI approved test or completion of INRW 0322 with a grade of C or better.

Course Description

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.

THECB Approval Number45.1101.51.25

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Social and Behavioral Sciences Courses

Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.

Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one page writing assignment using development, interpretation, and expression of ideas to differentiate between sociological research methods.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete an assignment/presentation that demonstrates appropriate use of written, oral, and visual communication strategies to define a subculture of their choice.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a one page essay utilizing creative thinking, inquiry, analysis, and evaluation skills to summarize and synthesize sociological research.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on an original research presentation detailing the parameters of a student-chosen subculture.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze, evaluate and synthesize data to determine the presence or absence of a longitudinal pattern of social change.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will complete a written assignment that demonstrates their ability to analyze numerical data and/or observable facts in order to reach informed conclusions.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will complete an assignment demonstrating the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to show the direction and degree of correlation between those variables and classroom success.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability	Students will complete a one page writing assignment answering a question that relates to social and civic

Required Core Objective	Activity Related to Core Objective
to engage effectively in regional, national, and global communities	responsibility in the recognition of social inequality based on race, gender, or age.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment/quiz that examines social policy concerning socioeconomic inequality.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment/quiz that examines social and civic responsibility concerning the challenges presented by social/criminal deviance in American society.

Learning Outcomes

Upon successful completion of this course, students will:

1. Compare and contrast the basic theoretical perspectives of sociology.
2. Identify the various methodological approaches to the collection and analysis of data in sociology.
3. Describe key concepts in sociology.
4. Describe the empirical findings of various subfields of sociology.
5. Explain the complex links between individual experiences and broader institutional forces.

Methods of Evaluation

Students' successful completion of required projects and examinations as well as participation in classroom learning activities is the basis for assessing progress toward course objectives.

Category	Percentage
Assignments, quizzes and other daily grades	25%
Attendance/Participation	10%
Three Periodic Examinations	45%
Final Examination	20%
Total	100%

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Resources:

Allocates Time
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Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

SOCI 1306 — Social Problems

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Completion of SOCI 1301 or its equivalent with a grade of C or better.

Course Description

Application of sociological principles and theoretical perspectives to major social problems in contemporary society such as inequality, crime and violence, substance abuse, environmental issues, deviance, or family problems.

THECB Approval Number45.1101.52.25

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Social and Behavioral Sciences Courses

Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.

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- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Learning Outcomes

Upon successful completion of this course, students will:

1. Describe how the sociological imagination can be used to explain the emergence and implications of contemporary social problems.
2. Explain the nature of social problems from at least one sociological perspective, e.g., critical, functional, interpretive, etc.
3. Identify multidimensional aspects of social problems including the global, political, economic, and cultural dimensions of social problems.
4. Discuss how “solutions” to social problems are often contentious due to diverse values in society.
5. Describe how the proposed “solutions” to a social problem, including social policies, may bring rise to other social problems.

Methods of Evaluation

Students’ successful completion of required projects and examinations as well as participation in classroom learning activities is the basis for assessing progress toward course objectives.

Category	Percentage
Attendance/Participation	20%
Midterm Exam	15%
Learning/Teaching Portfolio	50%
Final Exam	15%
Total	100%

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Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

SPCH 1311 — Introduction to Speech Communication

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

N/A

Course Description

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

THECB Approval Number23.1304.51.12

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Communication Courses

Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.

Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	In an informal and in a persuasive speech, students will apply the principles of human communication including: perception, verbal communication, nonverbal communication, listening, and audience analysis.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will develop, research, organize, and deliver formal public speeches in which they demonstrate an understanding of the basic principles of speech communication and the respective responsibilities of speakers and listeners.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will demonstrate how to establish and maintain relationships through the use of interpersonal communication.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will develop, research, organize, and deliver a formal persuasive speech that demonstrates a mastery of creative thinking, innovation, inquiry, and analysis as well as evaluation and synthesis of information.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students use critical thinking to relate specific information to a specific audience: word choice and organization reflects audience analysis and the ability to synthesize information into a proper context.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will choose a controversial topic and perform research that will enable them to support their position of a critical issue.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Demonstrate how to establish and maintain relationships through the use of interpersonal communication.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Apply the principles of human communication including: perception, verbal communication, nonverbal communication, listening, and audience analysis.
Personal Responsibility – to include the ability to connect choices, actions, and	Recognize how to communicate within diverse environments.

Required Core Objective	Activity Related to Core Objective
consequences to ethical decision-making	
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Apply small group communication skills including: problem solving, group roles, leadership styles, and cohesiveness
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Apply small group communication skills including: problem solving, group roles, leadership styles, and cohesiveness
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Recognize how to communicate within diverse environments.

Learning Outcomes:

Upon successful completion of this course, students will:

1. Apply the principles of human communication including: perception, verbal communication, nonverbal communication, listening, and audience analysis.
2. Demonstrate how to establish and maintain relationships through the use of interpersonal communication.
3. Apply small group communication skills including: problem solving, group roles, leadership styles, and cohesiveness.
4. Develop, research, organize, and deliver formal public speeches.
5. Recognize how to communicate within diverse environments.
6. Understand the basic principles of speech communication and the respective responsibilities of speakers and listeners.

Methods of Evaluation

Points Possible	Assignment
50	Speech in a Bag
50	Birthday News
100	Informative Speech
150	Intercultural Group Speech with Power Point
100	Persuasive Speech with Power Point
100	Memo Assignment
100	Mid-Term Exam
100	Final Exam
50	Common Experience Assignment
100	Weekly Reflections
100	Attendance

Letter grades will be assigned on the following basis:

Grade	Points
A	900-1000
B	800-899
C	700-799
D	600-699
F	599 and below

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Scans/Or Core Competencies That Will Be Addressed in the Class**Resources:**

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

SPCH 1318 — Interpersonal Communication

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

N/A

Course Description

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.

THECB Approval Number23.1304.54.12

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Communication Courses

Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.

Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Demonstrate ability to analyze and critique verbal and nonverbal interactions in mediated and face-to-face contexts
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Demonstrate development, interpretation, and expression of ideas by effectively researching, evaluating, and applying communication theories in oral and/or written assignments.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	In a presentation, students will demonstrate effective development, interpretation, and expression of ideas while they simultaneously demonstrate understanding of relevance of cross-cultural, co-cultural, gender and age influences on human communication.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a 2-page written assignment where they analyze various communication theories in a public relationship. Exhibit understanding of interpersonal theories and principles. Better understand the effect of the perceptual process in information processing. Understand some of the theories about relational repair.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Each student keeps a relationship journal throughout the semester where he/she applies communication concepts they learn in class. Identify perceptual processes as they relate to self and others.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will research and construct a public presentation analyzing a fictional media relationship using communication concepts. Demonstrate critical thinking ability by effectively researching, evaluating, and applying communication theories in oral and/or written assignments.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Identify types of and barriers to effective listening. Learn to better control communication apprehension as demonstrated in an assignment chosen by the instructor.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a 2-page written assignment where they analyze various communication theories in a public relationship. Identify perceptual processes as they relate to self and others. Gain theoretical knowledge of the influence of power in interpersonal communication.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Each student keeps a relationship journal throughout the semester where he/she applies communication concepts they learn in class. Exhibit understanding of interpersonal theories and principles.
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Students will research and present a group assignment focused on intercultural communication. Demonstrate ability to identify, evaluate, and apply conflict styles and conflict management techniques in dyads and/or groups.
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Demonstrate critical thinking ability by effectively researching, evaluating, and applying communication theories in oral and/or written assignments.
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Students complete an individual written reflection over the group experience. Demonstrate understanding of relevance of cross-cultural, co-cultural, gender and age influences on human communication.

Learning Outcomes

Upon successful completion of this course, students will:

1. Exhibit understanding of interpersonal theories and principles.
2. Demonstrate ability to analyze and critique and verbal and nonverbal interactions in mediated and face-to-face contexts.
3. Identify perceptual processes as they relate to self and others.
4. Demonstrate critical thinking ability by effectively researching, evaluating and applying communication theories in oral and/or written assignments.
5. Demonstrate understanding of the relevance of cross-cultural, co-cultural, gender and age influences on human communication.
6. Demonstrate ability to identify, evaluate, and apply conflict styles and conflict management techniques in dyads and/or groups.
7. Identify types of and barriers to effective listening.
8. Learn to better control communication apprehension.
9. Gain theoretical knowledge of the influence of power in interpersonal communication.
10. Better understand the effect of the perceptual process in information processing.
11. Understand some of the theories about relational repair.

Methods of Evaluation

Points Possible	Assignment
100	Introductory Presentation with visual aid
200	Relationship Journal
	Relationship Analysis Paper (50 pts)
	Journal Reflection (50 pts)
	Journal Entries (100 pts)
100	Relationships in History
150	Analyzing Relationships from the Movies
150	Intercultural Group Assignment
50	Analyzing Public Information
100	Mid-Term Exam
100	Final Exam
50	Common Experience Assignment
100	Attendance

Letter grades will be assigned on the following basis:

Grade	Points
A	950-1100
B	800-945
C	700-849
D	600-749
F	599 and below

Academic Honesty and Integrity

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

without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

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

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Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

Frank Phillips College
VNSG 1234

I. General Course Information
Course Number: VNSG 1234
Course Title: Pediatrics
Credit Hours: 2

Course Description: This course provides a foundation for pediatric nursing using growth and development concepts as a framework for solving problems and special concerns of the pediatric client. Content includes care of clients with disorders of the endocrine and neurosensory systems, mental health, and care of the child, including preventive measures and health teaching. Another component is the clinical experience; emphasizing clinical decision making, patient care management, prioritizing care, and development of psychomotor skills.

Course Learning Outcomes: The student will describe the underlying principles of selected nursing skills and their relationship to client health status and emotional status. The student will demonstrate satisfactory performance of selected nursing skills utilizing principles of safety; and identifying the nursing process used to solve basic client care problems utilizing appropriate medical terminology.

A series of basic intellectual competencies - - reading, writing, speaking, listening, critical thinking, and computer literacy – are essential to the learning process in any discipline and thus should be included in any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials—books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, and how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competency in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, large groups, and through media outlets.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Differentiated Entry Level Competencies (DELC)

ROLE: PROVIDER OF CARE

1. Assist in determining the health status and health needs of clients on interpretation of health-related data and preventative health practices in collaboration with clients, their families, and other members of the immediate health care team.

Expected Outcomes:

1. Identify four steps in a systemic process (i.e. nursing process), which include assessment, planning, implementation, and evaluation.
2. Become familiar with the basic components of nursing diagnosis (e.g. North American Nursing Diagnosis Association)
3. Use structured data collection tools and techniques of assessment of clients inclusive of interviewing.
4. Recognize the characteristics, concepts, and processes related to clients, including gross anatomy; basic psychology; psychosocial growth and development; gross psychopathology; ethical reasoning; and major cultural and spiritual beliefs and practices related to health, illness, birth, death, and dying.
5. Recognize the basic characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventative health practices.
6. Develop an understanding of common medical diagnoses, drug and other therapies and treatments.

2. Assist the formulation of goals/outcomes and a plan of care in collaboration with the client, their families, and interdisciplinary health care team members.

Expected Outcomes:

1. Develop an understanding of the dynamics of the nurse client relationship.
 2. Recognize written, verbal, and non-verbal modes of communication including information technologies.
 3. Become aware of the fundamental principles of disease prevention, promotion of health and wellness, and the restoration of health.
 4. Develop basic intervention skills designed to support the client and family during the various life stages, including death and dying.
 5. Recognize the relationship between the nursing plan of care, the plan of care of other health care professionals, and the therapeutic regimen.
 6. Develop criteria for setting priorities in planning and evaluating care for the client.
 7. Understand the steps and procedures of discharge planning.
3. Implement plan of care within legal and ethical parameters including scope of education, in collaboration with the client and interdisciplinary health care team to assist client in meeting health care needs.

Expected Outcomes:

1. Become aware of common health practices and behaviors of clients related to developmental level, gender, cultures, belief systems, and the environment.
2. Develop methods of therapeutic communication.
3. Identify the basic physiological and psychosocial (spiritual, cultural, gender, developmental level, financial) aspects of nursing interventions.
4. Recognize basic rights and responsibilities of clients related to health care.
5. Recognize the fundamental principles and factors that contribute to the maintenance or restoration of health.
6. Develop understanding of properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents.
7. Understand the principles of safety.
8. Identify coping mechanisms for managing stress.
9. Identify resources available for crisis management
10. Become familiar with the code of vocational nurse ethics, which will impact the practice of vocational nursing and health care.
11. Become familiar with the legal parameters of vocational nursing practice.
12. Become familiar with the available resources within the employment setting.
13. Understand the key federal and state statutes and institutional policies regarding patient confidentiality.
14. Become competent in performing nursing skills/procedures.

4. Implement teaching plan for client with common health problems and well-defined learning needs.

Expected Outcomes:

1. Identify how developmental stages may affect learning by the client.
 2. Identify situational variables, which may affect learning by the client (i.e. stress, pain, and fear).
 3. Develop teaching techniques, which will enhance and facilitate client teaching
 4. Identify methods to evaluate the client's level of learning.
 5. Determine "Links between healthy lifestyles, prevention, and cost of healthcare."
5. Assist in the evaluation of the client's responses and outcomes to therapeutic interventions

Expected Outcomes:

1. Recognize common methods for measuring client health-goal attainment.
 2. Utilize basic tools for evaluating the effectiveness of specific nursing interventions.
6. Provide direct basic care to assigned multiple clients in structured settings.

Expected Outcomes:

1. Become aware of institutional policies and procedures for delivery of nursing care.
 2. Become aware of the basic characteristics, trends, and issues of the health care delivery system.
 3. Recognize the basis for determining nursing care priorities in client care.
 4. Become aware of the scope of responsibility and accountability as it relates to supervision, and - collaboration.
 5. Utilize the channels of communication for decision-making processes within the work setting.
7. Use the problem solving approach as the basis for decision making in practice.

Expected Outcomes:

1. Utilize a systematic problem solving process.
2. Develop an understanding of the need for establishing priorities.
3. Utilize work-setting resources available to assist in decision-making.
4. Understand the ways that nursing research can improve client care.

ROLE: COORDINATOR OF CARE

1. Assist in the coordination of human and material resources for the provision of care for assigned clients

Expected Outcome:

1. Utilize basic principles of organizing resources necessary to provide quality care.
 2. Develop principles of problem solving, data collection, and basic time management skills
 3. Recognize the functions of team members.
 4. Recognize the cultural differences of clients.
2. Collaborate with clients and the interdisciplinary health care team to provide direct care to assigned individual clients.

Expected Outcome:

1. Recognize the basic structure and function of the health care delivery system.
 2. Develop an understanding of the need for effective communication techniques.
 3. Develop an understanding of the roles of all levels of nursing and other health care professionals.
 4. Understand the need for client advocacy and consumer rights and responsibilities.
3. Participate in the identification of clients needs for referral to resources that facilitate continuity of care.

Expected Outcome:

1. Become aware of institutional and community resources.
 2. Become aware of the roles of family dynamics and significant others support to individual client.
4. Participate in activities, which support the organizational framework of structured health care settings.

Expected Outcome:

1. Understand the organizational mission, vision, and values as a framework for care.
2. Demonstrate awareness of lines of authority and accountability within structured health care settings.
3. Recognize methods for promoting safety in the work environment.
4. Identify the role of the VN in risk management,
5. Identify the role of the VN in implementing established cost containment measures

ROLE: MEMBER OF A PROFESSION:

1. Demonstrate accountability for own nursing care.

Expected Outcome:

1. Become familiar with the code of ethics for the LVN.
 2. Recognize the standards of vocational nursing education.
 3. Become aware of legalities of VN practice.
 4. Recognize issues affecting the role of the VN and the delivery of care.
 5. Understand available sources of continuing education and professional development.
 6. Develop a self-evaluation process.
 7. Develop an understanding of work setting policies and procedures.
 8. Recognize professional boundaries.
2. Participate as an advocate in activities that focus on improving the health care of clients.

Expected Outcome:

1. Recognize the rights and responsibilities of clients regarding health care, including self-determination.
 2. Recognize the individual's responsibility for quality of nursing care.
 3. Understand the individual nurse's role in the quality improvement/quality assurance process.
 4. Recognize the responsibility for reporting to licensing and public protective agencies.
3. Demonstrate behaviors that promote the development and practice of vocational nursing.

Expected Outcome:

1. Become aware of the historical evolution of nursing practice.
2. Become aware of the issues affecting the development and practice of vocational nursing, including multistate licensing.
3. Become familiar with the role of major vocational nursing organizations, regulatory agencies, and health care organizations.
4. Recognize the factors affecting the public image of nursing.
5. Recognize the distinctions between LVN and RN roles.

III. Objectives/Terminal Objectives

All Frank Phillips College courses work together to meet the following objectives:

1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he/she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;

2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspect of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific objectives that follow (**please note that specific applications and objectives for each component are listed in the nursing handbook under the course name):

1. Describe how the nursing process is used by the LPN/LVN to prioritize client care based on Maslow's hierarchy of needs.
2. Explain the importance of ethical and legal performance in nursing practice and decision making.
3. Discuss the basic concepts and attributes of culturally diverse clients and families and how it influences nursing care.
4. Identify alternative and complementary therapies and related safety issues.
5. Discuss the common causes, signs and symptoms, treatment, and client education for fluid and electrolyte imbalances.
6. Identify the rationale for use of IV therapy including IV solutions and methods of administration.
7. Discuss the growing child and family.
8. Discuss the general characteristics differences in different stages of development.
9. Discuss the child experience and reaction to hospitalization.
10. Admission of pediatric client to hospital, assessment, physiological metabolism and absorption of medications.
11. Nursing responsibilities in administering medications to infants and children.
12. Discuss the child with a sensory or neurological conditions.
13. Discuss the observation of the musculoskeletal system in growing child. Review traumatic injuries and disorders of the musculoskeletal system.
14. Discuss the child with respiratory or cardiovascular system.
15. Identify the uniqueness of the child with a condition of the blood, blood-forming organs, or lymphatic system.
16. An overview of the child with gastrointestinal condition.
17. Skin development and function and manifestations of illness.
18. Overview of child with metabolic condition and common dysfunctions.
19. Communicable diseases common in childhood and transmission based precautions.
20. The nurse's role for a emotional or behavior condition and effects on growth and development.

IV. Textbook and Other Required Materials

Introduction to Maternity & Pediatric Nursing, 6th Edition, Gloria Leifer, MA, RN (2011)/Saunders Elsevier

Introduction to Maternity & Pediatric Nursing Student Learning Guide, 6th edition, Gloria Leifer, MA, RN (2011)/Saunders Elsevier

V. Classroom Policy and Instructor Expectations

Additional assignments may be given at any time during the course.
Workbook assignments may be graded at any time at the discretion of the instructor.

Pop quizzes will be given during regularly scheduled classes.

Major exams will be given as stated on the class schedule.

A final exam will be given at the conclusion of this course.

In order to continue in the nursing program, a final grade average of 75 must be obtained.

NONDISCRIMINATION ON A BASIS OF DISABILITY

Refer to the Frank Phillips College 2011-2012 Catalog.

Instructor/Student Conferences are available for special needs upon request.

VI. Attendance Requirements

As stated in the Vocational Nursing Student Policy Handbook

VII. Methods of Evaluation

At the end of the course, following the administration of the final exam, the grade will be obtained as follows:

Daily Quizzes, additional assignments, workbook	20%
Major Exam Grades	50%
Final Exam Grades	25%
HESI Exam	5%

In order to be eligible to take the FINAL EXAM and HESI the student must have an EXAM average of 74.45 or higher.

Frank Phillips College Vocational Nursing Program Grade Scale:

- A – 92-100
- B – 83-91
- C – 75-82
- D – 60-74
- F – 0-59

IX. Correlation to Stated Mission Goals of Frank Phillips College

- Provide introduction and application of medical surgical nursing with emphasis on the disease processes;
- Provide, assist, and promote the use of learning resources;
- Participate and contribute to the medical surgical field in which we practice; and
- Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

Frank Phillips College VNSG 1329

I. General Course Information
Course Number: VNSG 1329
Course Title: Medical Surgical Nursing I
Credit Hours: 3

Course Description: Application of the nursing process to the care of adult patients experiencing medical-surgical conditions in the health-illness continuum. A variety of health care settings are utilized. The student will identify the components of the health-illness continuum; identify prevalent medical-surgical conditions affecting the adult; and utilize the nursing process to assist in developing a plan of care for selected medical-surgical conditions.

Course Learning Outcomes: The student will describe the underlying principles of selected nursing skills and their relationship to client health status and emotional status. The student will demonstrate satisfactory performance of selected nursing skills utilizing principles of safety; and identify the nursing process used to solve basic client care problems across the life span utilizing appropriate medical terminology.

A series of basic intellectual competencies - - reading, writing, speaking, listening, critical thinking, and computer literacy – are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

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II. Differentiated Entry Level Competencies (DELC)

ROLE: PROVIDER OF CARE

1. Assist in determining the health status and health needs of clients on interpretation of health-related data and preventative health practices in collaboration with clients, their families, and other members of the immediate health care team.

Expected Outcomes:

1. Identify four steps in a systemic process (i.e. nursing process), which include assessment, planning, implementation, and evaluation.
2. Become familiar with the basic components of nursing diagnosis (e.g. North American Nursing Diagnosis Association)
3. Use structured data collection tools and techniques of assessment of clients inclusive of interviewing.
4. Recognize the characteristics, concepts, and processes related to clients, including gross anatomy; basic psychology; psychosocial growth and development; gross psychopathology; ethical reasoning; and major cultural and spiritual beliefs and practices related to health, illness, birth, death, and dying.
5. Recognize the basic characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventative health practices.
6. Develop an understanding of common medical diagnoses, drug and other therapies and treatments.

2. Assist the formulation of goals/outcomes and a plan of care in collaboration with the client, their families, and interdisciplinary health care team members.

Expected Outcomes:

1. Develop an understanding of the dynamics of the nurse client relationship.
 2. Recognize written, verbal, and non-verbal modes of communication including information technologies.
 3. Become aware of the fundamental principles of disease prevention, promotion of health and wellness, and the restoration of health.
 4. Develop basic intervention skills designed to support the client and family during the various life stages, including death and dying.
 5. Recognize the relationship between the nursing plan of care, the plan of care of other health care professionals, and the therapeutic regimen.
 6. Develop criteria for setting priorities in planning and evaluating care for the client.
 7. Understand the steps and procedures of discharge planning.
3. Implement plan of care within legal and ethical parameters including scope of education, in collaboration with the client and interdisciplinary health care team to assist client in meeting health care needs.

Expected Outcomes:

1. Become aware of common health practices and behaviors of clients related to developmental level, gender, cultures, belief systems, and the environment.
 2. Develop methods of therapeutic communication.
 3. Identify the basic physiological and psychosocial (spiritual, cultural, gender, developmental level, financial) aspects of nursing interventions.
 4. Recognize basic rights and responsibilities of clients related to health care.
 5. Recognize the fundamental principles and factors that contribute to the maintenance or restoration of health.
 6. Develop understanding of properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents.
 7. Understand the principles of safety.
 8. Identify coping mechanisms for managing stress.
 9. Identify resources available for crisis management
 10. Become familiar with the code of vocational nurse ethics, which will impact the practice of vocational nursing and health care.
 11. Become familiar with the legal parameters of vocational nursing practice.
 12. Become familiar with the available resources within the employment setting.
 13. Understand the key federal and state statutes and institutional policies regarding patient confidentiality.
 14. Become competent in performing nursing skills/procedures.
4. Implement teaching plan for client with common health problems and well-defined learning needs.

Expected Outcomes:

1. Identify how developmental stages may affect learning by the client.
 2. Identify situational variables, which may affect learning by the client (i.e. stress, pain, and fear).
 3. Develop teaching techniques, which will enhance and facilitate client teaching
 4. Identify methods to evaluate the client's level of learning.
 5. Determine "Links between healthy lifestyles, prevention, and cost of healthcare."
5. Assist in the evaluation of the client's responses and outcomes to therapeutic interventions

Expected Outcomes:

1. Recognize common methods for measuring client health-goal attainment.
 2. Utilize basic tools for evaluating the effectiveness of specific nursing interventions.
6. Provide direct basic care to assigned multiple clients in structured settings.

Expected Outcomes:

1. Become aware of institutional policies and procedures for delivery of nursing care.
 2. Become aware of the basic characteristics, trends, and issues of the health care delivery system.
 3. Recognize the basis for determining nursing care priorities in client care.
 4. Become aware of the scope of responsibility and accountability as it relates to supervision, and - collaboration.
 5. Utilize the channels of communication for decision-making processes within the work setting.
7. Use the problem solving approach as the basis for decision making in practice.

Expected Outcomes:

1. Utilize a systematic problem solving process.
2. Develop an understanding of the need for establishing priorities.
3. Utilize work-setting resources available to assist in decision-making.
4. Understand the ways that nursing research can improve client care.

ROLE: COORDINATOR OF CARE

1. Assist in the coordination of human and material resources for the provision of care for assigned clients

Expected Outcome:

1. Utilize basic principles of organizing resources necessary to provide quality care.

2. Develop principles of problem solving, data collection, and basic time management skills
 3. Recognize the functions of team members.
 4. Recognize the cultural differences of clients.
2. Collaborate with clients and the interdisciplinary health care team to provide direct care to assigned individual clients.

Expected Outcome:

1. Recognize the basic structure and function of the health care delivery system.
 2. Develop an understanding of the need for effective communication techniques.
 3. Develop an understanding of the roles of all levels of nursing and other health care professionals.
 4. Understand the need for client advocacy and consumer rights and responsibilities.
3. Participate in the identification of clients needs for referral to resources that facilitate continuity of care.

Expected Outcome:

1. Become aware of institutional and community resources.
 2. Become aware of the roles of family dynamics and significant others support to individual client.
4. Participate in activities, which support the organizational framework of structured health care settings.

Expected Outcome:

1. Understand the organizational mission, vision, and values as a framework for care.
 2. Demonstrate awareness of lines of authority and accountability within structured health care settings.
 3. Recognize methods for promoting safety in the work environment.
 4. Identify the role of the VN in risk management,
 5. Identify the role of the VN in implementing established cost containment measures

ROLE: MEMBER OF A PROFESSION:

1. Demonstrate accountability for own nursing care.

Expected Outcome:

1. Become familiar with the code of ethics for the LVN.
 2. Recognize the standards of vocational nursing education.
 3. Become aware of legalities of VN practice.
 4. Recognize issues affecting the role of the VN and the delivery of care.

5. Understand available sources of continuing education and professional development.
 6. Develop a self-evaluation process.
 7. Develop an understanding of work setting policies and procedures.
 8. Recognize professional boundaries.
2. Participate as an advocate in activities that focus on improving the health care of clients.

Expected Outcome:

1. Recognize the rights and responsibilities of clients regarding health care, including self-determination.
 2. Recognize the individual's responsibility for quality of nursing care.
 3. Understand the individual nurse's role in the quality improvement/quality assurance process.
 4. Recognize the responsibility for reporting to licensing and public protective agencies.
3. Demonstrate behaviors that promote the development and practice of vocational nursing.

Expected Outcome:

1. Become aware of the historical evolution of nursing practice.
2. Become aware of the issues affecting the development and practice of vocational nursing, including multistate licensing.
3. Become familiar with the role of major vocational nursing organizations, regulatory agencies, and health care organizations.
4. Recognize the factors affecting the public image of nursing.
5. Recognize the distinctions between LVN and RN roles.

III. Objectives/Terminal Objectives

All Frank Phillips College courses work together to meet the following objectives:

1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he/she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspect of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and

8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific objectives that follow (**please note that specific applications and objectives for each component are listed in the nursing handbook under the course name):

1. Describe how the nursing process is used by the LPN/LVN to prioritize client care based on Maslow's hierarchy of needs.
2. Explain the importance of ethical and legal performance in nursing practice and decision making.
3. Discuss the basic concepts and attributes of culturally diverse clients and families and how it influences nursing care.
4. Identify alternative and complementary therapies and related safety issues.
5. Discuss the common causes, signs and symptoms, treatment, and client education for fluid and electrolyte imbalances.
6. Identify the rationale for use of IV therapy including IV solutions and methods of administration.
7. Discuss infectious diseases, the chain of infection, immunity, diagnosis, treatment, and safety precautions for health care.
8. Explain the pathophysiology, etiology, signs and symptoms, categories, and treatment for shock.
9. Explain the physiology of pain, its effects and methods for effective management both pharmacologic and non-pharmacologic.
10. Describe the variety of treatment methods for cancer and their nursing implications and nursing interventions.
11. Explain the process for the surgical client from admission through discharge including nursing interventions.
12. Explain emergent conditions, prioritizing, assessment, and interventions essential to nursing care.
13. Identify the uniqueness of the gerontological client associated with physical, mental, and emotional changes and special needs of the client and family.
14. Describe the psychosocial, growth and development, and the physiological needs of the client across the life span.
15. Identify common, overt, actual, and potential primary healthcare needs of the client related to the cardiovascular, respiratory, hematopoietic and lymphatic systems.
16. Explain the expected physical changes & discuss nursing interventions the nurse would provide for a patient at the end of life. Discuss choices that are available to patients at the end of their life as well as communicating to the dying patient & their families.
17. Discuss the etiologies, signs, & symptoms of immune system disorders. Explain data to be collected and the type of nursing care to be provided for a patient with immune disorders.
18. Identify the prognosis, preventive measures, & a teaching plan for patients with HIV and acquired immunodeficiency syndrome (AIDS).

IV. Textbook and Other Required Materials

deWit, Susan and Candice Kumagai., Medical and Surgical Nursing-Concepts and Practice 2nd edition 2013,(2009)Saunders/Elsevier

deWit, Susan and Candice Kumagai., Medical and Surgical Nursing-Concepts and Practice Student Workbook 2nd edition 2013,(2009)Saunders/Elsevier

V. Classroom Policy and Instructor Expectations

Additional assignments may be given at any time during the course.
Workbook assignments may be graded at any time at the discretion of the instructor.
Pop quizzes will be given during regularly scheduled classes.
Major exams will be given as stated on the class schedule.
A final exam will be given at the conclusion of this course.

In order to continue in the nursing program, a final grade average of 75 must be obtained.

NONDISCRIMINATION ON A BASIS OF DISABILITY

Refer to the Frank Phillips College 2008-2009 Catalog.
Instructor/Student Conferences are available for special needs upon request.

VI. Additional/Supplemental References

Available student library materials related to the Medical Surgical field.

VII. Attendance Requirements

As stated in the Vocational Nursing Student Policy Handbook

VIII. Methods of Evaluation

At the end of the course, following the administration of the final exam, the grade will be obtained as follows:

Daily Quizzes, additional assignments, workbook	25%
Major Exam Grades	50%
Final Exam Grades	20%
HESI	5%

Frank Phillips College Vocational Nursing Program Grade Scale:

A – 91.5-100

B – 82.5-91.4

C – 74.5-82.4

D – 60-74.4

F – 0-59

There must be a passing test average of 78 in order to sit for the final exam.

IX. Correlation to Stated Mission Goals of Frank Phillips College

- Provide introduction and application of medical surgical nursing with emphasis on the disease processes;
- Provide, assist, and promote the use of learning resources;
- Participate and contribute to the medical surgical field in which we practice; and
- Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

Frank Phillips College
VNSG 1332

I. General Course Information

Course Number: VNSG 1332

Course Title: Medical Surgical Nursing II

Credit Hours: 3

Course Description: Medical Surgical Nursing II is a continuation of Medical Surgical Nursing I with application of the nursing process to the care of the adult patient experiencing medical-surgical conditions along the health-illness continuum in a variety of health care settings.

End-of-course Outcomes: Explain the components of the health-illness continuum; assess prevalent medical-surgical conditions affecting the adult client; and utilizing the nursing process to assist in developing a plan of care for selected medical-surgical conditions.

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials—books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring

information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Differentiated Entry Level Competencies (DELC)

ROLE: PROVIDER OF CARE

1. Assist in determining the health status and health needs of clients on interpretation of health-related data and preventative health practices in collaboration with clients, their families, and other members of the immediate health care team.

Expected Outcomes:

1. Identify four steps in a systemic process (i.e. nursing process), which include assessment, planning, implementation, and evaluation.
 2. Become familiar with the basic components of nursing diagnosis (e.g. North American Nursing Diagnosis Association)
 3. Use structured data collection tools and techniques of assessment of clients inclusive of interviewing.
 4. Recognize the characteristics, concepts, and processes related to clients, including gross anatomy; basic psychology; psychosocial growth and development; gross psychopathology; ethical reasoning; and major cultural and spiritual beliefs and practices related to health, illness, birth, death, and dying.
 5. Recognize the basic characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventative health practices.
 6. Develop an understanding of common medical diagnoses, drug and other therapies and treatments.
2. Assist the formulation of goals/outcomes and a plan of care in collaboration with the client, their families, and interdisciplinary health care team members.

Expected Outcomes:

1. Develop an understanding of the dynamics of the nurse client relationship.
2. Recognize written, verbal, and non-verbal modes of communication including information technologies.
3. Become aware of the fundamental principles of disease prevention, promotion of health and wellness, and the restoration of health.
4. Develop basic intervention skills designed to support the client and family during the various life stages, including death and dying.
5. Recognize the relationship between the nursing plan of care, the plan of care of other health care professionals, and the therapeutic regimen.
6. Develop criteria for setting priorities in planning and evaluating care for the client.
7. Understand the steps and procedures of discharge planning.

3. Implement plan of care within legal and ethical parameters including scope of education, in collaboration with the client and interdisciplinary health care team to assist client in meeting health care needs.

Expected Outcomes:

1. Become aware of common health practices and behaviors of clients related to developmental level, gender, cultures, belief systems, and the environment.
 2. Develop methods of therapeutic communication.
 3. Identify the basic physiological and psychosocial (spiritual, cultural, gender, developmental level, financial) aspects of nursing interventions.
 4. Recognize basic rights and responsibilities of clients related to health care.
 5. Recognize the fundamental principles and factors that contribute to the maintenance or restoration of health.
 6. Develop understanding of properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents.
 7. Understand the principles of safety.
 8. Identify coping mechanisms for managing stress.
 9. Identify resources available for crisis management
 10. Become familiar with the code of vocational nurse ethics, which will impact the practice of vocational nursing and health care.
 11. Become familiar with the legal parameters of vocational nursing practice.
 12. Become familiar with the available resources within the employment setting.
 13. Understand the key federal and state statutes and institutional policies regarding patient confidentiality.
 14. Become competent in performing nursing skills/procedures.
4. Implement teaching plan for client with common health problems and well-defined learning needs.

Expected Outcomes:

1. Identify how developmental stages may affect learning by the client.
 2. Identify situational variables, which may affect learning by the client (i.e. stress, pain, and fear).
 3. Develop teaching techniques, which will enhance and facilitate client teaching
 4. Identify methods to evaluate the client's level of learning.
 5. Determine "Links between healthy lifestyles, prevention, and cost of healthcare."
5. Assist in the evaluation of the client's responses and outcomes to therapeutic interventions

Expected Outcomes:

1. Recognize common methods for measuring client health-goal attainment.
 2. Utilize basic tools for evaluating the effectiveness of specific nursing interventions.
6. Provide direct basic care to assigned multiple clients in structured settings.

Expected Outcomes:

1. Become aware of institutional policies and procedures for delivery of nursing care.
 2. Become aware of the basic characteristics, trends, and issues of the health care delivery system.
 3. Recognize the basis for determining nursing care priorities in client care.
 4. Become aware of the scope of responsibility and accountability as it relates to supervision, and - collaboration.
 5. Utilize the channels of communication for decision-making processes within the work setting.
7. Use the problem solving approach as the basis for decision making in practice.

Expected Outcomes:

1. Utilize a systematic problem solving process.
2. Develop an understanding of the need for establishing priorities.
3. Utilize work-setting resources available to assist in decision-making.
4. Understand the ways that nursing research can improve client care.

ROLE: COORDINATOR OF CARE

1. Assist in the coordination of human and material resources for the provision of care for assigned clients

Expected Outcome:

1. Utilize basic principles of organizing resources necessary to provide quality care.
2. Develop principles of problem solving, data collection, and basic time management skills
3. Recognize the functions of team members.
4. Recognize the cultural differences of clients.

2. Collaborate with clients and the interdisciplinary health care team to provide direct care to assigned individual clients.

Expected Outcome:

1. Recognize the basic structure and function of the health care delivery system.
2. Develop an understanding of the need for effective communication techniques.
3. Develop an understanding of the roles of all levels of nursing and other health care professionals.
4. Understand the need for client advocacy and consumer rights and responsibilities.

3. Participate in the identification of clients needs for referral to resources that facilitate continuity of care.

Expected Outcome:

1. Become aware of institutional and community resources.
2. Become aware of the roles of family dynamics and significant others support to individual client.

4. Participate in activities, which support the organizational framework of structured health care settings.

Expected Outcome:

1. Understand the organizational mission, vision, and values as a framework for care.
2. Demonstrate awareness of lines of authority and accountability within structured health care settings.
3. Recognize methods for promoting safety in the work environment.
4. Identify the role of the VN in risk management,
5. Identify the role of the VN in implementing established cost containment measures

ROLE: MEMBER OF A PROFESSION:

1. Demonstrate accountability for own nursing care.

Expected Outcome:

1. Become familiar with the code of ethics for the LVN.
2. Recognize the standards of vocational nursing education.
3. Become aware of legalities of VN practice.
4. Recognize issues affecting the role of the VN and the delivery of care.
5. Understand available sources of continuing education and professional development.
6. Develop a self-evaluation process.
7. Develop an understanding of work setting policies and procedures.
8. Recognize professional boundaries.

2. Participate as an advocate in activities that focus on improving the health care of clients.

Expected Outcome:

1. Recognize the rights and responsibilities of clients regarding health care, including self-determination.
2. Recognize the individual's responsibility for quality of nursing care.
3. Understand the individual nurse's role in the quality improvement/quality assurance process.
4. Recognize the responsibility for reporting to licensing and public protective agencies.

3. Demonstrate behaviors that promote the development and practice of vocational nursing.

Expected Outcome:

1. Become aware of the historical evolution of nursing practice.
2. Become aware of the issues affecting the development and practice of vocational nursing, including multistate licensing.
3. Become familiar with the role of major vocational nursing organizations, regulatory agencies, and health care organizations.
4. Recognize the factors affecting the public image of nursing.
5. Recognize the distinctions between LVN and RN roles.

III. Objectives/Terminal Objectives

All Frank Phillips College courses work together to meet the following objectives:

1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he/she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspect of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific objectives that follow (**please note that specific applications and objectives for each component are listed in the nursing handbook under the course name):

1. Identify common, overt, actual, and potential primary healthcare needs of the client related to the following systems:
 - a. Gastrointestinal System
 - b. Liver, Gallbladder, and Pancreas
 - c. Urinary and Renal Systems
 - d. Endocrine System
 - e. Reproductive System
 - f. Musculoskeletal System
 - g. Neurological System
 - h. Sensory Systems
 - i. Integumentary System
2. Identify common medical/surgical diagnoses, treatment modalities, nursing interventions and client teaching including preventive measures for disorders of the following body systems:
 - a. Gastrointestinal System
 - b. Liver, Gallbladder, and Pancreas
 - c. Urinary and Renal Systems
 - d. Endocrine System
 - e. Musculoskeletal System
 - f. Neurological System
 - g. Integumentary System
 - h. Emergency and Disaster Management
3. Identify pharmacological agents and related nursing interventions for the following body systems:
 - a. Gastrointestinal System
 - b. Liver, Gallbladder, and Pancreas

- c. Urinary and Renal Systems
 - d. Endocrine System
 - e. Musculoskeletal System
 - f. Neurological System
 - g. Integumentary System
 - h. Emergency and Disaster Management
4. Demonstrate competency in dosage calculations.

IV. Textbook and Other Required Materials

Medical-Surgical Nursing, 2nd edition by Susan deWit, Candice Kumagai, (2013) (2009) Elsevier/Saunders

Medical-Surgical Nursing Student Learning Guide, 2nd edition by Susan deWit, Candice Kumagai, (2013) (2009), Elsevier/Saunders

Davis's Drug Guide for Nurses 11th edition, by F.A Davis, Deglin/Vallerand

V. COURSE POLICIES AND INSTRUCTOR EXPECTATIONS

Additional assignments may be given at any time during the course.

Workbook assignments may be graded at any time at the discretion of the instructor.

Pop quizzes will be given during regularly scheduled classes.

Major exams will be given as stated on the class schedule.

A final exam will be given at the conclusion of this course.

IN ORDER TO CONTINUE IN THE NURSING PROGRAM, A FINAL GRADE OF 75 MUST BE OBTAINED.

NONDISCRIMINATION ON A BASIS OF DISABILITY

Refer to the Frank Phillips College 2009-2010 Catalog.

Instructor/Student Conferences are available for special needs upon request.

VI. ADDITIONAL/SUPPLEMENTAL REFERENCES

Available Student Library Materials related to the Medical Surgical field.

VII. ATTENDANCE REQUIREMENTS

As stated in the Vocational Nursing Student Policy Handbook

VIII. METHODS OF EVALUATION

Daily Quizzes, additional assignments/participation:	20 %
Major Exam Grades:	50 %

Final Exam:
HESI

20 %
5%

Frank Phillips College Vocational Nursing Program Grade Scale:

- A – 92-100
- B – 83-91
- C – 75-82
- D – 60-74
- E – 0-59

Correlation to Stated Mission Goals of Frank Phillips College

- a. Provide introduction and application of medical surgical nursing with emphasis on the disease processes;
- b. Provide, assist, and promote the use of learning resources;
- c. Participate and contribute to the medical surgical field in which we practice; and
- d. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Frank Phillips College Catalog in the Academic Policies section. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

WLDG 1202 — Fundamentals of Gas Metal Arc Welding (GMAW)

Frank Phillips College

General Course Information

Credit Hours: 2

Prerequisite

None

Course Description

A study of the fundamental principles of gas metal arc welding (GMAW), setup and use of GMAW equipment, and safe use of tools and equipment. Instruction in various basic weld joints.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Recognize and distinguish GMAW power sources and current properties.
2. Examine and identify parts of GMAW equipment.
3. Identify gasses and wires utilized for various duties.
4. Compare setup of equipment for various duties.
5. Perform GMAW with solid wire.
6. Perform GMAW with Dual Shield wires.
7. Perform FCAW Flux Cored Arc Welding.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F
Attendance Percentage	Grade
90 – 100	100
80 – 90	90
70 – 80	80
60 – 70	70
0 – 60	50

Academic Honesty and Integrity

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

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

Class Attendance*

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

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

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

Welding Program Attendance Requirements*

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the "Attendance Probation List" for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeroes for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalog. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

Important Information

Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work.

Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 1204 — Fundamentals of Oxy-Fuel Welding & Cutting

Frank Phillips College

General Course Information

Credit Hours: 2

Prerequisite

None

Course Description

An introduction to oxy-fuel welding and cutting, including history and future in welding, safety, setup and maintenance of oxy-fuel welding, and cutting equipment and supplies.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Develop understanding of hazards associated with oxygen/acetylene equipment and demonstrate its setup and use.
2. Understand limitations of the oxygen/acetylene equipment/process and become familiar with suitable applications for its use.
3. Perform Oxy/Acet weld process.
4. Perform Oxy/Acet braze process.
5. Perform Oxy/Acet cutting process.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F
Attendance Percentage	Grade
90 – 100	100
80 – 90	90
70 – 80	80
60 – 70	70
0 – 60	50

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- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."

Class Attendance*

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Welding Program Attendance Requirements*

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Cell Phones and Other Electronic Devices Procedure:

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Perryton: (806) 648-1450

Grievance Policy

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

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Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

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Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 1206 — Fundamentals of Gas Tungsten Arc Welding (GTAW)

Frank Phillips College

General Course Information

Credit Hours: 2

Prerequisite

None

Course Description

An introduction to the principles of gas tungsten arc welding (GTAW), setup and use of GTAW equipment, and safe use of tools and equipment. Welding instruction in various positions on joint designs.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Breakdown and analyze the gas tungsten arc welding (GTAW) process:
2. Discuss equip parts, function and current selection.
3. Demonstrate setup of various types of GTAW equipment.
4. Perform welds on ferrous metals (various positions and joint designs).
5. Perform welds on non-ferrous metals (various positions and joint designs).

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
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Welding Program Attendance Requirements*

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Allocates Material & Facility Resources

Interpersonal:

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Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

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Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

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Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

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Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 1305 — Art Metals

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

None

Course Description

Fundamentals of conceptualizing and producing utilitarian items in ferrous and non-ferrous metals. Skill development through the techniques of sinking, raising, repousse, and piercing to create objects from sheet and stock materials. Includes welding, brazing, soldering, tinning, polishing, and tool making.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Utilize various welding processes to cut out art shapes and forms and join individual components to fabricate artistic objects.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
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Attendance Percentage	Grade
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Welding Program Attendance Requirements*

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Basic Skills:

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Writing
Arithmetic
Mathematics
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Decision Making
Problem Solving
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Knowing How to Learn
Reasoning

Systems:

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Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 1317 — Introduction to Layout Fabrication

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

None

Course Description

A fundamental course in layout fabrication related to the welding industry. Major emphasis is placed on structural shapes and their use in construction.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Examine basic designs, material shapes and joint configurations utilized by industry.
2. Layout & Fabrication.
3. Select and utilize resources and tools for Layout & Fabrication problems.
4. Identify and utilize common tools for various Layout & Fabrication situations.
5. Develop patterns for repetitive layout duties.
6. Demonstrate "Layout directly on material" method for fabrication.
7. Utilize shortcut methods to simplify Layout & Fabrication process.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
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Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
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WLDG 1337 — Introduction to Metallurgy

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

None

Course Description

A study of ferrous and nonferrous metals from the ore to the finished product. Emphasis on metal alloys, heat treating, hard surfacing, welding techniques, forging, foundry processes and mechanical properties of metal including hardness, weldability, machinability, and ductility.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

Examine production techniques for ferrous and non-ferrous metals.

1. Identify mechanisms used to strengthen metals.
2. Analyze metal testing methods.
3. Breakdown metals into grain structure and crystal formation.
4. Understanding of metallurgical changes resulting from heating and cooling (work with phase change diagrams) during heat treatment.
5. Discuss metal coatings, claddings and case hardening.
6. Differentiate ferrous metals from non-ferrous metals.
7. Distinguish stainless steel from carbon steel.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
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Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 1391 — Special Topics in Welder/Welding Technologist

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

None

Course Description

The 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.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Develop skills to meet specific individual or industrial needs.
2. Upgrade training in areas not included in current curriculum.
3. Study special trades or experiment with special interest or techniques within the welding industry.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F
Attendance Percentage	Grade
90 – 100	100
80 – 90	90
70 – 80	80
60 – 70	70
0 – 60	50

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Welding Program Attendance Requirements*

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Allocates Time
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Interpersonal:

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Selects Technology
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Basic Skills:

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Organizes & Maintains Information
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Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 1428 — Introduction to Shielded Metal Arc Welding (SMAW)

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

None

Course Description

An introduction to shielded metal arc welding processes. Emphasis placed on power sources, electrode selection, oxy-fuel cutting, and various joint designs. Instruction provided in SMAW fillet welds in various positions.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Recognize electrical current types and their use relating to SMAW process.
2. Identify common SMAW electrodes and determine their most suitable application.
3. Illustrate AWS weld joint designs and preparation procedures.
4. Perform SMAW process utilizing most common rod in all positions.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
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Welding Program Attendance Requirements*

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Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 1435 — Introduction to Pipe Welding

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

None

Course Description

An introduction to welding of pipe using the shielded metal arc welding process (SMAW), including electrode selection, equipment setup, and safe shop practices. Emphasis on weld positions 1G and 2G using various electrodes.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify code requirements for pipe welding.
2. Differentiate setup procedures based on job parameters.
3. Perform 2G pipe weld with 6010 root-pass, 7018 filler and cap.
4. Perform 5G pipe weld with 6010 uphill root-pass, 7018 uphill filler and cap.
5. Perform 5G pipe weld with 6010 downhill root-pass, 7018 uphill filler and cap.
6. Bend Test welds for quality based on code criteria.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
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Reasoning

Systems:

Understands Systems
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Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 1457 — Intermediate Shielded Metal Arc Welding (SMAW)

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Completion of WLDG 1428 with a grade of C or better or Industry Equivalent Experience, see Instructor.

Course Description

A study of the production of various fillets and groove welds. Preparation of specimens for testing in all test positions.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Become familiar with AWS/ASME welding codes and testing procedures.
2. Recognize and demonstrate proper setup / prep procedure for Backup Strap and Open Root V plate welds.
3. Perform 3-position plate weld Test V-groove with Backup Strap.
4. Perform 3-position plate weld Test V-groove Open Root.

Methods of Evaluation

Evaluation, Testing, and Grade Distribution:

Exam 1 Codes & Qualification Standards	10 pts
Lab Exercise 1- Prep & Bevel	10 pts
Lab Exercise 2- 3 Position Backup Strap Test	30 pts
Lab Exercise 3- 3 Position Open Root Test	30 pts
Lab Exercise 4- Weld Evaluation	10 pts
Final Exam	10 pts

Total Points Possible 100

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
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90 – 100	A
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Self-Esteem
Sociability
Self-Management
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WLDG 2439 — Advanced Oxy-Fuel Welding & Cutting

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Recommended Prerequisite: WLDG 1204 Fundamentals of Oxy-Fuel Welding with a grade of C or better.

Course Description

A study of all position welding on ferrous and nonferrous metals using oxy-fuel welding process, including welding and cutting, brazing, and soldering operations.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate proper safe use of oxy-fuel welding and cutting equipment and procedures.
2. Demonstrate basic oxy-fuel welding and cutting operations.
3. Demonstrate advanced oxy-fuel cutting and welding operations.
4. Select appropriate tools, equipment, and materials.
5. Demonstrate proper techniques for silver brazing equipment.

Methods of Evaluation

Category	Percentage
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Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 2443 — Advanced Shielded Metal Arc Welding (SMAW)

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Recommended Prerequisite: WLDG 1457 with a grade of C or better, Internship or Instructor Approval

Course Description

Advanced topics based on accepted welding codes. Training provided with various electrodes in shielded metal arc welding processes with open V-groove joints in all positions.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Examine welding criteria contained in commonly used welding codes.
2. Analyze welds to code standards.
3. Identify weld defects and develop weld repair procedures.
4. Perform welds with high chrome filler metals.
5. Perform welds with high nickel filler metals.
6. Perform welds with Stainless Steel filler metals.

Methods of Evaluation

Evaluation Testing and Grade Distribution:

Classroom Discussion	10 points
Visual Welding Exam	10 points
Lab Exercise Repairs	20 points
Lab Exercise Chrome Weld	20 points
Lab Exercise Nickle Weld	20 points
Lab Exercise Stainless Weld	20 points

Total Points Possible 100

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

Attendance Percentage	Grade
90 – 100	100
80 – 90	90
70 – 80	80
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Welding Program Attendance Requirements*

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Allocates Time
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Allocates Material & Facility Resources

Interpersonal:

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Teaches Others
Serves Clients/Customers
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Negotiates to Arrive at a Decision
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Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

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Writing
Arithmetic
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Information:

Acquires & Evaluates Information
Organizes & Maintains Information
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Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 2447 — Advanced Gas Metal Arc Welding (GMAW)

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Recommended Prerequisite: WLDG 1202 Fundamentals of Gas Metal Arc Welding (GMAW) with a grade of C or better.

Course Description

Advanced topics in Gas Metal Arc Welding (GMAW). Includes welding in various positions and directions.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Perform proper safety inspections of equipment, accessories and surrounding areas.
2. Demonstrate proficiency in performing GMAW welds in various positions.
3. Weld various joint designs and diagnose welding problems and perform visual inspection.
4. Describe the effects of welding parameters in GMAW.

Methods of Evaluation

Evaluation Testing and Grade Distribution:

Lab 1	Equipment Setup	20 points
Lab 2	Weld Fillet weld	20 points
Lab 3	Weld V-groove weld	20 points
Lab 4	Perform proper maintenance of welder	20 points
Lab 5	Properly clean and secure work area	20 points

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Welding Program Attendance Requirements*

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Arithmetic
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Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 2451 — Advanced Gas Tungsten Arc Welding (GTAW)

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Recommended Prerequisite: WLDG 1206 with a grade of C or better.

Course Description

Advanced topics in GTAW welding, including welding in various positions and directions.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Analyze arc characteristics with emphasis on advancements resulting from technical advancements in modern GTAW equipment.
2. Demonstrate changes in techniques and equipment setup for GTAW of various alloys, joint designs and metal thickness.
3. Perform code quality GTAW pipe welds utilizing exotic alloy filler metals.
4. Recognize cost VS quality aspects of GTAW welding compared to other welding processes.

Methods of Evaluation

Evaluation Testing and Grade Distribution:

Participation in theory discussion	20 points
Equipment setup/utilization	20 points
Lab exercise: exotic metals	20 points
Lab exercise: weld quality	20 points
Lab exercise: cost evaluation	20 points

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
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Personal Qualities:

Responsibility
Self-Esteem
Sociability
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WLDG 2452 — Advanced Flux Core Arc Welding

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Completion of WLDG 1206 with a grade of C or better.

Course Description

Advanced concepts of flux cored arc welding of structural and fabricated steel products. Skill development in multi-pass fillet and v-groove welding.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Perform proper safety inspections of equipment, accessories and surrounding areas.
2. Perform multi-pass fillet and v-groove welds in various positions: 1G, 3G, & 5G.

Methods of Evaluation

Evaluation Testing and Grade Distribution:

Lab 1	Equipment Setup	20 points
Lab 2	Weld multi-pass Fillet weld	20 points
Lab 3	Weld multi-pass V-groove weld	20 points
Lab 4	Perform proper maintenance of welder	20 points
Lab 5	Properly clean and secure work area	20 points

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
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Personal Qualities:

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Self-Esteem
Sociability
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WLDG 2453 — Advanced Pipe Welding

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Recommended Prerequisite: WLDG 1435 with a grade of C or better.

Course Description

Advanced topics involving welding of pipe using the shielded metal arc welding (SMAW) process. Topics include electrode selection, equipment setup, and safe shop practices. Emphasis on weld positions 5G and 6G using various electrodes.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Set up equipment and prepare pipe coupons for (SMAW) shielded metal arc welding in various positions.
2. Set up equipment and prepare pipe coupons for (GTAW) gas tungsten arc welding in various positions.
3. Utilize various filler metals including stainless steel to complete pipe welds with GTAW and SMAW process.
4. Demonstrate proper purging techniques on stainless steel pipe for gas tungsten arc welding (GTAW).

Methods of Evaluation

Evaluation Testing and Grade Distribution:

Lab 1	Equipment Setup	20 points
Lab 2	Weld pipe w/ carbon steel 6G SMAW	20 points
Lab 3	Weld pipe w/ stainless steel 6G SMAW	20 points
Lab 4	Weld pipe w/ carbon steel 6G GTAW	20 points
Lab 5	Weld pipe w. stainless steel 6G GTAW	20 points

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Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 2488 — Internship Welder/Welding Technologist

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Recommended Prerequisite: Instructor's Approval

Course Description

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.

(An experience external to the college for an advanced student in a specialized field involving a written agreement between the educational institution and a business or industry. Mentored and supervised by a workplace employee, the student achieves objectives that are developed and documented by the college and that are directly related to specific occupational outcomes. This may be a paid or unpaid experience. *Capstone course and requires the instructor's approval for enrollment.)

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Be provided the experience and on the job training through a cooperative agreement with a Welding, construction, or fabrication employer.
2. Develop skills and competencies necessary for employment in the work force.
3. Construct a resume.
4. Identify and exhibit safe working habits in the workplace.
5. Identify and exhibit skills and competencies necessary to succeed in the workplace.
6. Identify and exhibit personal financial skills necessary for the workplace.
7. Prepare for job interviews.
8. Use information and experience to solve problems in the workplace.

Methods of Evaluation

1. Timely and complete reports, research paper, and presentation as required by the college.--- 33%
2. College and employer's evaluation---34%
3. Summary report---33%

Attendance Percentage	Grade
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86 – 100	40
72 – 85	30
65 – 71	20
51 – 64	10
0 – 50	0
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

Academic Honesty and Integrity

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

Class Attendance*

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missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

Welding Program Attendance Requirements*

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the "Attendance Probation List" for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

Cell Phones and Other Electronic Devices Procedure:

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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

Grievance Policy

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Important Information

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 2506 — Intermediate Pipe Welding

Frank Phillips College

General Course Information

Credit Hours: 5

Prerequisite

Recommended Prerequisite: WLDG 1435

Course Description

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

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Set up equipment and prepare pipe coupons for (SMAW) shielded metal arc welding in various positions.
2. Set up, prepare and weld 6" or larger diameter pipe with a minimum schedule 80 thickness in 5G and 6G positions.
3. Set up, prepare, and weld 6" or larger diameter pipe with a maximum schedule 40 thickness in 5G and 6G positions.
4. Setup, prepare, and weld 2" diameter with schedule 160 or greater thickness.
5. Setup, prepare, and weld 2" diameter with schedule 40.

Methods of Evaluation

Evaluation Testing and Grade Distribution:

Lab 1	Prepare coupons for (SMAW) in various pos.	200 points
Lab 2	Weld 6" pipe w/min. sch. 80 in 5G & 6G	200 points
Lab 3	Weld 6" pipe w/max sch. 40 in 5G & 6G	200 points
Lab 4	Weld 2" pipe w/ schedule 160	200 points
Lab 5	Weld 2" pipe w/ schedule 40	200 points

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

Attendance Percentage	Grade
90 – 100	100
80 – 90	90
70 – 80	80
60 – 70	70
0 – 60	50

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Welding Program Attendance Requirements*

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Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

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Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
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Listening & Speaking

Information:

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Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

BIOL 2406 — Environmental Biology

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

MATH 1314 College Algebra. Successful completion of College Algebra or concurrent enrollment in higher-level mathematics is recommended with a C or higher.

Course Description

Principles of environmental systems and ecology, including biogeochemical cycles, energy transformations, abiotic interactions, symbiotic relationships, natural resources and their management, lifestyle analysis, evolutionary trends, hazards and risks, and approaches to ecological research. (Designed mainly for biology majors.) Must be taken concurrently with a laboratory section.

THECB Approval Number03.0103.51.01

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Life and Physical Sciences Courses

Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Short essay – Students will write an essay either as a standalone assignment or as an exam or quiz question to effectively communicate a considerate analytical response to a critical thought prompt.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	In-class discussion
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Lab Manual/Journal – Lab activities include communicating the collection and analysis of quantitative data.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Short essay – Students will write an essay either as a standalone assignment or as an exam or quiz question to effectively communicate a considerate analytical response to a critical thought prompt.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	In-class discussion
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Lab Manual/Journal – Students will complete assigned lab activities designed around data collection and analysis.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Lab Manual/Journal – Lab activities include communicating the collection and analysis of quantitative data.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Scientific Method Activity – Laboratory activity covering basic concepts in the process of science. Activity will include data collection and analyses as part of journal entry.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Exam Questions – A number of questions covering curriculum over the process of science including quantitative methodology.
Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Lab Manual/Journal Check Students will work in groups to complete laboratory exercises to be reported in a lab journal.
Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Lab Manual/Journal Students will work in groups to complete laboratory exercises to be reported in a lab journal.
Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	In-class discussion

Learning Outcomes:

Upon successful completion of this course, students will:

1. Explain the structure and impact of biogeochemical cycles.
2. Describe energy transformations across trophic levels.
3. Illustrate abiotic/biotic interactions and symbiotic relationships.
4. Identify various types of natural resources, human impact on these resources, and common resource management practices.
5. Quantify and analyze the impact of lifestyle on the environment.
6. Depict evolutionary trends and adaptations to environmental changes.
7. Describe environmental hazards and risks and the social and economic ramifications.
8. Describe ecological and statistical techniques and approaches used in the study of environmental biology.
9. Apply scientific reasoning to investigate questions and utilize scientific tools such as microscopes and laboratory equipment to collect and analyze data.
10. Use critical thinking and scientific problem-solving to make informed decisions in the laboratory.
11. Communicate effectively the results of scientific investigations.

Methods of Evaluation

Exams (Three lecture)	60%
Daily Grades (quizzes, discussions/participation, assignments)	40%

Overall grade will be based upon 3 lecture exams (60%) and daily grades (40%) consisting of quizzes, discussions/participation, and assignments.

Examinations given may include items in the following format:

Essay questions, Multiple choice*, True/False, Fill in the blank*

Short answer* (*may include labeling)

Quizzes and assignments will be given at the instructor's discretion, but typically no more than 1 per week

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may prohibit a student from dropping a course when academic dishonesty is discovered. However, if a student has dropped the course in accordance with the rules and dates applied to dropping a course and prior to the discovery of academic dishonesty, the grade of W will stand. Students currently enrolled in a

course and students who have completed a course (A, B, C, D, CT, and I) may have a grade changed to an F if academic dishonesty is discovered. The faculty member must notify the student of the change to the final grade within one week of facilitating the change. The student will have the opportunity to appeal the final grade change according to the college policy stated in the catalog.

Class Attendance

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Dalhart: (806) 244-7669

Perryton: (806) 648-1450

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Allocates Money
Allocates Material & Facility Resources

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Acquires & Evaluates Information
Organizes & Maintains Information
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Interpersonal:

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Negotiates to Arrive at a Decision
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Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

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Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

BUSI 1301 — Business Principles

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

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.

THECB Approval Number52.0101.51 04

Learning Outcomes:

Upon successful completion of this course, students will:

1. Identify major business functions of accounting, finance, information systems, management, and marketing.
2. Describe the relationships of social responsibility, ethics, and law in business.
3. Explain forms of ownership, including their advantages and disadvantages.
4. Identify and explain the domestic and international considerations for today's business environment: social, economic, legal, ethical, technological, competitive, and international.
5. Identify and explain the role and effect of government on business.
6. Describe the importance and effects of ethical practices in business and be able to analyze business situations to identify ethical dilemmas and ethical lapses.
7. Describe basic financial statements and show how they reflect the activity and financial condition of a business.
8. Explain the banking and financial systems, including the securities markets, business financing, and basic concepts of accounting.
9. Explain integrity, ethics, and social responsibility as they relate to leadership and management.
10. Explain the nature and functions of management.
11. Identify strengths, weaknesses, opportunities, and threats of information technology for businesses.

In addition:

1. Use business terminology in all class discussions and assignments.
2. Identify and discuss the four main kinds of productive resources.
3. Explain how the forces of supply and demand determine fair or market prices.
4. Describe the characteristics of entrepreneurship and how they might be used in business.
5. Differentiate between the two main approaches employees can take to their jobs and the way their performance affects their long-term prospects.
6. Describe in detail the functions of management.
7. Identify and discuss the elements of the marketing mix.
8. Explain why linking pay to performance in a fair and equitable manner is an important source of employee motivation and commitment to a company.
9. Explain how the success of a company can be measured by financial accounts.

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Methods of Evaluation

Face to Face

Tests	45%
Quizzes	15%
Final Examination	20%
Presentations	20%

Online

Chapter Assignments	60%
Discussions	15%
Case studies/Presentations	15%
Final	10%

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Allocates Time
Allocates Money
Allocates Material & Facility Resources

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Uses Computers to Process Information

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Participates as a Member of a Team
Teaches Others
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Negotiates to Arrive at a Decision
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Thinking Skills:

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Technology:

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Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

CBFM 2317 — Mechanical Maintenance

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

General principles of mechanical and electrical systems as related to inspection, repair, and preventative maintenance of facility equipment.

THECB Approval Number46.0401.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand the principles of meter operations.
2. Understand and demonstrate the safe use of various types of electrical testing equipment on power and control circuits.
3. Understand and demonstrate the basic operation of an oscilloscope.
4. Understand basic troubleshooting using building drawings.
5. Troubleshoot lighting systems.
6. Understand and demonstrate the knowledge of various types of electrical control devices and their application.
7. Understand insulation testing of motors and cables using a Megger.
8. Understand and demonstrate troubleshooting using electrical schematics
9. Understand and demonstrate troubleshooting motor starters.
10. Understand and demonstrate knowledge of transformer principles, applications, and maintenance.

Methods of Evaluation

Category	Percentage
Lab/Classroom Participation/Weekly Test	30%
Mid Term Test	25%
Final Exam Test	25%
Attendance & Punctuality	20%
Total	100%
Grading Scale	
A	100-90%
B	80-89%
C	70-79%
D	60-69%
F	59-0%

Academic Honesty and Integrity

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

Class Attendance*

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

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

***Attendance Requirements:** No more than two unexcused absences will be allowed without affecting your grade.

***Make up work:** Instructor will be available for you to do make up work every week either before or after class.

Cell Phones and Other Electronic Devices Procedure:

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Perryton: (806) 648-1450

Grievance Policy

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CETT 1303 — DC Circuits

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

A study of the fundamentals of direct current including Ohm's law, Kirchhoff's laws and circuit analysis techniques. Emphasis on circuit analysis of resistive networks and DC measurements.

THECB Approval Number15.1201.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Apply safety techniques while working on and troubleshooting various circuits and components.
2. Interpret color codes and other descriptors used in electronics.
3. Identify various sources of electricity in DC circuits.
4. Interpret characteristics of voltage, current, resistance, and power in DC circuits.
5. Measure voltage, current and resistance in DC circuits using measuring devices.

Methods of Evaluation

Category	Percentage
Test Average	35%
Lab Average	35%
Attendance	10%
Final Exam	20%
Total	100%

Please come to class on time. Call beforehand if you must miss class. Each student is responsible for all material covered in assigned readings and in each class. If you miss a test, it must be made up before the next two classes meet.

Academic Honesty and Integrity

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

Class Attendance

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

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

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Cell Phones and Other Electronic Devices Procedure:

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Grievance Policy

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

CETT 1305 — AC Circuits

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

A study of the fundamentals of alternating current including series and parallel AC circuits, phasors, capacitive and inductive networks, transformers, and resonance.

THECB Approval Number15.1201.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Operate test equipment.
2. Identify various sources of electricity in alternating (AC) circuits.
3. Analyze AC circuits using applicable mathematic formulas.
4. Troubleshoot various AC circuits using schematic diagrams.

Methods of Evaluation

Category	Percentage
Test Average	35%
Lab Average	35%
Attendance	10%
Final Exam	20%
Total	100%

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Academic Honesty and Integrity

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

Class Attendance

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Cell Phones and Other Electronic Devices Procedure:

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Perryton: (806) 648-1450

Grievance Policy

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

CETT 1409 — DC-AC Circuits

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Consult Advisor

Course Description

Fundamentals of DC circuits and AC circuits operation including Ohm's law, Kirchhoff's laws, networks, transformers, resonance, phasors, capacitive and inductive and circuit analysis techniques.

THECB Approval Number15.1201.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Construct and analyze DC and AC circuits from simple to complex.
2. Perform test measurements.
3. Utilize a multi meter and oscilloscope to differentiate between two AC signals with respect to voltage, current, and power.

Methods of Evaluation

Category	Percentage
Labs	40%
Participation	10%
Midterm exam	25%
Final exam	25%
Total	100%
Grading System	
A	100-90%
B	80-89%
C	70-79%
D	60-69%

Academic Honesty and Integrity

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- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."

Class Attendance*

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***Classroom Policy and Instructor Expectations:** Please come to class on time; If you can **NOT** attend class, please call FPC at 457-4200 ext. 721 or 875. Failure to call if you can **NOT** attend class will result in an unexcused absence and may affect your grade. Each student will be responsible for all materials covered in class discussions and handouts. When you do receive handouts, it will be necessary for you to keep them in such a manner as to provide comprehensive reference for you to use throughout the duration of the class. If you miss a quiz, you will be required to make it up before the next two classes meet. In the case of the final week, you will have only one session to make up any work not completed. If you have a cell phone, please turn it off or put it on VIBRATE during class. If you must take a call, please excuse yourself and take it in the hall.

***Attendance Requirements:** Two absences will be allowed without affecting your grade.

Cell Phones and Other Electronic Devices Procedure:

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
 Allocates Money
 Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
 Organizes & Maintains Information
 Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
 Teaches Others
 Serves Clients/Customers
 Exercises Leadership
 Negotiates to Arrive at a Decision
 Works with Cultural Diversity

Thinking Skills:

Creative Thinking
 Decision Making
 Problem Solving
 Seeing Things in the Mind's Eye
 Knowing How to Learn
 Reasoning

Technology:

Selects Technology
 Applies Technology
 Maintains & Troubleshoots Technology

Systems:

Understands Systems
 Monitors & Corrects Performance
 Improves & Designs Systems

Basic Skills:

Reading
 Writing
 Arithmetic
 Mathematics
 Listening & Speaking

Personal Qualities:

Responsibility
 Self-Esteem
 Sociability
 Self-Management
 Integrity/Honesty

- Week 1- Orientation & Safety
- Week 2- Electrical Quantities & Ohm's Law
- Week 3- Meters & Batteries
- Week 4- Wire Tables & Conductors and Resistors
- Week 5- Series Circuits, Voltage Dividers
- Week 6- Parallel Circuits and Combination Circuits
- Week 7- Thevenin's Theorem, Impedance Matching and Magnetism, Magnetic Induction
- Week 8- Mid-Term Exam – DC
- Week 9- Trigonometry and Alternating Current
- Week 10- Inductance in AC Circuits & RL Series Circuits
- Week 11- RL Capacitive, Capacitive Circuits
- Week 12- Capacitance in AC Circuits & RC Series Circuits
- Week 13- RC Parallel Circuits & RLC Series Circuits
- Week 14- RLC Parallel, Single Phase Transformers
- Week 15- Review (All Labs Due)
- Week 16- Final Exam- AC

CETT 1425 — Digital Fundamentals

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Consult Advisor

Course Description

An entry level course in digital electronics to include numbering systems, logic gates, Boolean algebra, and combinational logic.

THECB Approval Number 15.1201.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Construct digital circuits, such as
 - a. combinational logic circuits, and
 - b. clocking and timing circuits.
2. Troubleshoot various digital circuits using schematic diagrams.

Methods of Evaluation

Category	Percentage
Test Average	35%
Lab Average	35%
Attendance	10%
Final Exam	20%
Total	100%

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

COSC 1301 — Introduction to Computing

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite and/or Corequisite: None

Course Description

Overview of computer systems—hardware, operating systems, and microcomputer application software, including the Internet, word processing, spreadsheets, presentation graphics, and databases. Current issues such as the effect of computers on society, and the history and use of computers in business, educational, and other modern settings are also studied. This course is not intended to count towards a students' major field of study in business or computer science..

THECB Approval Number11.0101.5107

Learning Outcomes

1. Identify the functions of and correctly use hardware, operating systems, and microcomputer application software.
2. Navigate the Internet efficiently as an information resource.
3. Recognize dependable websites and their qualities.
4. Demonstrate an understanding of current issues surrounding computer use in society.
5. Understand and explain the history of the evolution of computers and the changing dynamics associated with the development of computers.
6. Complete projects that integrate business software applications.

Methods of Evaluation

Category	Percentage
Daily Assignments	25%
Exams	25%
Projects	50%
Total	100%

Academic Honesty and Integrity

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

Class Attendance

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Basic Skills:

Reading

Writing

Personal Qualities:

Responsibility

Self-Esteem

Arithmetic
Mathematics
Listening & Speaking

Sociability
Self-Management
Integrity/Honesty

CRIJ 1301 — Introduction to Criminal Justice

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

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.

THECB Approval Number43.0104.51.24

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Social and Behavioral Sciences Courses

Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.

Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Learning Outcomes

Upon successful completion of this course, students will:

1. Describe the history and philosophy of the American criminal justice system.
2. Explain the nature and extent of crime in America.
3. Analyze the impact and consequences of crime.
4. Evaluate the development, concepts, and functions of law in the criminal justice system.
5. Describe the structure of contemporary federal, state, and local justice agencies and processes.

Additionally, students will:

- Student will be able to distinguish between individual rights and public order perspectives
- Describe structure of criminal justice system
- Describe various categories of crime
- Student will identify levels of law enforcement
- Student will identify arrest, search and seizure procedures
- Student will be able to demonstrate why ethics and professionalism is important in policing
- Be able to give a general overview of the different levels of the court system
- Be able to list the primary characters that make up the criminal justice system
- Student will be able to distinguish between concepts of probation and parole
- Be able to demonstrate an understanding of the juvenile justice system

Methods of Evaluation

Category	Percentage
Exams	30%
Quizzes	20%
Paper	15%
Presentation	15%
Participation	20%
Total	100%
Grade Scale	Percentage
A	100% - 90%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Below 60%

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Interpersonal:

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Negotiates to Arrive at a Decision

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Technology:

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Basic Skills:

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Writing

Arithmetic

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Uses Computers to Process Information

Thinking Skills:

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Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Mathematics
Listening& Speaking

Self-Management
Integrity/Honesty

CRIJ 2313 — Correctional Systems & Practices

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

This course is a survey of institutional and non-institutional corrections. Emphasis will be placed on the organization and operation of correctional systems; treatment and rehabilitation; populations served; Constitutional issues; and current and future issues.

THECB Approval Number43.0104.54.24

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Learning Outcomes

Upon successful completion of this course, students will:

1. Describe the organization and operation of correctional systems and alternatives to institutionalization.
2. Describe treatment and rehabilitative programs.
3. Differentiate between the short-term incarceration and long-term institutional environments.
4. Evaluate current and future correctional issues.
5. Identify the Constitutional rights applicable to the correctional setting.

Methods of Evaluation

Category	Percentage
Exams	30%
Quizzes	20%
Paper	15%
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Participation	20%
Total	100%
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Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

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Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
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Decision Making
Problem Solving
Seeing Things in the Mind's Eye
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Reasoning

Systems:

Understands Systems
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Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

CSME 1310 — Introduction to Haircutting and Related Theory

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite and/or Corequisite:

Consult Coordinator of Cosmetology for corequisites: CSME 1443, 1505 and 1553.

Course Description

Introduction to the theory and practice of hair cutting. Topics include terminology, implements, sectioning and finishing techniques.

THECB Approval Number12.0407.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify terminology and practice basic workplace competencies related to haircutting and finishing techniques.
2. Demonstrate use of implements, sectioning, haircutting, and finishing skills.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
Attendance	25%
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Works with Cultural Diversity

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Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

CSME 1330 — Orientation to Nail Technology

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite and/or Corequisite:

Consult Coordinator of Cosmetology

Course Description

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

THECB Approval Number12.0410.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate professional ethics, safety, sanitation and sterilization.
2. Explain the laws and rules of the state licensing agency.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
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Systems:

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Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

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CSME 1431 — Principles of Nail Technology I

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Consult Coordinator of Cosmetology; Corequisite: CSME 1330

Course Description

A course in the principles of nail technology. Topics include anatomy, physiology, theory, and skills related to nail technology. Students will identify and explain the basic anatomy and physiology of the hands, arms, and feet, and demonstrate the related skills of manicuring and pedicuring.

THECB Approval Number12.0410.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify and explain the basic anatomy and physiology of the hands, arms, and feet.
2. Practice the related skills of manicuring, pedicuring, and nail enhancement.

Methods of Evaluation

Category	Percentage
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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 1434 — Cosmetology Instructor I

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Permission of Instructor

Course Description

The fundamentals of instructing cosmetology students. Classroom/clinic management; design teaching methodologies and implement lesson plans.

THECB Approval Number12.0413.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate classroom and clinic management.
2. Design teaching and methodologies.
3. Implement lesson plans.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
Attendance	25%
Final written & practical evaluations	25%
Total	100%

Academic Honesty and Integrity

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Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 1435 — Orientation to the Instruction of Cosmetology

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Permission of Instructor

Course Description

An overview of the skills and knowledge necessary for the instruction of cosmetology students. Students will identify the rules and regulations of the school, department, and state; discuss teaching methodologies and lesson plan development.

THECB Approval Number12.0413.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify the laws and rules of the state licensing agency.
2. Explain teaching methodologies.
3. Explain lesson plan development.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
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Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 1441 — Principles of Nail Technology II

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Corequisite: CSME 1431

Course Description

A continuation of the concepts and principles of nail technology. Topics include advanced instruction in anatomy, physiology, theory, and related skills of nail technology. Students will exhibit the skills mandated by the Texas Department of Licensing and Regulation license examination; demonstrate professional ethics and salon management; and develop client relation and related skills.

THECB Approval Number12.0410.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Perform the skills required by the state licensing agency.
2. Demonstrate professional ethics and salon management.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
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Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 1443 — Manicuring & Related Theory

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Consult Director of Cosmetology

Course Description

Presentation of the theory and practice of nail technology. Topics include terminology, application, and workplace competencies related to nail technology. Identify terminology related to nail technology; demonstrate the proper application of nail technology; and exhibit workplace competencies in nail technology.

THECB Approval Number12.0410.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify terminology related to nail services.
2. Demonstrate the basic procedures of nail services.
3. Practice workplace competencies in nail services.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
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Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

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Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

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Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 1447 — Principles of Skin Care/Facials and Related Theory

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Consult Director of Cosmetology; Corequisites: CSME 2310, 2337 and 2501.

Course Description

In-depth coverage of the theory and practice of skin care, facials, and cosmetics.

THECB Approval Number12.0409.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify the terminology related to the skin, products, and treatments
2. Demonstrate the proper application related to skin care and cosmetics
3. Practice workplace competencies in skin care and cosmetics.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
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Negotiates to Arrive at a Decision

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Basic Skills:

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Mathematics

Listening & Speaking

Information:

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Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 1505 — Fundamentals of Cosmetology

Frank Phillips College

General Course Information

Credit Hours: 5

Prerequisite and/or Corequisite:

Consult Director of Cosmetology; Corequisites: CSME 1443, 1310, and 1553.

Course Description

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.

THECB Approval Number12.0401.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify fundamental concepts related to skills required by the Texas Department of Licensing and Regulation (TDLR).
2. Demonstrate required skills that meet TDLR standards.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 1553 — Chemical Reformation & Related Theory

Frank Phillips College

General Course Information

Credit Hours: 5

Prerequisite and/or Corequisite:

Consult Director of Cosmetology; Corequisites: CSME 1443, 1310, and 1505.

Course Description

Presentation of the theory and practice of chemical reformation. Topics include terminology, application, and workplace competencies related to chemical reformation.

THECB Approval Number12.0407.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify terminology related to chemical reformation.
2. Demonstrate the proper application.
3. Exhibit workplace competencies related to chemical reformation.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
Attendance	25%
Final written & practical evaluations	25%
Total	100%

Academic Honesty and Integrity

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Class Attendance

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 2310 — Intermediate Haircutting & Related Theory

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite and/or Corequisite:

Consult Director of Cosmetology; Corequisites: CSME 1447, 2337, and 2501.

Course Description

Advanced concepts and practice of haircutting. Topics include haircuts utilizing scissors, razor, and/or clippers.

THECB Approval Number12.0407.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify terminology and demonstrate work place competencies related to advanced haircutting and finishing techniques.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
Attendance	25%
Final written & practical evaluations	25%
Total	100%

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Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 2337 — Advanced Cosmetology Techniques

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite and/or Corequisite:

Consult Director of Cosmetology; Corequisites: CSME 1447, 2310, and 2501.

Course Description

Mastery of advanced cosmetology techniques including hair designs, professional cosmetology services, and workplace competencies.

THECB Approval Number12.0401.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Create a variety of hair designs; perform professional cosmetology services; and demonstrate workplace competencies.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
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Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 2414 — Cosmetology Instructor II

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite and/or Corequisite:

Permission of the instructor.

Course Description

A continuation of the fundamentals of instructing cosmetology students. (Students will demonstrate effective classroom/clinic management; and implement teaching methodologies and lesson plans.)

THECB Approval Number12.0413.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Implement teaching methodologies and lesson plans.
2. Demonstrate effective classroom/clinic management.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
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Final written & practical evaluations	25%
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Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 2415 — Cosmetology Instructor III

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Permission of Instructor

Course Description

Presentation of lesson plan assignments and evaluation techniques. Students will develop and present lesson plans and evaluation techniques used in a cosmetology program.

THECB Approval Number12.0413.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Develop and present lesson plans and the use of multi-media technology.
2. Present evaluation techniques used in a cosmetology program.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
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Written assignments including computer assignments	25%
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Final written & practical evaluations	25%
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Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

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Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

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Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 2430 — Nail Enhancement

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Consult Director of Cosmetology

Course Description

A course in the theory, application, and related technology of artificial nails. Student will demonstrate product knowledge and the application of artificial nails and exhibit competencies as related to the state licensing examination.

THECB Approval Number12.0410.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate product knowledge and the application of artificial nails and practice competencies as related to the state licensing examination.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 2445 — Instructional Theory and Clinic Operation

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Permission of Instructor; Consult Coordinator of Cosmetology

Course Description

An overview of the objectives required by the Texas Department of Licensing and Regulation Instructor Examination. Covers the skills required for the completion of the Texas Department of Licensing and Regulation curriculum including the management of a lab/clinic in a cosmetology program and classroom management skills.

THECB Approval Number12.0413.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate the skills required for the completion of the state licensing agency's curriculum including the management of a lab/clinic in a cosmetology program and classroom management skills.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
Attendance	25%
Final written & practical evaluations	25%
Total	100%

Academic Honesty and Integrity

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- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."

Class Attendance

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Cell Phones and Other Electronic Devices Procedure:

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 2501 — Principles of Hair Coloring and Related Theory

Frank Phillips College

General Course Information

Credit Hours: 5

Prerequisite and/or Corequisite:

Consult Director of Cosmetology; Corequisites: CSME 1447, 2310, and 2337.

Course Description

Presentation of the theory and practice of hair color and chemistry. Topics include terminology, application, and workplace competencies related to hair color and chemistry.

THECB Approval Number12.0407.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify terminology
2. Demonstrate hair color application.
3. Practice workplace competencies related to hair color.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
Attendance	25%
Final written & practical evaluations	25%
Total	100%

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Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 2539 — Advanced Hair Design

Frank Phillips College

General Course Information

Credit Hours: 5

Prerequisite:

Completion of CSME 1505 with a grade of C or better.

Course Description

Advanced concepts in the theory and practice of hair design.

THECB Approval Number12.0407.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify terminology
2. Demonstrate proper techniques related to hair design.
3. Exhibit workplace competencies.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
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Interpersonal:

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Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

**CSME 2541 — Preparation for Texas Cosmetology Examination
(Preparation for State Licensing Examination)
Frank Phillips College**

General Course Information

Credit Hours: 5

Prerequisite and/or Corequisite:

CSME 1443, 1310, 1447, 1505, 1553, 2310, 2337, 2501, and 2539, with grades of C or better.

Course Description

Preparation for the state licensing examination. (The student will exhibit the skills required for the completion of the Texas Cosmetology practical exam; and complete the theory curriculum for the Texas Department of Licensing and Regulation theory examination.) * Capstone course.

THECB Approval Number12.0401.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

Demonstrate the skills and knowledge required for completion of the state licensing examination.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
Attendance	25%
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Interpersonal:

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Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

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Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

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Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

DFTG 1325 — Blueprint Reading and Sketching

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

None

Course Description

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.

THECB Approval Number15.1301.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify weld symbols.
2. Identify and demonstrate the various types of lines, dimensions, scales and views of blue prints used in industry and construction including,
3. Recognize and interpret engineering drawings.
4. Perform pipe fitter math including measurements from isometric piping drawings.
5. Draw sketches of objects and pipe isometrics.
6. Locate areas and equipment from detailed drawings and prints.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F
Attendance Percentage	Grade
90 – 100	100
80 – 90	90
70 – 80	80
60 – 70	70
0 – 60	50

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Welding Program Attendance Requirements*

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the "Attendance Probation List" for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

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Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

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Basic Skills:

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Arithmetic
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Listening & Speaking

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Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

ECON 2301 — Principles of Macroeconomics

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Passage of or exemption from the Reading Section of a TSI approved test or completion of INRW 0322 with a grade of C or better.

Course Description

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.

THECB Approval Number45.0601.51.25

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Social and Behavioral Sciences Courses

Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.

Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will answer a question in writing relating to macroeconomic concepts. In their written assignment, they will demonstrate effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will answer a question in writing relating to macroeconomic concepts. They will discuss this concept with the class. They will demonstrate effective expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom and will demonstrate an ability to use various media effectively.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will write an essay on an economic concept requiring critical thinking and analysis.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze and evaluate an economic topic of their choice.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze and evaluate an economic topic of my choice.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will answer a question on an economic concept which demonstrates their ability to analyze economic data using scientific methods.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will answer a question on an economic concept which demonstrates their ability to analyze economic data to reach an informed conclusion.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will answer a question on an economic concept which demonstrates their ability to analyze economic data.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete a writing assignment answering a question that relates to civic responsibility within social communities.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment in which they discuss social policy in America
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment that examines principles of civic responsibility

Learning Outcomes

Upon successful completion of this course, students will:

1. Explain the role of scarcity, specialization, opportunity cost and cost/benefit analysis in economic decision-making.
2. Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.
3. Define and measure national income and rates of unemployment and inflation.
4. Identify the phases of the business cycle and the problems caused by cyclical fluctuations in the market economy.
5. Define money and the money supply; describe the process of money creation by the banking system and the role of the central bank.
6. Construct the aggregate demand and aggregate supply model of the macro economy and use it to illustrate macroeconomic problems and potential monetary and fiscal policy solutions.
7. Explain the mechanics and institutions of international trade and their impact on the macro economy.
8. Define economic growth and identify sources of economic growth.

In addition, this course will emphasize:

1. Key terms, important arguments, and major concepts in when discussing economics issues.
2. A general view of how the United States Economy operates.
3. The mechanics of the market system and the forces and variables of supply and demand.
4. The features of a mixed economy and the effects of social insurance and business regulation on capitalism.
5. The economic models which distinguish between several sectors of the economy such as households, business firms, government, finance, and international trade.
6. The idea of using tradeoffs between different economic concepts to accomplish goals and to understand why they are necessary.
7. The role of government in the establishment of fiscal policy and the complexities of budgetary policies.
8. The nature of money and the role of financial institutions in the United States.

Methods of Evaluation

Group Methods of Evaluation (Econ2301)

Category	Percentage
Attendance & participation	10 %
Homework/writing/articles	20 %
Quizzes/tests/Exams	30 %
Final Exam	40 %
Total	100%

Academic Honesty and Integrity

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- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."
- ***Faculty members have the right to assign a failing grade to a student who is guilty of academic dishonesty at any point during a semester. Faculty members may prohibit a student from dropping a course when academic dishonesty is discovered. However, if a student has dropped the course in accordance with the rules and dates applied to dropping a course and prior to the discovery of academic dishonesty, the grade of W will stand. Students currently enrolled in a course and students who have completed a course (A, B, C, D, CT, and I) may have a grade changed to an F if academic dishonesty is discovered. The faculty member must notify the student of the change to the final grade within one week of facilitating the change. The student will have the opportunity to appeal the final grade change according to the college policy stated in the catalog.

Class Attendance

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

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

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

Cell Phones and Other Electronic Devices Procedure:

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2. Second Offense: the student will be asked to leave the class period for the day and will receive zeroes for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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Grievance Policy

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Important Information

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems

Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening& Speaking

Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

EDUC 1200 — Learning Framework

Frank Phillips College

General Course Information

Credit Hours: 2

Prerequisite

30 hours of college-level credit

Course Description

Application of learning research and theory to academic and professional planning. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for student acquisition of academic, college-level strategies and skills. Students use assessment instruments (e.g., learning inventories) to help them identify and articulate their own strengths and weaknesses as strategic learners and pre-professionals. Students are ultimately expected to integrate and apply the skills discussed to effectively demonstrate learning, ability, and experience. (Cross-listed as PSYC 1200.)

THECB Approval Number42.2701.51.25

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Analyze, synthesize and evaluate his/her assessment results in the areas of
 - a) Learning Styles (preference) and Multiple Intelligences
 - b) Study and learning skills
 - c) Personality development as related to learning
 - d) Motivation
 - e) Self-discipline and self-management behaviors
 - f) Reading skills
 - g) Writing skills
 - h) Critical thinking skills.
2. Demonstrate comprehension and application of
 - a) Learning, cognitive, and motivational theory
 - b) Characteristics of successful adult learners
3. Demonstrate the ability to apply learning concepts to his/her university experience.

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one page writing assignment using development, interpretation, and expression of ideas to define their philosophy on work ethics and appropriate workforce behavior.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete an assignment/presentation that demonstrates appropriate use of written diagnostic criteria for the demonstration of choosing and setting goals and determining an appropriate course of action after the completion of a two-year degree, emphasizing preparation for entering the workforce and transferring to complete a baccalaureate degree.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom and demonstrate mastery of using various media in workplace-related manners.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a one page essay utilizing creative thinking, inquiry, analysis, and evaluation skills to differentiate between two or three possible fields or vocations they are considering.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on an original research assignment/presentation of the student's choice related to core workplace skills including working in teams, communicating, respecting differences among people, and thinking critically/solving problems.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze, evaluate and synthesize data to determine appropriate behavior based on case students from students entering the workplace or transferring for a four-year degree.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will complete a written assignment that demonstrates their ability to analyze numerical data and/or observable facts in order to reach informed conclusions.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will complete an assignment demonstrating the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to show the direction and degree of correlation between those variables and classroom success. Students will then discuss the variables as they apply to their own behavior and success.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete a one page writing assignment answering a question that relates to social and civic responsibility in their community.

Required Core Objective	Activity Related to Core Objective
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will work in teams to create a project for social service that demonstrates intercultural competence, knowledge of civic responsibility, and the ability to engage in various communities. The project will include a written plan, budget, and timeline, and students will present the project proposal to the class.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment/quiz that examines foundational principles and civic responsibility concerning normal and abnormal human development and the social costs of inadequate or ineffective parenting.

Methods of Evaluation

Grades to be determined in accordance with the following:

Category	Percentage
Exams	20%
Assignments/Projects	20%
Resume/Cover Letter/References	20%
Interview	20%
Job Shadow	20%
Total	100%
Grade Points	
90-100	A
80-89	B
70-79	C
60-69	D
59 and lower	F

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- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."

Class Attendance

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Cell Phones and Other Electronic Devices Procedure:

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

EDUC 1301 — Introduction to the Teaching Profession

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Passage of or exemption from the Reading Section of a TSI approved test or completion of INRW 0322 with a grade of C or better.

Course Description

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

THECB Approval Number13.0101.51.09

Learning Outcomes

The purpose of this course is to provide students with a) information about the teaching profession and b) opportunities to observe professional teachers in their teaching environments.

Upon successful completion of this course, students will:

1. Identify current issues influencing the field of education and teacher professional development.
2. Analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.
3. Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers.
4. Evaluate personal motivations, educational philosophies, and factors related to educational career decision making.
5. Recognize the various multiple intelligences/learning styles in order to be able to implement instructional practices that meet the needs of all students.

Methods of Evaluation

Category	Percentage
On-line assignments	25%
Observation Time (16 hours) and Journal	25%
Assessments (3 Projects)	25%
Class Attendance/Participation/Assignments	25%
Total	100%

Grade % A-90-100, B-80-89, C-70-79, D-60-69, F-<60

Academic Honesty and Integrity

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Grievance Policy

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
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Interpersonal:

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Negotiates to Arrive at a Decision
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Technology:

Selects Technology
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Maintains & Troubleshoots Technology

Basic Skills:

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Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

ELPT 1331 — Survey of the National Electrical Code

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

An overview of the content, format, rules, and calculations in the National Electrical Code (NEC).

THECB Approval Number 46.0301.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand and demonstrate knowledge of electrical safety.
2. Understand and demonstrate knowledge of the NEC.
3. Understand and demonstrate knowledge of different types of conductors.
4. Understand and demonstrate knowledge of proper grounding procedures.
5. Understand and demonstrate knowledge of different types of boxes and fittings.
6. Apply the NEC to installations.

Methods of Evaluation

Category	Percentage
Lab/Classroom Participation & Homework	50%
Attendance & Punctuality	10%
Final Test	40%
Total	100%

Make up work: Instructor will be available for you to do make up work every week either before or after class.

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Class Attendance*

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*Classroom Policy and Instructor Expectations: Please come to class on time. If you can NOT attend class, please call FPC at 457-4200, ext. 777 or 875. Failure to call if you can NOT attend class will result in an unexcused absence and may affect your grade. Each student will be responsible for all materials covered in class discussions and handouts. You will receive handouts for each objective and it will be necessary for you to keep them in such a manner as to provide comprehensive reference for you to use throughout the duration of the class. If given homework assignments, you will be required to complete them by the next class session. If you miss a test, you will be required to make it up before the next two classes meet. In the case of the final, you will have only one week to make up the test. If you have a cell phone, please turn it off or put it on VIBRATE during class. If you must take a call, please excuse yourself and take it in the hall.

*Attendance Requirements: Two absences will be allowed.

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Allocates Material & Facility Resources

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Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

ELPT 1341 — Motor Control

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

A study of the operating principles of motors and motor controls and their practical application. Topics include single-phase and three-phase motors, motor starters, braking, jogging, plugging, safety interlocks, specialized motor controls, and motor control equipment.

THECB Approval Number46.0301.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand the theory of and application of various types of single-phase motors.
2. Understand the principles of various types of three-phase motors.
3. Understand manual and magnetic motor starters.
4. Understand the different types of three-phase motor starters.
5. Understand the characteristics, advantages, and disadvantages of motor control centers, and have a basic knowledge of their installation.
6. Understand basic control panel wiring and the various components used.
7. Understand the differences of equipment for hazardous locations.
8. Understand and demonstrate basic troubleshooting for AC motors.
9. Understand maintaining three-phase motors.

Methods of Evaluation

Category	Percentage
Lab/Classroom Participation & Homework	40%
Attendance & Punctuality	10%
Midterm exam	25%
Final exam	25%
Total	100%
Grading Scale	
100 – 90%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
Below 60	F

Academic Honesty and Integrity

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

Class Attendance*

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*Classroom Policy and Instructor Expectations: Please come to class on time. If you can NOT attend class, please call FPC at 457-4200, ext. 721 or 138. Failure to call if you can NOT attend class will result in an unexcused absence and may affect your grade. Each student will be responsible for all materials covered in class discussions and handouts. When you do receive handouts, it will be necessary for you to keep them in such a manner as to provide comprehensive reference for you to use throughout the duration of the class. If given homework assignments, you will be required to complete them by the next class session. If you miss a test, you will be required to make it up before the next two classes meet. In the case of the final, you will have only one week to make up the test. If you

have a cell phone, please turn it off or put it on VIBRATE during class. If you must take a call, please excuse yourself and take it in the hall.

Attendance Requirements: Two absences will be allowed without affecting your grade.

Cell Phones and Other Electronic Devices Procedure:

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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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Perryton: (806) 648-1450

Grievance Policy

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

ELPT 2347 — Electrical Testing & Maintenance

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

Skills development in the proper and safe use of electrical test equipment and the interpretation of test results. Topics of study include introduction to various types of electrical test equipment and their use, electrical troubleshooting the various electrical systems and devices in and industrial location.

THECB Approval Number 46.0301.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand the principles of meter operation.
2. Understand and demonstrate the safe use of various types of electrical testing equipment on power and control circuits.
3. Understand and demonstrate the basic operation of an oscilloscope.
4. Understand basic troubleshooting using building drawings.
5. Troubleshoot lighting systems.
6. Understand and demonstrate the knowledge of various types of electrical control devices and their application.
7. Understand insulation testing of motors and cables using a Megger.
8. Understand and demonstrate troubleshooting using electrical schematics.
9. Understand and demonstrate troubleshooting motor starters.
10. Understand and demonstrate knowledge of transformer principles, applications, and maintenance.

Methods of Evaluation

Category	Percentage
Lab/Classroom Participation & Homework	40%
Attendance & Punctuality	10%
Midterm exam	25%
Final exam	25%
Total	100%
Grading Scale	
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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

ENGL 1301 — Composition I

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Passage of or exemption from the Writing and Reading sections of a TSI approved test or completion of INRW 0322 with a grade of C or better.

Course Description

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.

THECB Approval Number23.1301.51 12

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Communication Courses

Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.

Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a 500 – 1000 word Summary/Response Essay demonstrating holistic mastery of the objectives of written communication.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete an analytical essay of 500 or more words demonstrating holistic mastery of the objectives of written communication.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will demonstrate proficiency in visual and oral communication through utilization of various media in the classroom.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a 500 word essay utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on reading quizzes and/or journal entries over the course's required texts.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation during in-class writing assignments.
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Students will complete a group presentation of an artifact (powerpoint, presi, poster, etc.) utilizing the ability to consider different points of view and to work effectively with others.
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Students will complete a group presentation utilizing the ability to consider different points of view and to work effectively with others. Upon completion of the presentation, students will do peer contribution assessment.
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Students will complete a group presentation.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a group paper or project utilizing the ability to connect choices, actions, and ethical decision making to their role within the group.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Reading quizzes and/or journal entries will demonstrate a preparedness on the students' part before class discussion begins.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to evaluate choices, actions, and consequences to the decisions made in the classroom

Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

In addition, this course will meet the specific learning outcomes that follow:

1. Identify and integrate the basic mechanics of writing. These include:
 - a. Focus and purpose
 - b. Development
 - c. Organization
 - d. Style and tone
 - e. Editing
2. Identify and critique the purpose of a variety of written texts such as letters, memos, and essays.
3. Compose a variety of texts using the basic mechanics of writing effectively.
4. Construct and practice a personal writing process, which includes revision.
5. Evaluate and express personal progress in writing and this course overall.
6. Outline reading strategies that create self-sufficiency in a reading experience. These include:
 - a. Identifying unknown words and ideas through context.
 - b. Identifying unknown words and ideas through references.
 - c. Applying knowledge gained through contextual and referential practices.
7. Identify, analyze, and use textual information to determine the techniques and mechanics of an author.
8. Express verbally and through writing evaluations and analyses of textual information, techniques and mechanics of an author.
9. Develop, plan, and practice useful and effective research techniques and processes. These include:
 - a. Evaluation
 - b. Analysis
 - c. Synthesis
 - d. Note taking
 - e. Record keeping
 - f. Proper citation

Methods of Evaluation

Category	Percentage
Formal Composition/ Projects	60%
Weekly/ Daily Assignments and Activities	20%
Style Book	20%
Total	100%

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Scans/Or Core Competencies That Will Be Addressed in the Class

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Allocates Time
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Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

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Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

ENGL 1302 — Composition II

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Passage of or exemption from the Writing and Reading sections of a TSI approved test and completion of ENGL 1301 or its equivalent with a grade of C or better.

Course Description

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.

THECB Approval Number 23.1301.51.12

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Communication Courses

Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.

Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a 500 to 1000 word Persuasive Essay in which they demonstrate effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a 500 – 1000 word Analytical Essay in which they demonstrate effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom and effectively use various media.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a 500 – 1000 word essay utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on reading quizzes and/or journal entries over the course’s required texts.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation during in-class writing assignments.
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Students will complete a group paper or project utilizing the ability to consider different points of view and to work effectively with others.
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Students will complete a group presentation utilizing the ability to consider different points of view and to work effectively with others. Upon completion of the presentation, students will do peer contribution assessment.
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Students will complete a group presentation.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a group paper or project utilizing the ability to connect choices, actions, and ethical decision making to their role within the group.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Reading quizzes and/or journal entries will demonstrate a preparedness on the students’ part before class discussion begins.
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Learning Outcomes:

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

In addition, this course will meet the specific learning outcomes that follow:

1. To clarify purpose and audience in written communication;
2. To identify writing as a process and practice that process of connected and interactive pre-writing and invention, writing, revision, editing, and proofreading;
3. expository, narrative, persuasive, and self-expressive, in writing assignments;
4. To write effective sentences using unity, parallelism, emphasis, and variety;
5. To understand the concepts of the particular and the universal in literature;
6. To develop and sharpen analytical reading and writing skills;
7. To develop a discernible, individual writing style;
8. To recognize and use basic compositional strategies of introduction, development, and conclusion;
9. To develop and utilize critical thinking skills in the development of exposition argument; and
10. To write about literature in a variety of modes in a way that sequentially and cumulatively builds upon the writing skills developed in the writing sequence.

Methods of Evaluation

Category	Percentage
Daily/ Weekly Assignments and Activities	20%
Formal Writing	60%
Major Exams	20%
Total	100%

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Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

ENGL 2311 — Technical & Business Writing

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Computer competency in word processing and completion of ENGL 1301 or its equivalent with a grade of C or better.

Course Description

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.

THECB Approval Number23.1303.51.12

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Communication Courses

Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.

Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a 500 – 1000 word minimum article for a trade publication of choice that demonstrates effective development, interpretation, and expression of ideas, including an understanding of audience and purpose.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a 500 – 1000 word analytical Ethics Case study essay that demonstrates effective development, interpretation, and expression of ideas, including an understanding of audience and purpose.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will demonstrate proficiency in visual and oral communication through various media in the classroom.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a one to two page resume' assignment that requires creative thinking, innovation, inquiry, analysis, and synthesis.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on reading quizzes over the course's required texts.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation during an in-class writing assignment.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a self-evaluative essay while demonstrating the ability to connect choices, actions, and ethical decision making to their role within group.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a journal/shorter writing assignment relating to choice, decision making, and consequences.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to evaluate choices, actions, and consequences to the decisions made in the classroom
Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Students will complete a group paper or project utilizing the ability to consider different points of view and to work effectively with others.
Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Students will complete a group presentation utilizing the ability to consider different points of view and to work effectively with others.
Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Students will review the work of their peers utilizing the ability to consider different points of view and to work effectively with others.

Learning Outcomes

Upon successful completion of this course, students will:

1. Recognize, analyze, and accommodate diverse audiences.
2. Produce documents appropriate to audience, purpose, and genre.
3. Analyze the ethical responsibilities involved in technical communication.
4. Locate, evaluate, and incorporate pertinent information.
5. Develop verbal, visual, and multimedia materials as necessary, in individual and/or collaborative projects, as appropriate.
6. Edit for appropriate style, including attention to word choice, sentence structure, punctuation, and spelling.
7. Design and test documents for easy reading and navigation.

Methods of Evaluation

Category	Percentage
Formal Papers & Projects	60%
Daily Grades	20%
Exams	20%
Total	100%

Academic Honesty and Integrity

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

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

Class Attendance

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

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

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

Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeroes for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalog. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

Important Information

Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work.

Scans/Or Core Competencies That Will Be Addressed in the Class**Resources:**

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

ENGL 2332 — World Literature I

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Completion of ENGL 1302 or its equivalent **or** ENGL 2311 or its equivalent with a grade of C or better.

Course Description

A survey of world literature from the ancient world through the sixteenth century. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

THECB Approval Number16.0104.52.13

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Language, Philosophy & Culture Courses

Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination.

Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a project in which they demonstrate effective development, interpretation, and expression of ideas through oral and visual communication.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a 500 – 1000 word Analytical Essay that demonstrates mastery of written communication and uses Standard English conventions.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will produce a creative project that demonstrates a mastery of oral and/or visual communication.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an essay utilizing creative thinking, inquiry, analysis, and evaluation skills. The essay may be a formal assigned essay, an in-class writing, or an essay question on an exam.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on reading quizzes and/or journal entries over the course's required texts.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a reading analysis of the literature that includes any or all of the following: finding the main ideas; analyzing the literary techniques; creating a timeline; finding similar themes; annotated portfolios of their own creative work; journal entries, and other assignments deemed appropriate by the faculty member.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Students will participate in an exercise or creation of an artifact that demonstrates their awareness of different ethics and/or values of societies, either differing in historical setting, geographical location, or cultural backgrounds.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Students will complete a written assignment in which they demonstrate an awareness of civic responsibility and/or intercultural competence.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Students will identify an ethical dilemma in the assigned literature and complete a written assignment in which they explore the dilemmas they identified. The artifacts may include journal entries, formal papers, ethical dilemma worksheets, or other materials deemed appropriate by the instructor.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a group paper or project utilizing the ability to connect choices, actions, and ethical decision making to their role within the group.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a reading quiz or journal entry that demonstrates their preparedness for participation in the class and their responsibility in making choices. Faculty may use a quiz or journal average for this assessment. No minimums are required.
Personal Responsibility – to include the ability to connect choices,	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to evaluate choices,

Required Core Objective	Activity Related to Core Objective
actions, and consequences to ethical decision-making	actions, and consequences to the decisions made in the classroom

Learning Outcomes

Upon successful completion of this course, students will:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

In addition, this course will meet the specific learning outcomes that follow:

1. Reinforce and develop the writing skills developed in the writing composition sequence.
2. Develop a greater understanding of literature, the distinguishing features of major literary genres, and various methods to analyze literature.
3. Make and defend critical and evaluative judgments about literary texts. Understand the critical contexts within which literature is created and evaluated, e. g., biographical, cultural, and historical.
4. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.
5. Analyze applicable figurative language in literary texts.
6. Read a wide variety of texts from American, European, and/or world literature.
7. Analyze and compare the use of language in literary works from a variety of world cultures.
8. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.
9. Describe insights gained about oneself, others, or the world from reading specific texts.

Methods of Evaluation

Category	Percentage
Formal Paper(s) and Projects	80%
Daily Grades	20%
Total	100%

Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to,

cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

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

Class Attendance

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

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

Cell Phones and Other Electronic Devices Procedure:

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Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalog. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

Important Information

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Listening& Speaking

Integrity/Honesty

ENGL 2333 — World Literature II

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Completion of ENGL 1302 or its equivalent **or** ENGL 2311 or its equivalent with a grade of C or better.

Course Description

A survey of world literature from the seventeenth century to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

THECB Approval Number16.0104.52.13

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Language, Philosophy & Culture Courses

Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination.

Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a project in which they demonstrate effective development, interpretation, and expression of ideas through oral and visual communication.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a 500 – 1000 word Analytical Essay that demonstrates mastery of written communication and uses Standard English conventions.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will produce a creative project that demonstrates a mastery of oral and/or visual communication.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an essay utilizing creative thinking, inquiry, analysis, and evaluation skills. The essay may be a formal assigned essay, an in-class writing, or an essay question on an exam.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on reading quizzes and/or journal entries over the course's required texts.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a reading analysis of the literature that includes any or all of the following: finding the main ideas; analyzing the literary techniques; creating a timeline; finding similar themes; annotated portfolios of their own creative work; journal entries, and other assignments deemed appropriate by the faculty member.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Students will participate in an exercise or creation of an artifact that demonstrates their awareness of different ethics and/or values of societies, either differing in historical setting, geographical location, or cultural backgrounds.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Students will complete a written assignment in which they demonstrate an awareness of civic responsibility and/or intercultural competence.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Students will identify an ethical dilemma in the assigned literature and complete a written assignment in which they explore the dilemmas they identified. The artifacts may include journal entries, formal papers, ethical dilemma worksheets, or other materials deemed appropriate by the instructor.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a group paper or project utilizing the ability to connect choices, actions, and ethical decision making to their role within the group.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a reading quiz or journal entry that demonstrates their preparedness for participation in the class and their responsibility in making choices. Faculty may use a quiz or journal average for this assessment. No minimums are required.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to evaluate choices, actions, and consequences to the decisions made in the classroom

Learning Outcomes

Upon successful completion of this course, students will:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

In addition, this course will meet the specific learning outcomes that follow:

1. Reinforce and develop the writing skills developed in the writing composition sequence.
2. Develop a greater understanding of literature, the distinguishing features of major literary genres, and various methods to analyze literature.
3. Make and defend critical and evaluative judgments about literary texts. Understand the critical contexts within which literature is created and evaluated, e. g., biographical, cultural, and historical.
4. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.
5. Analyze applicable figurative language in literary texts.
6. Read a wide variety of texts from American, European, and/or world literature.
7. Analyze and compare the use of language in literary works from a variety of world cultures.
8. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.
9. Describe insights gained about oneself, others, or the world from reading specific texts.

Methods of Evaluation

Category	Percentage
Formal Paper(s) and Projects	60%
Daily Grades	20%
Exams	20%
Total	100%

Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit

without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

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Grievance Policy

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Important Information

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

**FYIS 0301 — First Year Institute Seminar
(Student Success Course)
Frank Phillips College**

General Course Information

Credit Hours: 3

Course Description

Examines factors that underlie learning, success, and personal development in higher education. Topics covered include information processing, memory, strategic learning, self-regulation, goal setting, motivation, educational and career planning, and learning styles. Techniques of study such as time management, listening and note taking, text marking, library and research skills, preparing for examinations, and utilizing learning resources are covered. Includes courses in college orientation and developments of students' academic skills that apply to all disciplines.

All first semester freshmen must enroll in the course during their first semester of college. A grade of C or better is required, or the student must repeat the course.

THECB Approval Number32.0101.52.12

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Discuss how they are responsible for their experiences in college.
2. Describe ways they can create a successful experience in college.
3. List, describe, and use specific methods to
 - a. Deal with changes in their personal and professional lives;
 - b. Improve the ability to recall information;
 - c. Read a textbook with improved focus and retention;
 - d. Prepare for and take tests successfully;
 - e. Take effective notes;
 - f. Listen, with comprehension, to a lecture;
 - g. Increase motivation and goal-setting skills;
 - h. Use your learning styles and multiple intelligences to best advantage;
 - i. Use your personality typology to best advantage;
 - j. Draw support, advice, and assistance from their peers; and
 - k. Develop a philosophy of career development.
4. Learn and practice how to change inappropriate habits and behaviors.
5. Locate and utilize a variety of library services and resource materials.
6. Improve creative- and critical-thinking skills.

Methods of Evaluation

A plagiarism certificate and an official degree plan are requirements to pass FYIS. If these are not submitted to your instructor, you will receive an F for the course. You will be given class time to complete both assignments.

Attendance/Participation:	30%
Outside Events/Assignments:	20%
Class Assignments:	30%
Final	20%
Total:	100%

Grade Percentage

90-100	A
80-89	B
70-79	C
60-69	D
59 and lower	F

Academic Honesty and Integrity

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

Class Attendance*

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more than one preparatory course, the student may be dropped from only the course affected by absences.

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

*Students are expected to attend class and complete all assigned work. There is no makeup work for this class unless you miss for a school activity. If you are out-of-town for an event, notify your instructor before the absence and complete the assignment given by the instructor. Participation in activities and events outside of class counts for 20% of the grade for the course. If you have a scheduling conflict, see the instructor **early** in the semester for an alternative assignment.

Cell Phones and Other Electronic Devices Procedure:

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Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

Grievance Policy

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Important Information

Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work.

Scans/Or Core Competencies That Will Be Addressed in the Class**Resources:**

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

GEOL 1403— Physical Geology

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Passage of or exemption from the reading section of a TSI approved test or completion of INRW 0332 with a grade of C or better.

Course Description

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.

THECB Approval Number40.0601.54 03

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Life and Physical Sciences Courses

Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will read a curriculum related article supplied by the instructor and write an article review, including a summary and a critique in which students demonstrate effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will demonstrate understanding of their article by writing a short summary as a question on a test.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Using a method that will keep the student's identity secure, such as Socrative, they will be asked to evaluate the assignment with a few brief questions.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will read a curriculum related article supplied by the instructor and write an article review, including a summary and a critique. Students will demonstrate critical thinking by showing they understand the main points of the article, and by critiquing the article.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will demonstrate critical thinking by identifying the places they demonstrated critical thinking in their article. They will do so by answering a question on a test.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Using a method that will keep the student's identity secure, such as Socrative, they will be asked to evaluate the assignment with a few brief questions.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Lab Demonstration: Each student will participate in a lab demonstration that includes the purpose of the lab, apparatus, data, calculations and conclusion.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Lab Demonstration: Students will demonstrate understanding of their lab demonstration by answering a bonus question on a test.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Lab Demonstration: Using a method that will keep the student's identity secure, such as Socrative, they will be asked to evaluate the assignment with a few brief questions.
Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will participate in a lab demonstration that includes the purpose of the lab, apparatus, data, calculations and conclusion.
Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will demonstrate understanding of their lab demonstration by answering a question on a test.
Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Using a method that will keep the student's identity secure, such as Socrative, they will be asked to evaluate the assignment with a few brief questions.

Learning Outcomes:

Upon successful completion of this course, students will:

1. Describe how the scientific method has led to our current understanding of Earth's structure and processes.
2. Interpret the origin and distribution of minerals, rocks and geologic resources.
3. Describe the theory of plate tectonics and its relationship to the formation and distribution of Earth's crustal features.
4. Quantify the rates of physical and chemical processes acting on Earth and how these processes fit into the context of geologic time.
5. Communicate how surface processes are driven by interactions among Earth's systems (e.g., the geosphere, hydrosphere, biosphere, and atmosphere).
6. Identify and describe the internal structure and dynamics of Earth.
7. Describe the interaction of humans with Earth (e.g., resource development or hazard assessment).

In addition the students will:

- Accurately identify the processes of streams, wind, and glaciers as they shape the face of the earth
- Construct topographic maps
- Evaluate the contrasting erosion and transport of rock and regolith by running water, flowing glaciers, and blowing wind
- Apply the scientific method in a laboratory setting
- Identify and describe the formation of rocks, minerals, and fossils
- Understand and explain plate tectonics
- Demonstrate the collection, analysis, and reporting of data

Methods of Evaluation

Test Grades	35%
Lab Grades	25%
Daily Grades/Lab & Lecture	40%

Grading scale: A = 100 -90; B=89–80; C=79-70; D=69-60; F=59 and below.

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Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

GOVT 2305 — Federal Government

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Passage of or exemption from the Reading Section of a TSI approved test or completion of INRW 0322 with a grade of C or better.

Course Description

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.

THECB Approval Number45.1002.51.25

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Government/Political Science Courses

Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas.

Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one page writing assignment answering a question relating to oral and visual communication between citizens and their government. The written artifact will demonstrate effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a quiz/assignment that examines written and oral communication and government demonstrating an understanding of communication strategies.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom and will demonstrate mastery of various media.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a one page writing utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on an original research assignment of the student's choice.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze, evaluate and synthesize a legislative, executive, or judicial action.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a one page writing assignment answering a question relating to choice, actions, and ethical decision making.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete an assignment/quiz relating to choice, decision making, and consequences.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to evaluate choices, actions, and consequences to the decisions made in the classroom
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete a one page writing assignment answering a question that relates to civic responsibility and engagement within social communities
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment/quiz that examines social policy in America
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment/quiz that examines foundational principles and civic responsibility

Learning Outcomes

Upon successful completion of this course, students will:

1. Explain the origin and development of constitutional democracy in the United States.
2. Demonstrate knowledge of the federal system.
3. Describe separation of powers and checks and balances in both theory and practice.
4. Demonstrate knowledge of the legislative, executive, and judicial branches of the federal government.
5. Evaluate the role of public opinion, interest groups, and political parties in the political system.
6. Analyze the election process.
7. Describe the rights and responsibilities of citizens.
8. Analyze issues and policies in U.S. politics.

Methods of Evaluation (MOE may vary by instructor and course)

Category	Percentage
Exams	60%
Quizzes	20%
Assignments	20%
Total	100%

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Allocates Material & Facility Resources

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Participates as a Member of a Team
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Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
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Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
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Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

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Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

GOVT 2306 — Texas Government

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Passage of or exemption from the Reading Section of a TSI approved test or completion of INRW 0322 with a grade of C or better.

Course Description

Origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas.

THECB Approval Number45.1002.51.25

Statement of Purpose

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Core Objectives Required for Government/Political Science Courses

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Learning Outcomes

Upon successful completion of this course, students will:

1. Explain the origin and development of the Texas constitution.
2. Describe state and local political systems and their relationship with the federal government.
3. Describe separation of powers and checks and balances in both theory and practice in Texas.
4. Demonstrate knowledge of the legislative, executive, and judicial branches of Texas government.
5. Evaluate the role of public opinion, interest groups, and political parties in Texas.
6. Analyze the state and local election process.
7. Identify the rights and responsibilities of citizens.
8. Analyze issues, policies and political culture of Texas.

Methods of Evaluation (MOE may vary by instructor and course)

Category	Percentage
Exam	60%
Reading Quizzes	20%
Assignments	20%
Total	100%

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Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

HIST 1301 — United States History I

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Passage of or exemption from the Reading Section of a TSI approved test or completion of INRW 0322 with a grade of C or better.

Course Description

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.

THECB Approval Number54.0102.51.25

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for American History Courses

Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area.

Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one page writing assignment that demonstrates an understanding of effective development, interpretation and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete an assignment that demonstrates mastery of written and oral communication
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a one page writing assignment utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on an original research assignment of the instructor's choice.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze, evaluate, and synthesize an action instituted by a central government in North America.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a one page writing assignment in which they evaluate a Supreme Court case and answer a question relating to choice, actions, and ethical decision making.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete an assignment relating that focuses on the connection between political choices, actions, and decision making as it directly impacts American Democracy in which they demonstrate the ability to make well-informed choices and decisions and the ability to understand consequences.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to evaluate choices, actions, and consequences to the decisions made in the classroom
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete a one page writing assignment answering a question that relates to civic responsibility and engagement within social communities
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment over the role of slavery that examines social activities in America and includes civic responsibility and an understanding of regional, national, and global communities
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment that examines foundational principles and civic responsibility as related to native populations indigenous to North America and demonstrates intercultural competence.

Learning Outcomes

- 1. Create an argument through the use of historical evidence:**
 - Complete a formal writing assignment and/or oral presentation that analyzes historical evidence.
- 2. Analyze and interpret primary and secondary sources:**
 - Complete a writing assignment and/or oral presentation that analyzes and interprets a primary source
 - Complete a writing assignment and/or oral presentation that analyzes and interprets a secondary source
- 3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States History:**
 - a. Explain the emergence of the natives in North America prior to Columbus's discoveries.
 - b. Explain the political and economic conditions that led to the success of African Slavery in North America up to the Civil War.
 - c. Explain the influence of mercantilism on the development of the American colonies.
 - d. Identify and explain FOUR (4) main causes of the American Revolution.
 - e. Identify and explain FOUR (4) results of the War of 1812.
 - f. Explain how Andrew Jackson's presidency was significantly different than his predecessors' and describe the impact it had on American history.
 - g. Identify and explain the term Manifest Destiny and how it affected westward expansion, slavery in the South, and the settlement of Texas.
 - h. Identify and explain the Supreme Court cases of *Marbury v. Madison* and *Dred Scot v. Sanford* and the impact these cases had on American history.
 - i. Identify the reasons why the South decided to leave the Union and form the Confederate States of America.
 - j. Explain the impact of Reconstruction on the South.

Methods of Evaluation

Face to Face Classes	Percentage
Assignments	30%
Research Papers	15%
Project	15%
Exams	40%
Internet Classes	Percentage
Participation	50%
Assignments	35%
Final	35%
Discussion Based Classes	Percentage
Class Participation	50%
Assignments	25%
Final Exam	25%

Hybrid Classes	Percentage
Weekly Assignments	30%
Research Papers	20%
Homework	30%
Final	20%
Dual-Credit Classes	Percentage
Exam I	20%
Exam II	20%
Homework	20%
Research Paper	20%
Final Exam	20%

Academic Honesty and Integrity

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

Class Attendance

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

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Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course

missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

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Perryton: (806) 648-1450

Grievance Policy

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Important Information

Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work.

Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

HIST 1302 — United States History II

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Passage of or exemption from the Reading Section of a TSI approved test or completion of INRW 0322 with a grade of C or better.

Course Description

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.

THECB Approval Number54.0102.51.25

Statement of Purpose

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Core Objectives Required for American History Courses

Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area.

Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one page writing assignment answering a question relating to technology in post-Civil War America that demonstrates effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete an assignment that examines diplomacy in American history and demonstrates effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a one page writing assignment focused on the effect of mistakes in World War I on Hitler's rise to power while utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on an original research assignment of the instructor's choice that analyzes, takes a position, and builds an intellectual fact-driven argument.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze, evaluate, and synthesize an action instituted by a United States presidential administration.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a one page writing assignment answering a question relating to choice, actions, and ethical decision making that analyzes a Supreme Court case.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete an assignment relating to choice, decision making, and consequences during the Gilded Age and the Progressive Era in which they connect their own choices, actions, and consequences.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to evaluate choices, actions, and consequences to the decisions made in the classroom
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete a one page writing assignment answering a question that relates to civic responsibility and engagement within social communities during the Prohibition Era.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment that examines the Women's Movement and the social activities in America that shaped policies.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment that examines foundational principles and civic responsibility from Roosevelt's New Deal policies.

Learning Outcomes

- 1. Create an argument through the use of historical evidence:**
 - Complete a formal writing assignment and/or oral presentation that analyzes historical evidence
- 2. Analyze and interpret primary and secondary sources:**
 - Complete a writing assignment and/or oral presentation that analyzes and interprets a primary source
 - Complete a writing assignment and/or oral presentation that analyzes and interprets a secondary source
- 3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States History:**
 - a. Explain why the United States government pushed the American Indians west and almost to the point of extinction.
 - b. Explain the advances in new technology at the end of the nineteenth century that helped facilitate the Second Industrial Revolution in the United States.
 - c. Identify FOUR (4) major causes of the Spanish/American War and explain how the United States became an imperialist country.
 - d. Identify FOUR problems of the Gilded Age and how they were addressed in the Progressive Era
 - e. Explain how and why World War I began and how the United States came to be involved.
 - f. Trace the beginning of the women's movement and explain how women's role in American society has evolved.
 - g. Explain why the country turned to prohibition in the late 1910s.
 - h. Identify and explain the theories behind the stock market crash 1929 and how both Presidents Hoover and Roosevelt dealt with the Great Depression
 - i. Describe to what extent World War II can be described as a significant turning point in American history for the areas of the Cold War, civil rights, and the International role of the United States.

Methods of Evaluation

Face to Face Classes	Percentage
Weekly Assignments	30%
Research Papers	15%
Project	15%
Exams	40%
Internet Classes	Percentage
Participation	50%
Assignments	25%
Final Exam	25%
Discussion Based Classes	Percentage
Class Participation	50%
Assignments	25%
Final Exam	25%

Hybrid Classes	Percentage
Weekly Assignments	30%
Research Papers	20%
Homework	30%
Final	20%
Dual-Credit Classes	Percentage
Exam I	20%
Exam II	20%
Homework	20%
Research Paper	20%
Final Exam	20%

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

semester that he or she intends to be absent on the specified holy day.

Cell Phones and Other Electronic Devices Procedure:

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Scans/Or Core Competencies That Will Be Addressed in the Class

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Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

HIST 2311 — Western Civilization I

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Prerequisite: Completion of HIST 1301 or its equivalent OR HIST 1302 or its equivalent with a grade of C or better.

Course Description

A survey of the social, political, economic, cultural, religious, and intellectual history of Europe and the Mediterranean world from human origins to the 17th century. Themes that should be addressed in Western Civilization I include the cultural legacies of Mesopotamia, Egypt, Greece, Rome, Byzantium, Islamic civilizations, and Europe through the Middle Ages, Renaissance, and Reformations.

THECB Approval Number54.0101.54.25

Statement of Purpose

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Core Objectives Required for American History Courses

Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area.

Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one page writing assignment answering a question relating to technology after 1300 A.D. that demonstrates effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete an assignment that examines written and oral communication in negotiations among European nations that demonstrates effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a one page writing assignment about the causes of the Hundred Years War while utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on an original research assignment of the instructor's choice in which they take a position and build an intellectual, fact-driven argument.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze, evaluate, and synthesize an action instituted by a United States presidential administration.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a one page writing assignment answering a question relating to the effect of religion on western civilization in which they demonstrate the ability to connect choice, actions, and ethical decision making.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete an assignment relating to the concept of class and its relationship to race and ethnicity in western civilization in which they demonstrate a mastery of choice, decision making, and consequences.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to evaluate choices, actions, and consequences to the decisions made in the classroom
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete a one page writing assignment answering a question that relates to civic responsibility and engagement within social communities with a focus on the Reformation of the church.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete a class discussion that examines social policies in European Empires in which students demonstrate intercultural competence, knowledge of their own civic responsibility, and an ability to engage in communities beyond their local community.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment that examines foundational principles and civic responsibility during the Glorious Revolution and the impact of these on Europe and North America.

Learning Outcomes

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, and cultural forces on this period of western history.

In addition, this course will meet the specific learning outcomes that follow:

1. Examine how and why historians divide the past into eras.
 - Students will be able to explain the concept and elements of what historians call Western Civilization.
2. Evaluate the changes in the functions and structures of government across time.
 - Students will be able to explain the causes and results of the Hundred Years War.
3. Analyze the causes and effects of major political, economic, and social changes in U.S. and world history.
 - Students will be able to evaluate, discuss, and define the concept of Renaissance during the birth of modern Europe.
4. Explain the concepts of socioeconomic status and stratification.
 - Students will be able to define the concept class and consider its relationship to race and ethnicity in Western Civilization.
5. Apply social science methodologies to compare societies and cultures.
 - Students will compare and contrast the governing policies of the British, French, and Spanish empires over time, explaining how each sought to sustain order and stability.
6. Identify and evaluate the sources and consequences of social conflict.
 - Students will be able to identify and analyze how different religious values have led to social conflict in different regions of the world.
7. Analyze how social institutions (e.g., marriage, family, churches, schools) function to meet the needs of society.
 - Students will be able to identify the causes and effects of the Reformation.
8. Evaluate different governmental systems and functions.
 - Students will be able to explain the Glorious Revolution and the impact it had in both Europe and North America.
9. Identify and evaluate sources and patterns of change and continuity across time and place.
 - Students will be able to explain the impact of the Industrial Revolution on the West.
10. Analyze the basic functions and structures of international economics.
 - Students will be able to explain the impact that trade wars and colonial rebellions had on the world economy.
11. Evaluate how major philosophical and intellectual concepts influence human behavior and identity.
 - Students will be able to explain the impact of the Enlightenment on Western behavior.

Methods of Evaluation

Face to Face Classes	Percentage
Weekly Assignments	40%
Research Papers	30%
Project	20%
Final Exam	10%
	100%

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

Class Attendance

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

HITT 1305 — Medical Terminology I

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

Introduction to the practical application of medical terminology. Study of word origin and structure through the introduction of prefixes, suffixes, root words, plurals, abbreviations and symbols, surgical procedures, medical specialties, and diagnostic procedures.

THECB Approval Number51.0707.0000

Learning Outcomes

Upon successful completion of this course, students will:

1. Identify, pronounce, and spell medical terms;
2. Use terms in context;
3. Build and analyze medical terms; and
4. Use medical references as resource tools.

Methods of Evaluation

Category	Percentage
15 Assignments	70%
Final Exam	30%
Total	100%

Academic Honesty and Integrity

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Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

HUMA 1315 — Fine Arts Appreciation

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

N/A

Course Description

Understanding purposes and processes in the visual and musical arts including evaluation of selected works.

THECB Approval Number50.0101.51.26

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Creative Arts Courses

Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.

Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about the works of art.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a 500-750 essay discussing the visual/nonverbal communicative aspects of a film such as set, costuming, and dance
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will work in groups and complete a researched poster assignment. Students will present their research in a visual format and will give an oral presentation to the class.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will analyze the communicative aspects of visual art such as elements of art, dynamics of art, symbolism, and aesthetic appeal of various works discussed in class.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete self-portrait project where they adapt and reinterpret a “famous” work of art discussed in class and either literally or symbolically insert an image of themselves in it to communicate a specific aspect of themselves, demonstrating creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation to complete a journal that requires students to complete prompts outside of class and briefly comment on how their understanding of art has changed and how the activities reinforce topics discussed in class
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a group challenge that requires them to identify internal, external, and societal conflicts in a film. Students must analyze the film and build a three-level tower of index cards to visually communicate the conflict in the film. Students must work together to analyze the different levels of conflict and to successfully construct a free-standing structure.
Teamwork– to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will complete a collaborative research project and present their project to the class.
Teamwork– to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will complete a writing assignment where they discuss the group project process and reflect on their experience as a team worker
Teamwork– to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will complete a self and group evaluation at the end of a group project. Students will be asked if they and their fellow group mates fulfilled the obligations outlined in the group contract they completed at the beginning of the project.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	In groups, students will complete write, produce, and perform a play that addresses a social, cultural, or economic issue in 20 th century American history.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to	Students will compose contracts with group members before completing group projects.

Required Core Objective	Activity Related to Core Objective
engage effectively in regional, national, and global communities	
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will participate in a class auction for song selection for our political music project.

Learning Outcomes

Upon successful completion of this course, students will:

1. Evaluate the change and evolution of aesthetic standards.
2. Outline and critique attributes that make a work of art influential through time and across genres.
3. Deconstruct the cultural and historical context of a piece of art.
4. Produce artistic work and critique personal artistic process.
5. Create personal aesthetic criteria for various artistic texts and consciously apply these criteria.

Methods of Evaluation

Methods of instruction include lectures, discussions, collaborative work, one-to-one conferences, and audio-video. Evaluation is based on written assignments, projects, reading assignments, class participation, and the final exam.

See the instructor's Humanities 1315 Assignment document for detailed assignment instructions, grading rubrics, due dates, and submission policies.

Category	Percentage
Projects	45 %
Final Exam	15 %
Journals	20 %
Daily Grades	20 %
Total	100%

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Information:

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Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

INMT 1343 — Computer Aided Design/Computer Aided Manufacturing (CAD/CAM)

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult instructor

Course Description

Computer-assisted applications in integrating engineering graphics and manufacturing. Emphasis on the conversion of a working drawing using computer aided design/computer aided manufacturing (CAD/CAM) software and related input and output devices translating into machine codes.

This is a beginning course in using CAD software, using a 3D printer, and a CNC machine. Students will learn to create and manipulate three dimensional technical drawings and learn how to process that drawing to machine code.

THECB Approval Number15.0613.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand the terminology of CAD drawing.
2. Be able to open source CAD software.
3. Understand basic computer drafting history and overview of popular CAD software.
4. Create and manipulate three-dimensional technical drawings.
5. Process drawings to machine code.
6. Use a 3D printer.
7. Use a CNC machine.
8. Create a final project.

Methods of Evaluation

Category	Percentage
Assignments	25%
Class work and participation	25%
Final Exam Test	20%
Final Project	30%
Total	100%

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*See each instructor's classroom behavior and attendance policy.

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Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

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Reading

Writing

Arithmetic

Mathematics

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Decision Making

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Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

INMT 2303 — Pumps, Compressors and Mechanical Drives

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

A study of the theory and operations of various types of pumps and compressors. Topics include mechanical power transmission systems including gears, v-belts, and chain drives.

THECB Approval Number 15.0613.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify the principles involved in the operation of centrifugal & positive displacement pumps and compressors.
2. Identify the function of various components in pumps and compressors.
3. Disassemble & reassemble pumps, compressors and mechanical drives.
4. Troubleshoot pumps, compressors and mechanical drives.

Methods of Evaluation

Category	Percentage
Lab/Classroom Participation	40%
Attendance	10%
Test	25%
Final Exam	25%
Total	100%
Grading Scale	
100-90%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

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Basic Skills:

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Knowing How to Learn

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Systems:

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Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

INTC 1305 — Introduction to Electronic Instrumentation

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult advisor.

Course Description

A survey of the instrumentation field and the professional requirements of the instrumentation technician, including an introduction to computer and calculator applications involved in basic electronic circuit analysis.

THECB Approval Number 15.0404.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Interpret instrumentation drawings.
2. Understand ladder logic and read electrical/electronic schematics.
3. Understand Boolean Algebra.
4. Understand and use elements, transmitters, transducers and displacers.
5. Understand and use control valves, actuators and positioners.
6. Perform continuity check per loop and verify mechanical installation.
7. Troubleshoot a control loop.
8. Commission analog and digital loop.
9. Tune analog and digital control loop.
10. Identify and apply instrumentation circuitry.
11. Identify electrical systems for installation.
12. Understand and troubleshoot relays and timers.
13. Identify and use switches, photoelectric devices.

Methods of Evaluation

Category	Percentage
Test Average	60%
Lab Average	10%
Attendance	10%
Final Exam	20%
Total	100%
Grading System	
A	100-90%
B	80-89%
C	70-79%
D	60-69%

Please come to class on time. Call beforehand if you must miss class. Each student is responsible for all material covered in assigned readings and in each class. If you miss a test, it must be made up before the next two classes meet. Two absences allowed.

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Perryton: (806) 648-1450

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

INTC 1348 — Analytical Instrumentation

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

Analytical instruments emphasizing utilization in process applications. Includes, but not limited to, chromatography, pH, conductivity, and spectrophotometric instruments.

THECB Approval Number 15.0404.0000

Learning Outcomes

Identify various analytical instruments; and describe their functions, strengths, and limitations.

1. Understand and use density and specific gravity analyzers
2. Operate analyzers and monitors
3. Understand and use pH monitors
4. Understand and use electrical conductivity equipment

Methods of Evaluation

Category	Percentage
Test Average	40%
Lab Average	30%
Class Work	10%
Final Exam	20%
Total	100%

Academic Honesty and Integrity

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

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

INTC 1350 — Digital Measurement & Controls

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

Basic measurement control in instrumentation. Includes movement of digital data through common systems employing parallel and serial transfers.

THECB Approval Number 15.0404.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Describe the movement of digital data.
2. Show flow of data transfer systems.
3. Explain system block diagram concepts.

Methods of Evaluation

Category	Percentage
Lab	10%
Attendance	10%
Unit Exams	80%
Total	100%

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

INTC 1355 — Unit Operations

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

Automatic control requirements of industrial processes. Includes control systems, control loop tuning, and analysis.

THECB Approval Number 15.0404.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Explain the static and dynamic aspects of processes.
2. Describe the automatic control requirements of processes.
3. Analyze process variables and adjust the control loop.

Methods of Evaluation

Category	Percentage
Labs	40%
Attendance	10%
Unit Exams	30%
Final Exam	20%
Total	100%

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Allocates Material & Facility Resources

Information:

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Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

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Thinking Skills:

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Systems:

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Basic Skills:

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Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

INTC 1356 — Instrumentation Calibration

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult advisor.

Course Description

A study of techniques for calibrating electronic and pneumatic transmitters, controllers, recorders, valves and valve positioners including tear down, assembly, alignment, and calibration of equipment.

THECB Approval Number 15.0404.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Measure and bend tubing and piping.
2. Install, support and layout tubing and piping.
3. Understand and demonstrate temperature calibration procedures.
4. Understand and demonstrate flow calibration procedures.
5. Understand and demonstrate vibration calibration procedures.
6. Understand and demonstrate level calibration procedures.
7. Understand and demonstrate pressure calibration procedures.
8. Understand and demonstrate valve calibration procedures.
9. Understand and demonstrate controller calibration procedures.
10. Performs final calibration checks, simulate and prove loop.
11. Identify and use troubleshoot insertion-mounted instruments.
12. Troubleshoot in-line mounted instruments.
13. Understand and demonstrate recorder calibration procedures.
14. Understand and use filters, regulators and dryers.

Methods of Evaluation

Category	Percentage
Test Average	40%
Lab Average	30%
Attendance	10%
Final Exam	20%
Total	100%
Grading System	
A	100-90%
B	80-89%
C	70-79%
D	60-69%

Please come to class on time. Call beforehand if you must miss class. Each student is responsible for all material covered in assigned readings and in each class. If you miss a test, it must be made up before the next two classes meet. Two absences allowed.

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Interpersonal:

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Thinking Skills:

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Basic Skills:

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Arithmetic
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Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

INTC 1358 — Flow & Measurement Calibration

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

Practical methods of flow measurements and flow integration. Emphasizes primary flow element selection and calculations in accordance with American Gas Association (AGA) and American Petroleum Institute (API) standards.

THECB Approval Number 15.0404.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand and perform flow calculations.
2. Identify and discuss primary flow elements..
3. Select the proper primary flow elements under specific conditions.
4. Identify and discuss the advantages/disadvantages of the various flow elements.
5. Understand and practice proper safety procedures required in labs.

Methods of Evaluation

Category	Percentage
Labs	30%
Attendance	10%
Class Participation	10%
Midterm Test	20%
Final Exam	30%
Total	100%

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Interpersonal:

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Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

INTC 1391 — Special Topics in Instrumentation Technology

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

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.

THECB Approval Number 15.0404.0000

Learning Outcomes

Upon successful completion of this course, students will:

Student will research a predetermined “topic” throughout the semester and will present a final research paper on or before a specified date.

- A cover sheet consisting of student’s name, semester and year, course name and section number should be added to the front of the research assignment. The cover sheet is not included in the number of pages required for the research assignment.
- Formatting requirements for the paper are as follows:
- Needs to be 5 pages on length, typed in Times New Roman, 12-point font, double spaced, 1 inch margins (top, bottom, and sides)

Methods of Evaluation

Category	Percentage
Research Topic Submission	10%
Research Paper	90%
Total	100%

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

INTC 2336 — Distributed Control & Programmable Logic

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

Overview of distributed control systems including configuration of programmable logic controllers, smart transmitters, and field communicators. Functions of digital systems in a process control environment.

THECB Approval Number 15.0404.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand and program programmable logic controllers.
2. Understand number system and logic.
3. Troubleshoot programmable logic controller systems.
4. Understand input/output devices and modules.
5. Develop a programmable logic control system.
6. Maintenance and troubleshoot distributed control systems.
7. Understand expansion and data networks.

Methods of Evaluation

Category	Percentage
Test Average	35%
Lab Average	35%
Attendance	10%
Final Exam	20%
Total	100%
Grading Scale	
100 – 90%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
Below 60	F

Please come to class on time. Call beforehand if you must miss class. Each student is responsible for all material covered in assigned readings and in each class. If you miss a test, it must be made up before the next two classes meet. Two absences allowed.

Academic Honesty and Integrity

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- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."

Class Attendance

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Important Information

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

INTC 2339 — Instrument & Control Review

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

An overview of instrument and control technology in preparation for industry employment and national testing (National Institute of Certified Engineering Technologist Certification).

THECB Approval Number 15.0404.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Assess pressure, temperature, level, flow and analytical variables as used in the industry;
2. Troubleshoot various multivariable process variables on the simulator in the lab;
3. Control various different loop systems found in the lab;
4. Complete a project in the lab;
5. Assess information from other classes taken in this program; and
6. Complete the ISA Study Test for certification and various industry tests.

Methods of Evaluation

Category	Percentage
Class Participation	10%
Lab	10%
Unit Exams	40%
Final Exam	40%
Total	100%

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Class Attendance

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Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

INTC 2388 — Internship in Instrumentation Technology

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

An experience, external to the college for an advanced student in a specialized field involving a written agreement between the educational institution and a business or industry. Mentored and supervised by a workplace employee, the student achieves objectives that are developed and documented by the college and that are directly related to specific occupational outcomes. This may be a paid or unpaid experience. This course may be repeated if topics and learning outcomes vary.

THECB Approval Number 15.0404.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand and master the theory, concepts, and skills involving tools, materials, equipment, procedures, regulations, laws, and interactions within and among political, economic, and legal; systems associated with the occupation, business, or industry.
2. Demonstrate ethical behavior, safety practice, interpersonal and teamwork skills.
3. Demonstrate communication in the applicable language of the occupation, business or industry.

Methods of Evaluation

Category	Percentage
Log Entries	60%
Supervisor's Evaluations	40%
Total	100%
Grading Scale	
100 – 90%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D

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* It is the responsibility of each student to secure suitable employment, which relates to the student's area of study. The student is expected to go to work each day as assigned by their employer, arrive on time, and do the work assigned to the best of their ability. Each student is responsible for maintaining their own log sheet, and obtaining their immediate supervisor's signature on the log at the end of each work week. The log sheets must be returned to the instructor either bi-weekly or monthly as agreed upon by the student and the instructor. If the student is dismissed from work, he or she must secure a suitable place of employment within one week time or the student will receive a grade of "F" for the course. In the case of a lay off or injury that prevents the student from carrying out their work assignments, the student will be allowed to take an incomplete for the class, but must complete the assignment the following semester or a grade of "F" will be assigned. At the end of the semester all log sheets and the supervisor's evaluation must be returned to your instructor. The supervisor's evaluation should be filled out and discussed with the student prior to its return.

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Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
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Basic Skills:

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Writing
Arithmetic
Mathematics
Listening & Speaking

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Problem Solving
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Knowing How to Learn
Reasoning

Systems:

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Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

MATH 0302 — Elementary Algebra and Geometry

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Placement by an approved TSI test. (Does not count toward a degree.)

Course Description

Algebraic expressions, linear equations and models, exponents, and polynomials, factoring, algebraic fractions, graphing, systems of linear equations, radicals, points, parallel and perpendicular lines, planes, space angles, triangles, congruent triangles, space figures, volume, surface, area, reasoning skills.

THECB Approval Number32.0104.51.19

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Develop the basic tools of algebra needed for further courses in mathematics;
2. Show that mathematics is useful in many disciplines using applications;
3. Evaluate algebraic expressions;
4. Convert phrases to algebraic expressions;
5. Graph and order real numbers on the number line;
6. Find absolute values and opposites of real numbers;
7. Add, subtract, multiply, and divide real numbers;
8. Use and identify properties of real numbers;
9. Combine algebraic expressions;
10. Solve linear equations;
11. Solve linear inequalities;
12. Use integer exponents;
13. Do arithmetic operations on polynomials;
14. Factor polynomials;
15. Simplify rational expressions;
16. Use the rectangular coordinate system to do simple graphing;
17. Evaluate and estimate square roots and other basic radicals;
18. Identify and calculate the measures of adjacent, vertical, and complementary angles;
19. Investigate properties of parallel and perpendicular lines;
20. Work with congruent and similar triangles; and
21. Solve systems of equations in two variables.

Methods of Evaluation

Category	Percentage
Homework, class work, labs, and quizzes	25%
Major Exams	50%
Final Exam	25%
Total	100%

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Uses Computers to Process Information

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Negotiates to Arrive at a Decision
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Thinking Skills:

Creative Thinking
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Systems:

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Basic Skills:

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Writing
Arithmetic
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Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

MATH 0303 — Intermediate College Algebra

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Completion of MATH 0302 with a grade of C or better or placement by an approved TSI test. (Does not count toward a degree.)

Course Description

A study of relations and functions, inequalities, algebraic expressions and equations (absolute value, polynomial, radical, rational), with a special emphasis on linear and quadratic expressions and equations. This course is designed for students who have insufficient preparation for college algebra or who have been out of high school several years and need a review of algebraic fundamentals.

THECB Approval Number32.0104.52.19

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- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Define, represent, and perform operations on real and complex numbers.
2. Recognize, understand, and analyze features of a function.
3. Recognize and use algebraic (field) properties, concepts, procedures (including factoring), and algorithms to combine, transform, and evaluate absolute value, polynomial, radical, and rational expressions.
4. Identify and solve absolute value, polynomial, radical, and rational equations.
5. Identify and solve absolute value and linear inequalities.
6. Model, interpret and justify mathematical ideas and concepts using multiple representations.
7. Connect and use multiple strands of mathematics in situations and problems, as well as in the study of other disciplines.

Methods of Evaluation

Category	Percentage
Homework	25%
Major Exams	50%
Final Exam	25%
Total	100%

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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

MATH 1314 — College Algebra

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Completion of MATH 0303 with a grade of C or better or placement by an approved TSI test.

Course Description

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.

THECB Approval Number27.0101.54.19

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will solve a given mathematical problem through a verbal and visual description.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will select a mathematical model for a given set of data and present their results to the class.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will select a mathematical model for a given set of data and summarize the results in a written assignment.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will solve a mathematical problem given through a verbal and visual description.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will select the appropriate method for solving a given problem or problems and explain their reasoning behind their choice.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will select a mathematical model for a given set of data and summarize the results in a written assignment.
Quantitative Literacy – to include the ability clearly communicate quantitative arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate)	Students will solve a mathematical problem given through a verbal and visual description.
Quantitative Literacy – to include the ability clearly communicate quantitative arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).	Students will select a mathematical model for a given set of data and present their results to the class.
Quantitative Literacy – to include the ability clearly communicate quantitative arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate)	Students will select a mathematical model for a given set of data and summarize the results in a written assignment.

Learning Outcomes:

Upon successful completion of this course, students will:

1. Demonstrate and apply knowledge of properties of functions, including domain and range, operations, compositions, and inverses.
2. Recognize and apply polynomial, rational, radical, exponential and logarithmic functions and solve related equations.
3. Apply graphing techniques.
4. Evaluate all roots of higher degree polynomial and rational functions.
5. Recognize, solve and apply systems of linear equations using matrices.

Methods of Evaluation

Category	Percentage
Face-to face Classes	
Exams	70%
Daily Work	30%
Total	100%
Category	Percentage
Dual-credit Classes	
Exams	70%
Daily Work	30%
Total	100%

Academic Honesty and Integrity

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

Class Attendance

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

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

MATH 1316 — Plane Trigonometry

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

One unit of plane geometry, and two units of high school algebra. Passage of the Math Section of a TSI approved test or completion of MATH 0303 with a grade of C or better.

Course Description

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.

THECB Approval Number27.0101.53.19

Statement of Purpose

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Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will solve a mathematical problem given through a verbal and visual description.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will select a mathematical model for a given set of data and present their results and reasoning for the solution.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will select a mathematical model for a given set of data and summarize the results in a written assignment.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will solve a mathematical problem given through a verbal and visual description.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will select the appropriate method for solving a given problem or problems and explain their reasoning behind their choice.
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Quantitative Literacy – to include the ability clearly communicate quantitative arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate)	Students will select a mathematical model for a given set of data and summarize the results in a written assignment.

Learning Outcomes

Upon successful completion of this course, students will:

1. Compute the values of trigonometric functions for key angles in all quadrants of the unit circle measured in both degrees and radians.
2. Graph trigonometric functions and their transformations.
3. Prove trigonometric identities.
4. Solve trigonometric equations.
5. Solve right and oblique triangles.
6. Use the concepts of trigonometry to solve applications.

Methods of Evaluation

Category	Percentage
Face-to-face Classes	
Exams	80%
Daily Work	20%
Total	100%
Category	Percentage
Dual-Credit Classes	
Exams	70%
Daily Work	30%
Total	100%

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Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

MATH 1325 — Calculus for Business & Social Sciences

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Completion of MATH 1324 or MATH 1314 with a grade of C or better.

Course Description

Limits and continuity, derivatives, graphing and optimization, exponential and logarithmic functions, antiderivatives, integration, applications to management, economics, and business.

THECB Approval Number27.0301.53.19

Statement of Purpose

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Core Objectives Required for Mathematics Courses

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- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a 1-2 page writing assignment effectively explaining the derivative can be used to find the slope of a tangent line.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a quiz/assignment that involves written and visual communication. Students will exhibit knowledge of the relationships between variables arising in real-world context, translate between real-world situations and sketch graphs of relationships between variables, and interpret the functions in terms of the contexts in which they arise.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and written communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an application project utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on solving mathematical problems. Students will determine the antiderivatives by various methods.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze real-world situations, formulate models, and draw conclusions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an application project. Students will represent relevant information in mathematical forms and use quantitative analysis to draw conclusions and make note of any appropriate assumptions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an assignment/quiz of problems requiring mathematical reasoning.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will analyze real-world situations, formulate models, and draw conclusions.

Learning Outcomes:

Upon successful completion of this course, students will:

1. understand the definition of a derivative
2. be able to differentiate polynomial, and exponential and logarithmic functions
3. be able to differentiate products, quotients, and use the chain rule
4. be able to use differentiation techniques to graph functions
5. implicitly differentiate
6. investigate antiderivatives and integration
7. integrate by substitution
8. integrate by parts and using integration tables
9. investigate multivariable calculus including partial derivatives and finding maxima and minima
10. investigate double integrals

Methods of Evaluation

Category	Percentage
Face-to face Classes	
Exams	75%
Daily Work	25%
Total	100%

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Interpersonal:

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Teaches Others
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Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

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Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

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Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

MATH 1332 — Contemporary Mathematics I (for Liberal Art Majors)

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Completion of MATH 0303 with a grade of C or better or placement by an approved TSI test.

Course Description

Topics may include introductory treatment of sets, logic, number systems, number theory, relations, functions, probability, and statistics.

THECB Approval Number27.0101.51.19

Statement of Purpose

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Core Objectives Required for Mathematics Courses

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Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one-two page writing assignment effectively explaining the measurement process and the concept of a unit measurement that demonstrates effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete an assignment that involves written and visual communication. Students will exhibit knowledge of the relationships between variables arising in real-world context, translate between real-world situations and sketch graphs of relationships between variables, and interpret the functions in terms of the contexts in which they arise.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and written communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an applied problem, devise a model that graphically displays the information, discuss assumptions made in the creation of the model, and draw conclusion, utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an assignment in which they utilize creative thinking, innovation, inquiry, analysis, and evaluation on solving mathematical problems involving finance.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an assignment in which they analyze real-world situations involving probability, formulate models, and draw conclusions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an application project. Students will represent relevant information in mathematical forms and use quantitative analysis to draw conclusions and make note of any appropriate assumptions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an assignment/quiz on proving statements using mathematical induction.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will analyze real-world situations, formulate models, and draw conclusions.

Learning Outcomes:

Upon successful completion of this course, students will:

1. Apply set notation and diagram sets.
2. Perform set operations.
3. Define and identify composite, prime numbers, and subsets of the real numbers.
4. Perform problems involving arithmetic and geometric sequences.
5. Solve consumer mathematics problems involving the mathematics of finance.
6. Define, identify, and be able to solve problems involving points, lines, planes, angles, triangles, polygons, perimeter, area, circumference, and volume.
7. Solve problems using right triangle trigonometry.
8. Prove statements using mathematical induction.
9. Apply the Fundamental Counting Principle.
10. Compute permutations and combinations.
11. Solve statistical problems involving sampling, frequency distributions, measures of central tendency, measures of dispersion, the normal distribution, and correlation.
12. Construct graphs, scatter plots, and regression lines.

Methods of Evaluation

Category	Percentage
Face-to face Classes	
Exams	70%
Daily Work	30%
Total	100%
Category	Percentage
Dual-credit Classes	
Exams	70%
Daily Work	30%
Total	100%

Academic Honesty and Integrity

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

Class Attendance

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Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

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Cell Phones and Other Electronic Devices Procedure:

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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

Grievance Policy

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Important Information

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

MATH 1342 — Elementary Statistical Methods

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Completion of MATH 0303 with a grade of C or better or placement by an approved TSI test.

Course Description

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

THECB Approval Number27.0501.51.19

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one-two page writing assignment effectively explaining the role of probability in statistics.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a quiz/assignment that involves written and visual communication. Students will exhibit knowledge of the relationships between variables arising in real-world context, translate between real-world situations and sketch graphs of relationships between variables, and interpret the functions in terms of the contexts in which they arise.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and written communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an application project utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on solving mathematical problems. Students will solve problems by more than one method if possible and justify the choice of the most efficient method that can be employed.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze real-world situations, formulate models, and draw conclusions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an application project. Students will represent relevant information in mathematical forms and use quantitative analysis to draw conclusions and make note of any appropriate assumptions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an assignment/quiz over problems requiring mathematical reasoning.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and	Students will analyze real-world situations, formulate models, and draw conclusions.

Required Core Objective	Activity Related to Core Objective
everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	

Learning Outcomes

Upon successful completion of this course, students will:

1. Explain the use of data collection and statistics as tools to reach reasonable conclusions.
2. Recognize, examine and interpret the basic principles of describing and presenting data.
3. Compute and interpret empirical and theoretical probabilities using the rules of probabilities and combinatorics.
4. Explain the role of probability in statistics.
5. Examine, analyze and compare various sampling distributions for both discrete and continuous random variables.
6. Describe and compute confidence intervals.
7. Solve linear regression and correlation problems.

Perform hypothesis testing using statistical methods.

Methods of Evaluation

Category	Percentage
Face-to-face Classes	
Exams	70%
Lab	25%
Attendance	5%
Total	100%
Category	Percentage
Dual-Credit Classes	
Exams	70%
Lab	30%
Total	100%

Academic Honesty and Integrity

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Class Attendance

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Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

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

Cell Phones and Other Electronic Devices Procedure:

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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

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Perryton: (806) 648-1450

Grievance Policy

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Important Information

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology

Systems:

Understands Systems
Monitors & Corrects Performance

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

MATH 1351
Advanced Mathematics II for Elementary Education Teachers
Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

MATH 1314 or a higher-level math course and MATH 1350 with grades of C or better.

Course Description

Concepts of geometry, probability, and statistics, as well as applications of the algebraic properties of real numbers to concepts of measurement with an emphasis on problem solving and critical thinking. This course is designed specifically for students who seek middle grade (4 through 8) teacher certification.

THECB Approval Number27.0101.57.19

Statement of Purpose

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Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one-two page writing assignment effectively explaining how to calculate the measures of central tendency and variability for a given set of data and provide analysis of the measurements.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a quiz/assignment that involves written and visual communication. Students will exhibit knowledge of the relationships between variables arising in real-world context, translate between real-world situations and sketch graphs of relationships between variables, and interpret the functions in terms of the contexts in which they arise.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and written communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an application project utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on solving mathematical problems involving permutations and combinations.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze real-world situations involving probability, formulate models, and draw conclusions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an application project. Students will represent relevant information in mathematical forms and use quantitative analysis to draw conclusions and make note of any appropriate assumptions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an assignment/quiz of problems requiring mathematical reasoning.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will analyze real-world situations, formulate models, and draw conclusions.

Learning Outcomes:

Upon successful completion of this course, students will:

1. Recognize the NCTM standards and the TEKS.
2. Recognize the connection between fractions, rational numbers, decimals and percents.
3. Define and use ratios and proportions.
4. Recognize algebraic reasoning and representation.
5. Draw and interpret a variety of graphical representations of data.
6. Calculate and interpret the measures of central tendency and variability for a set of data.
7. Calculate empirical probabilities, permutations and combinations.
8. Define the basic figures of geometry along with their properties.
9. Explain the measurement process and the concept of a unit measurement.
10. Calculate the perimeter, area, surface area, and volume for a variety of figures.
11. Prove the congruence or similarity of a given pair of triangles.

Methods of Evaluation

Category	Percentage
Homework	25%
Exams	50%
Final Exam	25%
Total	100%
Grade Scale	
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

Exams:

There are exams that will be given. Makeup exams will be given at the discretion of the instructor. Please contact your instructor before the exam to arrange a makeup exam. Please keep in mind that makeup exams are relatively more difficult than regular exams.

Positively no exam grades will be dropped.

Note: Cheating on tests or quizzes will result in an automatic 0 on the test.

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Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

Additional/Supplemental References

1. The ARC has software and videos that correlate to each section in the assigned textbook.
2. Student tutors are available for students in the ARC.
3. The mathematics section in the library has many related books.
4. The following list of websites may be helpful:

<http://euler.slu.edu/Dept/SuccessinMath.html>

<http://www.mathpower.com/>

<http://www.mathpowercom/tips/htm>

<http://www.purplemath.com/stdysrvy.htm>

<http://webster.commnet.edu/mathcenter/handouts/module.htm>

<http://www.wvu.edu/depts/tutorialcenter/math.htm>

<http://www.wtamu.edu/academic/anns/mps/math/mathlab/>

MATH 2312 — Pre-Calculus Math

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Passage of Math Section of a TSI approved test, two years of high-school algebra, one year of high-school geometry, and one semester of high-school trigonometry.

Course Description

In-depth combined study of algebra, trigonometry, and other topics for calculus readiness. Applications of algebra and trigonometry to the study of elementary functions and their graphs including polynomial, rational, exponential, logarithmic and trigonometric functions. May include topics from analytical geometry.

THECB Approval Number27.0101.58.19

Statement of Purpose

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- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will solve a mathematical problem given through a verbal and visual description.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will select a mathematical model for a given set of data and present their results to the class.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will select a mathematical model for a given set of data and summarize the results in a written assignment.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will solve a mathematical problem given through a verbal and visual description.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will select the appropriate method for solving a given problem or problems and explain their reasoning behind their choice.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will select a mathematical model for a given set of data and summarize the results in a written assignment.
Quantitative Literacy – to include the ability clearly communicate quantitative arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate)	Students will solve a mathematical problem given through a verbal and visual description.
Quantitative Literacy – to include the ability clearly communicate quantitative arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).	Students will select a mathematical model for a given set of data and present their results to the class.
Quantitative Literacy – to include the ability clearly communicate quantitative arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate)	Students will select a mathematical model for a given set of data and summarize the results in a written assignment.

Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate and apply knowledge of properties of functions.
2. Recognize and apply algebraic and transcendental functions and solve related equations.
3. Apply graphing techniques to algebraic and transcendental functions.
4. Compute the values of trigonometric functions for key angles in all quadrants of the unit circle measured in both degrees and radians.
5. Prove trigonometric identities.
6. Solve right and oblique triangles.

In addition, this course will meet the specific learning outcomes that follow:

1. Construct graphs of trigonometric functions using polar coordinates.
2. Graph functions, including rational functions and relations.
3. Apply operations on complex numbers.
4. Solve exponential and logarithmic equations and graph exponential and logarithmic functions.
5. Graph a system of parametric equations.
6. Describe vectors in component form and in terms of length and direction.
And demonstrate various calculations with vectors such as addition, subtraction, multiplication of scalar, dot product and cross product.
7. Construct models and solve applied problems using vectors.
8. Sketch the graphs of various conics and create using different conic graphs.
9. Evaluate arithmetic and geometric sequences.

Methods of Evaluation

Category	Percentage
Face-to-face Classes	
Exams	75%
Daily Work	25%
Total	100%
Category	Percentage
Dual-Credit Classes	
Assignments	10%
Exams	30%
Quizzes	60%
Total	100%

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Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

MATH 2413 — Calculus I

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

Completion of MATH 1316 with a grade of C or better or co-requisite of MATH 1316.

Course Description

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.

THECB Approval Number27.0101.59.19

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one-two page writing assignment effectively explaining why the derivative can be used to find the slope of a tangent line.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a quiz/assignment that involves written and visual communication. Students will exhibit knowledge of the relationships between variables arising in real-world context, translate between real-world situations and sketch graphs of relationships between variables, and interpret the functions in terms of the contexts in which they arise.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a quiz/assignment that involves written and visual communication by clearly showing the reasoning behind the solutions to 2-3 problems.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an application project utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on solving mathematical problems. Students will determine the antiderivatives by various methods.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze real-world situations, formulate models, and draw conclusions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an application project. Students will represent relevant information in mathematical forms and use quantitative analysis to draw conclusions and make note of any appropriate assumptions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an assignment/quiz of problems requiring mathematical reasoning.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will analyze real-world situations, formulate models, and draw conclusions.

Learning Outcomes

Upon successful completion of this course, students will:

1. Develop solutions for tangent and area problems using the concepts of limits, derivatives, and integrals.
2. Draw graphs of algebraic and transcendental functions considering limits, continuity, and differentiability at a point.
3. Determine whether a function is continuous and/or differentiable at a point using limits.
4. Use differentiation rules to differentiate algebraic and transcendental functions.
5. Identify appropriate calculus concepts and techniques to provide mathematical models of real-world situations and determine solutions to applied problems.
6. Evaluate definite integrals using the Fundamental Theorem of Calculus.
7. Articulate the relationship between derivatives and integrals using the Fundamental Theorem of Calculus.

Methods of Evaluation

Category	Percentage
Face-to-face Classes	
Exams	70%
Lab	25%
Attendance	5%
Total	100%
Category	Percentage
Dual-Credit Classes	
Exams	75%
Lab	25%
Total	100%

Academic Honesty and Integrity

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

Class Attendance

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

Cell Phones and Other Electronic Devices Procedure:

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2. Second Offense: the student will be asked to leave the class period for the day and will receive zeroes for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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Perryton: (806) 648-1450

Grievance Policy

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Important Information

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

MATH 2414 — Calculus II

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

Completion of MATH 2413 with a grade of C or better.

Course Description

Differentiation and integration of transcendental functions; parametric equations and polar coordinates; techniques of integration; sequences and series; improper integrals.

THECB Approval Number27.0101.60.19

Statement of Purpose

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Core Objectives Required for Mathematics Courses

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Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

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- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one-two page writing assignment effectively explaining the derivation of a chosen integration formula and how to apply the formula to a specific integral to be evaluated. .
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a quiz/assignment that involves written and visual communication. Students will exhibit knowledge of the relationships between variables arising in real-world context, translate between real-world situations and sketch graphs of relationships between variables, and interpret the functions in terms of the contexts in which they arise.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and written communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an application project utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on solving mathematical problems. Students will find the volume of solids generated by revolving regions bounded by given lines and curves.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze real-world situations, formulate models, and draw conclusions.
Empirical and Quantitative Skills- to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an application project. Students will represent relevant information in mathematical forms and use quantitative analysis to draw conclusions and make note of any appropriate assumptions.
Empirical and Quantitative Skills- to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an assignment/quiz of 5 problems requiring mathematical reasoning.
Empirical and Quantitative Skills- to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will analyze real-world situations, formulate models, and draw conclusions.

Learning Outcomes

Upon successful completion of this course, students will:

1. Use the concepts of definite integrals to solve problems involving area, volume, work, and other physical applications.
2. Use substitution, integration by parts, trigonometric substitution, partial fractions, and tables of anti-derivatives to evaluate definite and indefinite integrals.
3. Define an improper integral.
4. Apply the concepts of limits, convergence, and divergence to evaluate some classes of improper integrals.
5. Determine convergence or divergence of sequences and series.
6. Use Taylor and MacLaurin series to represent functions.
7. Use Taylor or MacLaurin series to integrate functions not integrable by conventional methods.
8. Use the concept of polar coordinates to find areas, lengths of curves, and representations of conic sections.

Methods of Evaluation

Category	Percentage
Face-to-face Classes	
Exams	75%
Lab	25%
Total	100%
Category	Percentage
Dual-Credit Classes	
Exams	75%
Lab	25%
Total	100%

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Class Attendance

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Grievance Policy

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Important Information

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

PFPB 1443 — Pipefitting Fabrication and Blueprint Reading

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

None

Course Description

Continuation of pipe fabrication, rigging, pipe hangers and supports, blueprint reading, standards and specifications, and trade math.

THECB Approval Number46.0502.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Fabricate socket weld pipe.
2. Fabricate butt weld pipe.
3. Classroom knowledge of hangers and supports.
4. Sketch Isometric views of piping assemblies.
5. Interpret piping standards and specifications.
6. Use measuring devices common to the trade of pipefitting.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F
Attendance Percentage	Grade
90 – 100	100
80 – 90	90
70 – 80	80
60 – 70	70
0 – 60	50

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Class Attendance*

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Welding Program Attendance Requirements*

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the "Attendance Probation List" for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

Cell Phones and Other Electronic Devices Procedure:

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Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PFPB 2408 — Piping Standards and Materials

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

None

Course Description

Identification, description, and application of piping standards and specifications. Includes identification and use of various metallic and non-metallic piping materials, identification and installation of valves, and material take-offs.

THECB Approval Number46.0502.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identification, description, and application of piping standards and specifications.
2. Includes identification and use of various metallic and non-metallic materials.
3. Identification of valves and material take-offs..

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F
Attendance Percentage	Grade
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70 – 80	80
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Negotiates to Arrive at a Decision
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Technology:

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Maintains & Troubleshoots Technology

Basic Skills:

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Writing
Arithmetic
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Information:

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Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PHED 1125 — Freshman Body Conditioning II

Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

N/A

Course Description

Instruction and participation in physical and/or recreational activities. The physical education activity courses are designed to give the students multiple choices that suit their physical goals in health and wellness or recreational preferences. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number36.0108.51.23

Learning Outcomes

Upon successful completion of this course, students will:

1. Develop an overall improved cardiovascular fitness level that will reduce body fat levels;
2. Develop an overall improved cardiovascular fitness level that will increase lean body mass;
3. Develop an overall fitness level that will lower the resting heart rate;
4. Develop an overall fitness level that will improve the circulatory system;
5. Develop an overall fitness level that will enhance the daily lifestyle; and
6. Develop an overall fitness level that will promote wellness and health.

Methods of Evaluation

Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to document.

Category	Percentage
Midterm Exam	10%
Final Exam	10%
Journal Log	80%
Total	100%

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Perryton: (806) 648-1450

Grievance Policy

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

PHED 1135 – Rodeo Events II

Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

N/A

Course Description

A course dealing with the participation in varsity rodeo sports through regularly scheduled practices and NIRA rodeos.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number36.0108.51.23

Learning Outcomes

Upon successful completion of this course, students will:

1. Be prepared to compete in rodeo events at the college level.
2. Improve their strength and flexibility through weight lifting and aerobic activity.
3. Acquire knowledge about common injuries associated with the sport of rodeo.
4. Acquire knowledge of methods to prevent injuries.
5. Exhibit through practice safety procedures involved with rodeo animals and events.

Methods of Evaluation

Category	Percentage
Assignments	40%
Exams	60%
Total	100%

Academic Honesty and Integrity

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

Class Attendance

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PHED 1145 — Freshman Varsity Athletics II

Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

N/A

Course Description

Instruction and participation in varsity athletic activities. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number36.0108.51.23

Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate an overall knowledge of the selected varsity athletic event in both physical actions and mental comprehension;
2. Develop new skills and techniques; and
3. Understand the importance of teamwork.

Methods of Evaluation

Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to learn new skills and techniques and demonstrating overall knowledge of the varsity athletic event in their physical actions and mental comprehension.

Category	Percentage
Midterm Exam	10%
Final Exam	10%
Participation	80%
Total	100%

Academic Honesty and Integrity

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- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."

Class Attendance

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Grievance Policy

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

PHED 1147 — Freshman Cheerleading II

Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

N/A

Course Description

Instruction and participation in varsity athletic activities. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number36.0108.51.23

Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate an overall knowledge of the selected varsity athletic event in both physical actions and mental comprehension;
2. Develop new skills and techniques; and
3. Understand the importance of teamwork.

Methods of Evaluation

Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to learn new skills and techniques and demonstrating overall knowledge of the varsity athletic event in their physical actions and mental comprehension.

Category	Percentage
Midterm Exam	10%
Final Exam	10%
Participation	80%
Total	100%

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Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

PHED 1322 — Coaching/Sports/Athletics II

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

Study of coaching theories and philosophies as applied to competitive sports. Includes coaching techniques.

THECB Approval Number31.0505.51.23

Learning Outcomes

Upon successful completion of this course, students will:

1. Develop an offensive, defensive and conditioning philosophy of coaching.
2. Exhibit proficiency in planning practice sessions.
3. Demonstrate expertise in the analyzation of all defensive position play.
4. Develop expertise in teaching/coaching strategies in specific offensive and defensive situations.
5. Develop skill in identifying common errors of performance in individual offensive and defensive skills.
6. Demonstrate knowledge of rules and officiating responsibilities.

Methods of Evaluation

Category	Percentage
Assignments	40%
Exams	60%
Total	100%

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Allocates Money
Allocates Material & Facility Resources

Information:

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Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

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Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PHED 1338 — Concepts of Physical Fitness

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

Concepts and use of selected physiological variables of fitness, individual testing and consultation, and the organization of sports and fitness programs.

THECB Approval Number31.0501.51.23

Learning Outcomes

Upon successful completion of this course, students will:

1. Develop the knowledge of how to improve cardiovascular fitness level that will reduce body fat levels;
2. Develop the knowledge of how to improve cardiovascular fitness level that will increase lean body mass;
3. Develop the knowledge of how to lower the resting heart rate;
4. Develop the knowledge of how to improve the circulatory system;
5. Develop the knowledge of how to enhance the daily lifestyle; and
6. Develop the knowledge of how to improve promote wellness and health.

Methods of Evaluation

Category	Percentage
Participation	50%
Midterm Exam	20%
Final Exam	20%
Exercise Plan	10%
Total	100%

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Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

PHED 2135 – Rodeo Events IV

Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

N/A

Course Description

A course dealing with the participation in varsity rodeo sports through regularly scheduled practices and NIRA rodeos.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number36.0108.51.23

Learning Outcomes

Upon successful completion of this course, students will:

1. Be prepared to compete in rodeo events at the college level.
2. Improve their strength and flexibility through weight lifting and aerobic activity.
3. Acquire knowledge about common injuries associated with the sport of rodeo.
4. Acquire knowledge of methods to prevent injuries.
5. Exhibit through practice safety procedures involved with rodeo animals and events.

Methods of Evaluation

Category	Percentage
Assignments	90%
Exams	10%
Total	100%

Academic Honesty and Integrity

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- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."

Class Attendance

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Cell Phones and Other Electronic Devices Procedure:

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

PHED 2145 — Sophomore Varsity Athletics IV

Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

N/A

Course Description

Instruction and participation in varsity athletic activities. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number36.0108.51.23

Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate an overall knowledge of the selected varsity athletic event in both physical actions and mental comprehension;
2. Develop new skills and techniques; and
3. Understand the importance of teamwork.

Methods of Evaluation

Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to learn new skills and techniques and demonstrating overall knowledge of the varsity athletic event in their physical actions and mental comprehension.

Category	Percentage
Midterm Exam	10%
Final Exam	10%
Participation	80%
Total	100%

Academic Honesty and Integrity

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

without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

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

Class Attendance

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

PHED 2147 — Sophomore Cheerleading IV

Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

N/A

Course Description

Instruction and participation in varsity athletic activities. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number36.0108.51.23

Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate an overall knowledge of the selected varsity athletic event in both physical actions and mental comprehension;
2. Develop new skills and techniques; and
3. Understand the importance of teamwork.

Methods of Evaluation

Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to learn new skills and techniques and demonstrating overall knowledge of the varsity athletic event in their physical actions and mental comprehension.

Category	Percentage
Midterm Exam	10%
Final Exam	10%
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Total	100%

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Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

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Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

PHYS 1402 — College Physics II

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

Completion of PHYS 1401 or its equivalent with a grade of C or better.

Course Description

A continuation of PHYS 1401. Fundamental principles of physics, using algebra and trigonometry; the principles and applications of electricity and magnetism, including circuits, electrostatics, electromagnetism, waves, sound, light, optics, and modern physics topics; with emphasis on problem solving. Laboratory activities will reinforce fundamental principles of physics, using algebra and trigonometry; the principles and applications of electricity and magnetism, including circuits, electrostatics, electromagnetism, waves, sound, light, optics, and modern physics topics; with emphasis on problem solving.

THECB Approval Number40.0801.53.03

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Life and Physical Sciences Courses

Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will read a curriculum related article supplied by the instructor and write an article review, including a summary and a critique that demonstrates effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will demonstrate understanding of their article by writing a short summary as a question on a test.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Using a method that will keep the student's identity secure, such as Socrative, they will be asked to evaluate the assignment with a few brief questions.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will read a curriculum related article supplied by the instructor and write an article review, including a summary and a critique. Students will demonstrate critical thinking by showing they understand the main points of the article, and by critiquing the article.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will demonstrate critical thinking by identifying the places they demonstrated critical thinking in their article. They will do so by answering a bonus question on a test.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Using a method that will keep the student's identity secure, such as Socrative, they will be asked to evaluate the assignment with a few brief questions.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Lab Demonstration: Each student will participate in a lab demonstration that includes the purpose of the lab, apparatus, data, calculations and conclusion.
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Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will participate in a lab demonstration that includes the purpose of the lab, apparatus, data, calculations and conclusion.
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Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Using a method that will keep the student's identity secure, such as Socrative, they will be asked to evaluate the assignment with a few brief questions.

Learning Outcomes:

Upon successful completion of this course, students will:

1. Solve problems involving the inter-relationship of fundamental charged particles, and electrical forces, fields, and currents.
2. Apply Kirchhoff's Rules to analysis of circuits with potential sources, capacitance, inductance, and resistance, including parallel and series capacitance and resistance.
3. Solve problems in the electrostatic interaction of point charges through the application of Coulomb's Law.
4. Solve problems involving the effects of magnetic fields on moving charges or currents, and the relationship of magnetic fields to the currents which produce them.
5. Use Faraday's and Lenz's laws to determine electromotive forces and solve problems involving electromagnetic induction.
6. Articulate the principles of reflection, refraction, diffraction, interference, and superposition of waves.
7. Describe the characteristics of light and the electromagnetic spectrum.

Upon successful completion of the lab, students will:

1. Develop techniques to set up and perform experiments, collect data from those experiments, and formulate conclusions from an experiment.
2. Demonstrate the collections, analysis, and reporting of data using the scientific method.
3. Record experimental work completely and accurately in laboratory notebooks, and communicate experimental results clearly in written reports.
4. Solve problems involving the inter-relationship of fundamental charged particles, and electrical forces, fields, and currents.
5. Apply Kirchhoff's Rules to analysis of circuits with potential sources, capacitance, inductance, and resistance, including parallel and series capacitance and resistance.
6. Solve problems in the electrostatic interaction of point charges through the application of Coulomb's Law.
7. Solve problems involving the effects of magnetic fields on moving charges or currents, and the relationship of magnetic fields to the currents which produce them.
8. Use Faraday's and Lenz's laws to determine electromotive forces and solve problems involving electromagnetic induction.
9. Solve problems applying the principles of reflection, refraction, diffraction, interference, and superposition of waves.
10. Solve practical problems involving optics, lenses, mirrors, and optical instruments.

Methods of Evaluation

Students' successful completion of required assignments as well as participation in classroom learning activities will be the basis for assessing progress toward course objectives.

Category	Percentage
Homework assignments	10%
Laboratory Grade	30%
Exams	50%
Semester Exam	10%
Total	100%

The majority of your evaluation comes through traditional methods; however, participation in laboratory exercises and class discussion will also contribute to your grade.

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Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PHYS 1403 — Stars and Galaxies

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

N/A

Course Description

Study of stars, galaxies, and the universe outside our solar system. Includes a laboratory.

THECB Approval Number40.0201.51.03

Statement of Purpose

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Core Objectives Required for Life and Physical Sciences Courses

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Learning Outcomes:

Upon successful completion of this course, students will:

1. Model physical phenomena with mathematical systems.
2. Interpret and communicate technical information.
3. Work with other students in a team investigation.
4. Understand some logical or scientific systems.
5. Visualize and Diagram physical processes.

Methods of Evaluation

Students' successful completion of required assignments as well as participation in classroom learning activities will be the basis for assessing progress toward course objectives.

Category	Percentage
Homework assignments	10%
Laboratory Grade	30%
Exams	50%
Semester Exam	10%
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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PHYS 1417 — Physical Science II

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

N/A

Course Description

Course, designed for non-science majors, that surveys topics from physics, chemistry, geology, astronomy, and meteorology. This course provides a broad background of fundamentals of chemistry and physics with an emphasis in chemistry including structures and systems, energy transformations, changes over time, interactions and scientific world view. Must be taken with a laboratory section.

THECB Approval Number40.0101.51.03

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Life and Physical Sciences Courses

Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will read a curriculum related article supplied by the instructor and write an article review, including a summary and a critique in which they demonstrate effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will demonstrate understanding of their article by writing a short summary as a question on a test.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Using a method that will keep the student's identity secure, such as Socrative, they will be asked to evaluate the assignment with a few brief questions.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will read a curriculum related article supplied by the instructor and write an article review, including a summary and a critique. Students will demonstrate critical thinking by showing they understand the main points of the article, and by critiquing the article.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will demonstrate critical thinking by identifying the places they demonstrated critical thinking in their article. They will do so by answering a question on a test.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Using a method that will keep the student's identity secure, such as Socrative, they will be asked to evaluate the assignment with a few brief questions.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Lab Demonstration: Each student will participate in a lab demonstration that includes the purpose of the lab, apparatus, data, calculations and conclusions.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Lab Demonstration: Students will demonstrate understanding of their lab demonstration by answering a question on a test.
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Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will participate in a lab demonstration that includes the purpose of the lab, apparatus, data, calculations and conclusion.
Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will demonstrate understanding of their lab demonstration by answering a question on a test.
Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Using a method that will keep the student's identity secure, such as Socrative, they will be asked to evaluate the assignment with a few brief questions.

Learning Outcomes:

Upon successful completion of this course, students will:

1. Model physical phenomena with mathematical systems.
2. Interpret and communicate technical information.
3. Work with other students in a team investigation.
4. Understand some logical or scientific systems.
5. Visualize and Diagram physical processes.

Methods of Evaluation

Students' successful completion of required assignments as well as participation in classroom learning activities will be the basis for assessing progress toward course objectives.

Category	Percentage
Homework assignments	10%
Laboratory Grade	30%
Exams	50%
Semester Exam	10%
Total	100%

The majority of your evaluation comes through traditional methods; however, participation in laboratory exercises and class discussion will also contribute to your grade.

Academic Honesty and Integrity

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Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PHYS 2426 — University Physics II

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

Completion of PHYS 2425 with a grade of C or better.

Course Description

Principles of physics for science, computer science, mathematics, and engineering majors, using calculus, involving the principles of electricity and magnetism, including circuits, electromagnetism, waves, sound, light, and optics. Must be taken with a laboratory section which includes basic laboratory experiments, experimental design, data collection and analysis, and preparation of laboratory reports.

THECB Approval Number40.0101.57.03

Statement of Purpose

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Core Objectives Required for Life and Physical Sciences Courses

Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

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Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Using a method that will keep the student's identity secure, such as Socratic, they will be asked to evaluate the assignment with a few brief questions.

Learning Outcomes:

Upon successful completion of this course, students will:

1. Articulate the fundamental concepts of electricity and electromagnetism, including electrostatic potential energy, electrostatic potential, potential difference, magnetic field, induction, and Maxwell's Laws.
2. State the general nature of electrical forces and electrical charges, and their relationship to electrical current.
3. Solve problems involving the inter-relationship of electrical charges, electrical forces, and electrical fields.
4. Apply Kirchhoff's Laws to analysis of circuits with potential sources, capacitance, and resistance, including parallel and series capacitance and resistance.
5. Calculate the force on a charged particle between the plates of a parallel-plate capacitor.
6. Apply Ohm's law to the solution of problems.
7. Describe the effects of static charge on nearby materials in terms of Coulomb's Law.
8. Use Faraday's and Lenz's laws to find the electromotive forces.
9. Describe the components of a wave and relate those components to mechanical vibrations, sound, and decibel level.
10. Articulate the principles of reflection, refraction, diffraction, interference and superposition of waves.
11. Solve real-world problems involving optics, lenses, and mirrors.

And;

1. Prepare laboratory reports that clearly communicate experimental information in a logical and scientific manner.
2. Conduct basic laboratory experiments involving electricity and magnetism.
3. Relate physical observations and measurements involving electricity and magnetism to theoretical principles.
4. Evaluate the accuracy of physical measurements and the potential sources of error in the measurements.
5. Design fundamental experiments involving principles of electricity and magnetism.
6. Identify appropriate sources of information for conducting laboratory experiments involving electricity and magnetism.

Methods of Evaluation

Students' successful completion of required assignments as well as participation in classroom learning activities will be the basis for assessing progress toward course objectives.

Category	Percentage
Homework assignments	10%
Laboratory Grade	30%
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Exercises Leadership
Negotiates to Arrive at a Decision
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Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

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Writing
Arithmetic
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Listening & Speaking

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Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PSYC 2301 — General Psychology

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Passage of or exemption from the Reading Section of a TSI approved test or completion of INRW 0322 with a grade of C or better.

Course Description

General psychology is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes. (Preparatory to all other courses in psychology.)

THECB Approval Number42.0101.51.25

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Social and Behavioral Sciences Courses

Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.

Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one page writing assignment using development, interpretation, and expression of ideas to differentiate between psychological research methods.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete an assignment/presentation that demonstrates appropriate use of written diagnostic criteria for the classification of psychological disorders.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a one page essay utilizing creative thinking, inquiry, analysis, and evaluation skills to differentiate between psychological research methods.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on an original research assignment/presentation of the student's choice of DSM-V classified psychological disorder.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze, evaluate and synthesize data to determine either healthy or maladaptive psychological functioning from clinical case studies.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will complete a written assignment that demonstrates their ability to analyze numerical data and/or observable facts in order to reach informed conclusions.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will complete an assignment demonstrating the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to show the direction and degree of correlation between those variables and classroom success.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete a one page writing assignment answering a question that relates to social and civic responsibility in the diagnosis and treatment of the mentally ill.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment/quiz that examines social policy concerning the diagnosis and treatment of mental illness in America.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment/quiz that examines foundational principles and civic responsibility concerning normal and abnormal human development and the social costs of inadequate or ineffective parenting.

Learning Outcomes

Upon successful completion of this course, students will:

1. Identify various research methods and their characteristics used in the scientific study of psychology. (see #2 below)
2. Describe the historical influences and early schools of thought that shaped the field of psychology. (see #1, 3, 4, 6, 10, 12, 14, 16, 20, and 21 below)
3. Describe some of the prominent perspectives and approaches used in the study of psychology. (see #1, 3, 4, 6, 10, 12, 14, 16, 20, and 21 below)
4. Use terminology unique to the study of psychology. (satisfied by all L.O below)
5. Describe accepted approaches and standards in psychological assessment and evaluation. (see #17, 18, 19, and 20 below)
6. Identify factors in physiological and psychological processes involved in human behavior. (see #3, 4, 5, 6, 7, 10, 11, 13, 17, and 18 below)

In addition, students will:

1. Define psychology and understand its study as a branch of empiricism.
2. Examine the components of the scientific method and their application to varied research strategies.
3. Contrast the current theoretical perspectives concerning the central nervous system's relationship to human behavior and cognition.
4. Evaluate the effects of early environmental and social interactions upon subsequent human behavior.
5. Identify and classify the physiological structures of human sensory perception.
6. Compare the current theories concerning human perception.
7. Identify the states of consciousness and classify their analogous behaviors.
8. Define and demonstrate operant conditioning and learning.
9. Name and define the different types of memory.
10. Differentiate between the current theoretical perspectives concerning memory, recall, and forgetting.
11. Define and differentiate between cognition, intelligence and creativity.
12. Evaluate the current philosophical debate concerning the existence of intuition.
13. List and classify the physiological structures of the human body involved in motivation and emotion.
14. Name and appraise the past and present theories of emotion.
15. List and examine components of personality as defined by psychologists.
16. Define and evaluate the ideas that comprise psychoanalytic theory.
17. Differentiate between mental health and mental illness, and explain the role of life stressors in the development of mental illness.
18. Write core features of disordered behavior.
19. Use the classification system of mental disorders.
20. Classify and contrast the various theories of therapy for mental disorders, including, but not limited to psychoanalysis, humanistic therapies, behaviorist therapies, cognitive therapies, group therapies, and medical/pharmacological therapies.
21. Distinguish between individual psychology and social psychology and apply the tenets of social psychology to group behavior.

Methods of Evaluation

Students' successful completion of required projects and examinations as well as participation in classroom learning activities are the basis for assessing progress toward course objectives.

Category	Percentage
"Daily Grade" - Reading quizzes, attendance, and web-based exercises	20%
Learning Portfolio Project	30%
Three Periodic Examinations	30%
Final Examination	20%
Total	100%

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PSYC 2314 — Lifespan Growth & Development (Child)

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Completion of PSYC 2301 or its equivalent with a grade of C or better.

Course Description

Life-Span Growth and Developmental is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death. (Special emphasis on childhood.)

THECB Approval Number42.2703.51.25

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Social and Behavioral Sciences Courses

Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.

Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Learning Outcomes

Upon successful completion of this course, students will:

1. Describe the stages of the developing person at different periods of the life span from birth to death.
2. Discuss the social, political, economic, and cultural forces that affect the development process of the individual.
3. Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting.
4. Explain the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.
5. Describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic and psychodynamic).
6. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.
7. Discuss the various causes or reasons for disturbances in the developmental process.

Methods of Evaluation

Students' successful completion of required projects and examinations as well as participation in classroom learning activities is the basis for assessing progress toward course objectives.

Category	Percentage
Daily participation-average (including attendance, reading quizzes, and daily assignments)	20%
Critical Review of Child Care/Parenting Book	30%
Three Periodic Examinations (other than the Final)	30%
Final Examination (comprehensive)	20%
Total	100%

Academic Honesty and Integrity

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- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."

Class Attendance

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as established by the instructor.

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Cell Phones and Other Electronic Devices Procedure:

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Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PTAC 1308 — Safety, Health & Environment I

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult advisor

Course Description

An overview of safety, health, and environmental issues in the performance of all job tasks. Topics discussed are components of a typical plant safety and environmental program; the role of a process technician in relation to safety, health, and the environment; and the safety, health, and environmental equipment used.

THECB Approval Number41.0301.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Describe the components of a typical plant safety and environmental program.
2. Describe the role of a process technician in relation to safety, health, and the environment.
3. List the safety, health, and environmental equipment used in job tasks.

Methods of Evaluation

Category	Percentage
Assignments	30%
Class Work	10%
Test Avg.	40%
Final Exam	20%
Total	100%

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Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

PTAC 2420 — Process Technology II: Systems

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Consult advisor

Course Description

A study of various process systems including related scientific principles. Students discuss the purpose and function of common process systems, and the operation of each process system.

THECB Approval Number41.0301.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Describe the purpose and function of common process systems.
2. Explain and demonstrate the operation of each process system.
3. Use of trainers to demonstrate knowledge of process systems.

Methods of Evaluation

Category	Percentage
Assignments	30%
Class Work	10%
Test Avg.	40%
Final Exam	20%
Total	100%

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- Allocates Money
- Allocates Material & Facility Resources

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

PTAC 2438 — Process Technology III: Systems

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Consult advisor

Course Description

This course emphasizes activities associated with the hands-on operations of process equipment.

THECB Approval Number41.0301.0000

Learning Outcomes

Operate various process systems; work in self-directed teams; write and follow safety and operational procedures; collect and use data for determination of process specifications.

Methods of Evaluation

Category	Percentage
Assignments	30%
Class Work	10%
Test Avg.	40%
Final Exam	20%
Total	100%

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Systems:

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Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

SOCI 1301 — Introduction to Sociology

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Passage of or exemption from the Reading Section of a TSI approved test or completion of INRW 0322 with a grade of C or better.

Course Description

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.

THECB Approval Number45.1101.51.25

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Social and Behavioral Sciences Courses

Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.

Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one page writing assignment using development, interpretation, and expression of ideas to differentiate between sociological research methods.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete an assignment/presentation that demonstrates appropriate use of written, oral, and visual communication strategies to define a subculture of their choice.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a one page essay utilizing creative thinking, inquiry, analysis, and evaluation skills to summarize and synthesize sociological research.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on an original research presentation detailing the parameters of a student-chosen subculture.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze, evaluate and synthesize data to determine the presence or absence of a longitudinal pattern of social change.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will complete a written assignment that demonstrates their ability to analyze numerical data and/or observable facts in order to reach informed conclusions.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will complete an assignment demonstrating the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to show the direction and degree of correlation between those variables and classroom success.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability	Students will complete a one page writing assignment answering a question that relates to social and civic

Required Core Objective	Activity Related to Core Objective
to engage effectively in regional, national, and global communities	responsibility in the recognition of social inequality based on race, gender, or age.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment/quiz that examines social policy concerning socioeconomic inequality.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment/quiz that examines social and civic responsibility concerning the challenges presented by social/criminal deviance in American society.

Learning Outcomes

Upon successful completion of this course, students will:

1. Compare and contrast the basic theoretical perspectives of sociology.
2. Identify the various methodological approaches to the collection and analysis of data in sociology.
3. Describe key concepts in sociology.
4. Describe the empirical findings of various subfields of sociology.
5. Explain the complex links between individual experiences and broader institutional forces.

Methods of Evaluation

Students' successful completion of required projects and examinations as well as participation in classroom learning activities is the basis for assessing progress toward course objectives.

Category	Percentage
Assignments, quizzes and other daily grades	25%
Attendance/Participation	10%
Three Periodic Examinations	45%
Final Examination	20%
Total	100%

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

SOCI 1306 — Social Problems

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Completion of SOCI 1301 or its equivalent with a grade of C or better.

Course Description

Application of sociological principles and theoretical perspectives to major social problems in contemporary society such as inequality, crime and violence, substance abuse, environmental issues, deviance, or family problems.

THECB Approval Number45.1101.52.25

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Social and Behavioral Sciences Courses

Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.

Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Learning Outcomes

Upon successful completion of this course, students will:

1. Describe how the sociological imagination can be used to explain the emergence and implications of contemporary social problems.
2. Explain the nature of social problems from at least one sociological perspective, e.g., critical, functional, interpretive, etc.
3. Identify multidimensional aspects of social problems including the global, political, economic, and cultural dimensions of social problems.
4. Discuss how “solutions” to social problems are often contentious due to diverse values in society.
5. Describe how the proposed “solutions” to a social problem, including social policies, may bring rise to other social problems.

Methods of Evaluation

Students’ successful completion of required projects and examinations as well as participation in classroom learning activities is the basis for assessing progress toward course objectives.

Category	Percentage
Attendance/Participation	20%
Midterm Exam	15%
Learning/Teaching Portfolio	50%
Final Exam	15%
Total	100%

Academic Honesty and Integrity

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- Academic suspension
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Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

SPCH 1311 — Introduction to Speech Communication

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

N/A

Course Description

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

THECB Approval Number23.1304.51.12

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Communication Courses

Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.

Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	In an informal and in a persuasive speech, students will apply the principles of human communication including: perception, verbal communication, nonverbal communication, listening, and audience analysis.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will develop, research, organize, and deliver formal public speeches in which they demonstrate an understanding of the basic principles of speech communication and the respective responsibilities of speakers and listeners.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will demonstrate how to establish and maintain relationships through the use of interpersonal communication.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will develop, research, organize, and deliver a formal persuasive speech that demonstrates a mastery of creative thinking, innovation, inquiry, and analysis as well as evaluation and synthesis of information.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students use critical thinking to relate specific information to a specific audience: word choice and organization reflects audience analysis and the ability to synthesize information into a proper context.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will choose a controversial topic and perform research that will enable them to support their position of a critical issue.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Demonstrate how to establish and maintain relationships through the use of interpersonal communication.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Apply the principles of human communication including: perception, verbal communication, nonverbal communication, listening, and audience analysis.
Personal Responsibility – to include the ability to connect choices, actions, and	Recognize how to communicate within diverse environments.

Required Core Objective	Activity Related to Core Objective
consequences to ethical decision-making	
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Apply small group communication skills including: problem solving, group roles, leadership styles, and cohesiveness
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Apply small group communication skills including: problem solving, group roles, leadership styles, and cohesiveness
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Recognize how to communicate within diverse environments.

Learning Outcomes:

Upon successful completion of this course, students will:

1. Apply the principles of human communication including: perception, verbal communication, nonverbal communication, listening, and audience analysis.
2. Demonstrate how to establish and maintain relationships through the use of interpersonal communication.
3. Apply small group communication skills including: problem solving, group roles, leadership styles, and cohesiveness.
4. Develop, research, organize, and deliver formal public speeches.
5. Recognize how to communicate within diverse environments.
6. Understand the basic principles of speech communication and the respective responsibilities of speakers and listeners.

Methods of Evaluation

Points Possible	Assignment
50	Speech in a Bag
50	Birthday News
100	Informative Speech
150	Intercultural Group Speech with Power Point
100	Persuasive Speech with Power Point
100	Memo Assignment
100	Mid-Term Exam
100	Final Exam
50	Common Experience Assignment
100	Weekly Reflections
100	Attendance

Letter grades will be assigned on the following basis:

Grade	Points
A	900-1000
B	800-899
C	700-799
D	600-699
F	599 and below

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Scans/Or Core Competencies That Will Be Addressed in the Class**Resources:**

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

SPCH 1318 — Interpersonal Communication

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

N/A

Course Description

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.

THECB Approval Number23.1304.54.12

Statement of Purpose

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Core Objectives Required for Communication Courses

Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.

Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Demonstrate ability to analyze and critique verbal and nonverbal interactions in mediated and face-to-face contexts
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Demonstrate development, interpretation, and expression of ideas by effectively researching, evaluating, and applying communication theories in oral and/or written assignments.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	In a presentation, students will demonstrate effective development, interpretation, and expression of ideas while they simultaneously demonstrate understanding of relevance of cross-cultural, co-cultural, gender and age influences on human communication.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a 2-page written assignment where they analyze various communication theories in a public relationship. Exhibit understanding of interpersonal theories and principles. Better understand the effect of the perceptual process in information processing. Understand some of the theories about relational repair.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Each student keeps a relationship journal throughout the semester where he/she applies communication concepts they learn in class. Identify perceptual processes as they relate to self and others.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will research and construct a public presentation analyzing a fictional media relationship using communication concepts. Demonstrate critical thinking ability by effectively researching, evaluating, and applying communication theories in oral and/or written assignments.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Identify types of and barriers to effective listening. Learn to better control communication apprehension as demonstrated in an assignment chosen by the instructor.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a 2-page written assignment where they analyze various communication theories in a public relationship. Identify perceptual processes as they relate to self and others. Gain theoretical knowledge of the influence of power in interpersonal communication.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Each student keeps a relationship journal throughout the semester where he/she applies communication concepts they learn in class. Exhibit understanding of interpersonal theories and principles.
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Students will research and present a group assignment focused on intercultural communication. Demonstrate ability to identify, evaluate, and apply conflict styles and conflict management techniques in dyads and/or groups.
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Demonstrate critical thinking ability by effectively researching, evaluating, and applying communication theories in oral and/or written assignments.
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Students complete an individual written reflection over the group experience. Demonstrate understanding of relevance of cross-cultural, co-cultural, gender and age influences on human communication.

Learning Outcomes

Upon successful completion of this course, students will:

1. Exhibit understanding of interpersonal theories and principles.
2. Demonstrate ability to analyze and critique and verbal and nonverbal interactions in mediated and face-to-face contexts.
3. Identify perceptual processes as they relate to self and others.
4. Demonstrate critical thinking ability by effectively researching, evaluating and applying communication theories in oral and/or written assignments.
5. Demonstrate understanding of the relevance of cross-cultural, co-cultural, gender and age influences on human communication.
6. Demonstrate ability to identify, evaluate, and apply conflict styles and conflict management techniques in dyads and/or groups.
7. Identify types of and barriers to effective listening.
8. Learn to better control communication apprehension.
9. Gain theoretical knowledge of the influence of power in interpersonal communication.
10. Better understand the effect of the perceptual process in information processing.
11. Understand some of the theories about relational repair.

Methods of Evaluation

Points Possible	Assignment
100	Introductory Presentation with visual aid
200	Relationship Journal
	Relationship Analysis Paper (50 pts)
	Journal Reflection (50 pts)
	Journal Entries (100 pts)
100	Relationships in History
150	Analyzing Relationships from the Movies
150	Intercultural Group Assignment
50	Analyzing Public Information
100	Mid-Term Exam
100	Final Exam
50	Common Experience Assignment
100	Attendance

Letter grades will be assigned on the following basis:

Grade	Points
A	950-1100
B	800-945
C	700-849
D	600-749
F	599 and below

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Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

Frank Phillips College
VNSG 1234

I. General Course Information
Course Number: VNSG 1234
Course Title: Pediatrics
Credit Hours: 2

Course Description: This course provides a foundation for pediatric nursing using growth and development concepts as a framework for solving problems and special concerns of the pediatric client. Content includes care of clients with disorders of the endocrine and neurosensory systems, mental health, and care of the child, including preventive measures and health teaching. Another component is the clinical experience; emphasizing clinical decision making, patient care management, prioritizing care, and development of psychomotor skills.

Course Learning Outcomes: The student will describe the underlying principles of selected nursing skills and their relationship to client health status and emotional status. The student will demonstrate satisfactory performance of selected nursing skills utilizing principles of safety; and identifying the nursing process used to solve basic client care problems utilizing appropriate medical terminology.

A series of basic intellectual competencies - - reading, writing, speaking, listening, critical thinking, and computer literacy – are essential to the learning process in any discipline and thus should be included in any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials—books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, and how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competency in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, large groups, and through media outlets.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Differentiated Entry Level Competencies (DELC)

ROLE: PROVIDER OF CARE

1. Assist in determining the health status and health needs of clients on interpretation of health-related data and preventative health practices in collaboration with clients, their families, and other members of the immediate health care team.

Expected Outcomes:

1. Identify four steps in a systemic process (i.e. nursing process), which include assessment, planning, implementation, and evaluation.
2. Become familiar with the basic components of nursing diagnosis (e.g. North American Nursing Diagnosis Association)
3. Use structured data collection tools and techniques of assessment of clients inclusive of interviewing.
4. Recognize the characteristics, concepts, and processes related to clients, including gross anatomy; basic psychology; psychosocial growth and development; gross psychopathology; ethical reasoning; and major cultural and spiritual beliefs and practices related to health, illness, birth, death, and dying.
5. Recognize the basic characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventative health practices.
6. Develop an understanding of common medical diagnoses, drug and other therapies and treatments.

2. Assist the formulation of goals/outcomes and a plan of care in collaboration with the client, their families, and interdisciplinary health care team members.

Expected Outcomes:

1. Develop an understanding of the dynamics of the nurse client relationship.
 2. Recognize written, verbal, and non-verbal modes of communication including information technologies.
 3. Become aware of the fundamental principles of disease prevention, promotion of health and wellness, and the restoration of health.
 4. Develop basic intervention skills designed to support the client and family during the various life stages, including death and dying.
 5. Recognize the relationship between the nursing plan of care, the plan of care of other health care professionals, and the therapeutic regimen.
 6. Develop criteria for setting priorities in planning and evaluating care for the client.
 7. Understand the steps and procedures of discharge planning.
3. Implement plan of care within legal and ethical parameters including scope of education, in collaboration with the client and interdisciplinary health care team to assist client in meeting health care needs.

Expected Outcomes:

1. Become aware of common health practices and behaviors of clients related to developmental level, gender, cultures, belief systems, and the environment.
2. Develop methods of therapeutic communication.
3. Identify the basic physiological and psychosocial (spiritual, cultural, gender, developmental level, financial) aspects of nursing interventions.
4. Recognize basic rights and responsibilities of clients related to health care.
5. Recognize the fundamental principles and factors that contribute to the maintenance or restoration of health.
6. Develop understanding of properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents.
7. Understand the principles of safety.
8. Identify coping mechanisms for managing stress.
9. Identify resources available for crisis management
10. Become familiar with the code of vocational nurse ethics, which will impact the practice of vocational nursing and health care.
11. Become familiar with the legal parameters of vocational nursing practice.
12. Become familiar with the available resources within the employment setting.
13. Understand the key federal and state statutes and institutional policies regarding patient confidentiality.
14. Become competent in performing nursing skills/procedures.

4. Implement teaching plan for client with common health problems and well-defined learning needs.

Expected Outcomes:

1. Identify how developmental stages may affect learning by the client.
 2. Identify situational variables, which may affect learning by the client (i.e. stress, pain, and fear).
 3. Develop teaching techniques, which will enhance and facilitate client teaching
 4. Identify methods to evaluate the client's level of learning.
 5. Determine "Links between healthy lifestyles, prevention, and cost of healthcare."
5. Assist in the evaluation of the client's responses and outcomes to therapeutic interventions

Expected Outcomes:

1. Recognize common methods for measuring client health-goal attainment.
 2. Utilize basic tools for evaluating the effectiveness of specific nursing interventions.
6. Provide direct basic care to assigned multiple clients in structured settings.

Expected Outcomes:

1. Become aware of institutional policies and procedures for delivery of nursing care.
 2. Become aware of the basic characteristics, trends, and issues of the health care delivery system.
 3. Recognize the basis for determining nursing care priorities in client care.
 4. Become aware of the scope of responsibility and accountability as it relates to supervision, and - collaboration.
 5. Utilize the channels of communication for decision-making processes within the work setting.
7. Use the problem solving approach as the basis for decision making in practice.

Expected Outcomes:

1. Utilize a systematic problem solving process.
 2. Develop an understanding of the need for establishing priorities.
 3. Utilize work-setting resources available to assist in decision-making.
 4. Understand the ways that nursing research can improve client care.

ROLE: COORDINATOR OF CARE

1. Assist in the coordination of human and material resources for the provision of care for assigned clients

Expected Outcome:

1. Utilize basic principles of organizing resources necessary to provide quality care.
 2. Develop principles of problem solving, data collection, and basic time management skills
 3. Recognize the functions of team members.
 4. Recognize the cultural differences of clients.
2. Collaborate with clients and the interdisciplinary health care team to provide direct care to assigned individual clients.

Expected Outcome:

1. Recognize the basic structure and function of the health care delivery system.
 2. Develop an understanding of the need for effective communication techniques.
 3. Develop an understanding of the roles of all levels of nursing and other health care professionals.
 4. Understand the need for client advocacy and consumer rights and responsibilities.
3. Participate in the identification of clients needs for referral to resources that facilitate continuity of care.

Expected Outcome:

1. Become aware of institutional and community resources.
 2. Become aware of the roles of family dynamics and significant others support to individual client.
4. Participate in activities, which support the organizational framework of structured health care settings.

Expected Outcome:

1. Understand the organizational mission, vision, and values as a framework for care.
2. Demonstrate awareness of lines of authority and accountability within structured health care settings.
3. Recognize methods for promoting safety in the work environment.
4. Identify the role of the VN in risk management,
5. Identify the role of the VN in implementing established cost containment measures

ROLE: MEMBER OF A PROFESSION:

1. Demonstrate accountability for own nursing care.

Expected Outcome:

1. Become familiar with the code of ethics for the LVN.
 2. Recognize the standards of vocational nursing education.
 3. Become aware of legalities of VN practice.
 4. Recognize issues affecting the role of the VN and the delivery of care.
 5. Understand available sources of continuing education and professional development.
 6. Develop a self-evaluation process.
 7. Develop an understanding of work setting policies and procedures.
 8. Recognize professional boundaries.
2. Participate as an advocate in activities that focus on improving the health care of clients.

Expected Outcome:

1. Recognize the rights and responsibilities of clients regarding health care, including self-determination.
 2. Recognize the individual's responsibility for quality of nursing care.
 3. Understand the individual nurse's role in the quality improvement/quality assurance process.
 4. Recognize the responsibility for reporting to licensing and public protective agencies.
3. Demonstrate behaviors that promote the development and practice of vocational nursing.

Expected Outcome:

1. Become aware of the historical evolution of nursing practice.
2. Become aware of the issues affecting the development and practice of vocational nursing, including multistate licensing.
3. Become familiar with the role of major vocational nursing organizations, regulatory agencies, and health care organizations.
4. Recognize the factors affecting the public image of nursing.
5. Recognize the distinctions between LVN and RN roles.

III. Objectives/Terminal Objectives

All Frank Phillips College courses work together to meet the following objectives:

1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he/she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;

2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspect of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific objectives that follow (**please note that specific applications and objectives for each component are listed in the nursing handbook under the course name):

1. Describe how the nursing process is used by the LPN/LVN to prioritize client care based on Maslow's hierarchy of needs.
2. Explain the importance of ethical and legal performance in nursing practice and decision making.
3. Discuss the basic concepts and attributes of culturally diverse clients and families and how it influences nursing care.
4. Identify alternative and complementary therapies and related safety issues.
5. Discuss the common causes, signs and symptoms, treatment, and client education for fluid and electrolyte imbalances.
6. Identify the rationale for use of IV therapy including IV solutions and methods of administration.
7. Discuss the growing child and family.
8. Discuss the general characteristics differences in different stages of development.
9. Discuss the child experience and reaction to hospitalization.
10. Admission of pediatric client to hospital, assessment, physiological metabolism and absorption of medications.
11. Nursing responsibilities in administering medications to infants and children.
12. Discuss the child with a sensory or neurological conditions.
13. Discuss the observation of the musculoskeletal system in growing child. Review traumatic injuries and disorders of the musculoskeletal system.
14. Discuss the child with respiratory or cardiovascular system.
15. Identify the uniqueness of the child with a condition of the blood, blood-forming organs, or lymphatic system.
16. An overview of the child with gastrointestinal condition.
17. Skin development and function and manifestations of illness.
18. Overview of child with metabolic condition and common dysfunctions.
19. Communicable diseases common in childhood and transmission based precautions.
20. The nurse's role for a emotional or behavior condition and effects on growth and development.

IV. Textbook and Other Required Materials

Introduction to Maternity & Pediatric Nursing, 6th Edition, Gloria Leifer, MA, RN (2011)/Saunders Elsevier

Introduction to Maternity & Pediatric Nursing Student Learning Guide, 6th edition, Gloria Leifer, MA, RN (2011)/Saunders Elsevier

V. Classroom Policy and Instructor Expectations

Additional assignments may be given at any time during the course.
Workbook assignments may be graded at any time at the discretion of the instructor.

Pop quizzes will be given during regularly scheduled classes.

Major exams will be given as stated on the class schedule.

A final exam will be given at the conclusion of this course.

In order to continue in the nursing program, a final grade average of 75 must be obtained.

NONDISCRIMINATION ON A BASIS OF DISABILITY

Refer to the Frank Phillips College 2011-2012 Catalog.

Instructor/Student Conferences are available for special needs upon request.

VI. Attendance Requirements

As stated in the Vocational Nursing Student Policy Handbook

VII. Methods of Evaluation

At the end of the course, following the administration of the final exam, the grade will be obtained as follows:

Daily Quizzes, additional assignments, workbook	20%
Major Exam Grades	50%
Final Exam Grades	25%
HESI Exam	5%

In order to be eligible to take the FINAL EXAM and HESI the student must have an EXAM average of 74.45 or higher.

Frank Phillips College Vocational Nursing Program Grade Scale:

- A – 92-100
- B – 83-91
- C – 75-82
- D – 60-74
- F – 0-59

IX. Correlation to Stated Mission Goals of Frank Phillips College

- Provide introduction and application of medical surgical nursing with emphasis on the disease processes;
- Provide, assist, and promote the use of learning resources;
- Participate and contribute to the medical surgical field in which we practice; and
- Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

Frank Phillips College
VNSG 1329

I. General Course Information
Course Number: VNSG 1329
Course Title: Medical Surgical Nursing I
Credit Hours: 3

Course Description: Application of the nursing process to the care of adult patients experiencing medical-surgical conditions in the health-illness continuum. A variety of health care settings are utilized. The student will identify the components of the health-illness continuum; identify prevalent medical-surgical conditions affecting the adult; and utilize the nursing process to assist in developing a plan of care for selected medical-surgical conditions.

Course Learning Outcomes: The student will describe the underlying principles of selected nursing skills and their relationship to client health status and emotional status. The student will demonstrate satisfactory performance of selected nursing skills utilizing principles of safety; and identify the nursing process used to solve basic client care problems across the life span utilizing appropriate medical terminology.

A series of basic intellectual competencies - - reading, writing, speaking, listening, critical thinking, and computer literacy – are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials—books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Differentiated Entry Level Competencies (DELC)

ROLE: PROVIDER OF CARE

1. Assist in determining the health status and health needs of clients on interpretation of health-related data and preventative health practices in collaboration with clients, their families, and other members of the immediate health care team.

Expected Outcomes:

1. Identify four steps in a systemic process (i.e. nursing process), which include assessment, planning, implementation, and evaluation.
2. Become familiar with the basic components of nursing diagnosis (e.g. North American Nursing Diagnosis Association)
3. Use structured data collection tools and techniques of assessment of clients inclusive of interviewing.
4. Recognize the characteristics, concepts, and processes related to clients, including gross anatomy; basic psychology; psychosocial growth and development; gross psychopathology; ethical reasoning; and major cultural and spiritual beliefs and practices related to health, illness, birth, death, and dying.
5. Recognize the basic characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventative health practices.
6. Develop an understanding of common medical diagnoses, drug and other therapies and treatments.

2. Assist the formulation of goals/outcomes and a plan of care in collaboration with the client, their families, and interdisciplinary health care team members.

Expected Outcomes:

1. Develop an understanding of the dynamics of the nurse client relationship.
 2. Recognize written, verbal, and non-verbal modes of communication including information technologies.
 3. Become aware of the fundamental principles of disease prevention, promotion of health and wellness, and the restoration of health.
 4. Develop basic intervention skills designed to support the client and family during the various life stages, including death and dying.
 5. Recognize the relationship between the nursing plan of care, the plan of care of other health care professionals, and the therapeutic regimen.
 6. Develop criteria for setting priorities in planning and evaluating care for the client.
 7. Understand the steps and procedures of discharge planning.
3. Implement plan of care within legal and ethical parameters including scope of education, in collaboration with the client and interdisciplinary health care team to assist client in meeting health care needs.

Expected Outcomes:

1. Become aware of common health practices and behaviors of clients related to developmental level, gender, cultures, belief systems, and the environment.
 2. Develop methods of therapeutic communication.
 3. Identify the basic physiological and psychosocial (spiritual, cultural, gender, developmental level, financial) aspects of nursing interventions.
 4. Recognize basic rights and responsibilities of clients related to health care.
 5. Recognize the fundamental principles and factors that contribute to the maintenance or restoration of health.
 6. Develop understanding of properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents.
 7. Understand the principles of safety.
 8. Identify coping mechanisms for managing stress.
 9. Identify resources available for crisis management
 10. Become familiar with the code of vocational nurse ethics, which will impact the practice of vocational nursing and health care.
 11. Become familiar with the legal parameters of vocational nursing practice.
 12. Become familiar with the available resources within the employment setting.
 13. Understand the key federal and state statutes and institutional policies regarding patient confidentiality.
 14. Become competent in performing nursing skills/procedures.
4. Implement teaching plan for client with common health problems and well-defined learning needs.

Expected Outcomes:

1. Identify how developmental stages may affect learning by the client.
 2. Identify situational variables, which may affect learning by the client (i.e. stress, pain, and fear).
 3. Develop teaching techniques, which will enhance and facilitate client teaching
 4. Identify methods to evaluate the client's level of learning.
 5. Determine "Links between healthy lifestyles, prevention, and cost of healthcare."
5. Assist in the evaluation of the client's responses and outcomes to therapeutic interventions

Expected Outcomes:

1. Recognize common methods for measuring client health-goal attainment.
 2. Utilize basic tools for evaluating the effectiveness of specific nursing interventions.
6. Provide direct basic care to assigned multiple clients in structured settings.

Expected Outcomes:

1. Become aware of institutional policies and procedures for delivery of nursing care.
 2. Become aware of the basic characteristics, trends, and issues of the health care delivery system.
 3. Recognize the basis for determining nursing care priorities in client care.
 4. Become aware of the scope of responsibility and accountability as it relates to supervision, and - collaboration.
 5. Utilize the channels of communication for decision-making processes within the work setting.
7. Use the problem solving approach as the basis for decision making in practice.

Expected Outcomes:

1. Utilize a systematic problem solving process.
2. Develop an understanding of the need for establishing priorities.
3. Utilize work-setting resources available to assist in decision-making.
4. Understand the ways that nursing research can improve client care.

ROLE: COORDINATOR OF CARE

1. Assist in the coordination of human and material resources for the provision of care for assigned clients

Expected Outcome:

1. Utilize basic principles of organizing resources necessary to provide quality care.

2. Develop principles of problem solving, data collection, and basic time management skills
 3. Recognize the functions of team members.
 4. Recognize the cultural differences of clients.
2. Collaborate with clients and the interdisciplinary health care team to provide direct care to assigned individual clients.

Expected Outcome:

1. Recognize the basic structure and function of the health care delivery system.
 2. Develop an understanding of the need for effective communication techniques.
 3. Develop an understanding of the roles of all levels of nursing and other health care professionals.
 4. Understand the need for client advocacy and consumer rights and responsibilities.
3. Participate in the identification of clients needs for referral to resources that facilitate continuity of care.

Expected Outcome:

1. Become aware of institutional and community resources.
 2. Become aware of the roles of family dynamics and significant others support to individual client.
4. Participate in activities, which support the organizational framework of structured health care settings.

Expected Outcome:

1. Understand the organizational mission, vision, and values as a framework for care.
 2. Demonstrate awareness of lines of authority and accountability within structured health care settings.
 3. Recognize methods for promoting safety in the work environment.
 4. Identify the role of the VN in risk management,
 5. Identify the role of the VN in implementing established cost containment measures

ROLE: MEMBER OF A PROFESSION:

1. Demonstrate accountability for own nursing care.

Expected Outcome:

1. Become familiar with the code of ethics for the LVN.
 2. Recognize the standards of vocational nursing education.
 3. Become aware of legalities of VN practice.
 4. Recognize issues affecting the role of the VN and the delivery of care.

5. Understand available sources of continuing education and professional development.
 6. Develop a self-evaluation process.
 7. Develop an understanding of work setting policies and procedures.
 8. Recognize professional boundaries.
2. Participate as an advocate in activities that focus on improving the health care of clients.

Expected Outcome:

1. Recognize the rights and responsibilities of clients regarding health care, including self-determination.
 2. Recognize the individual's responsibility for quality of nursing care.
 3. Understand the individual nurse's role in the quality improvement/quality assurance process.
 4. Recognize the responsibility for reporting to licensing and public protective agencies.
3. Demonstrate behaviors that promote the development and practice of vocational nursing.

Expected Outcome:

1. Become aware of the historical evolution of nursing practice.
2. Become aware of the issues affecting the development and practice of vocational nursing, including multistate licensing.
3. Become familiar with the role of major vocational nursing organizations, regulatory agencies, and health care organizations.
4. Recognize the factors affecting the public image of nursing.
5. Recognize the distinctions between LVN and RN roles.

III. Objectives/Terminal Objectives

All Frank Phillips College courses work together to meet the following objectives:

1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he/she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspect of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and

8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific objectives that follow (**please note that specific applications and objectives for each component are listed in the nursing handbook under the course name):

1. Describe how the nursing process is used by the LPN/LVN to prioritize client care based on Maslow's hierarchy of needs.
2. Explain the importance of ethical and legal performance in nursing practice and decision making.
3. Discuss the basic concepts and attributes of culturally diverse clients and families and how it influences nursing care.
4. Identify alternative and complementary therapies and related safety issues.
5. Discuss the common causes, signs and symptoms, treatment, and client education for fluid and electrolyte imbalances.
6. Identify the rationale for use of IV therapy including IV solutions and methods of administration.
7. Discuss infectious diseases, the chain of infection, immunity, diagnosis, treatment, and safety precautions for health care.
8. Explain the pathophysiology, etiology, signs and symptoms, categories, and treatment for shock.
9. Explain the physiology of pain, its effects and methods for effective management both pharmacologic and non-pharmacologic.
10. Describe the variety of treatment methods for cancer and their nursing implications and nursing interventions.
11. Explain the process for the surgical client from admission through discharge including nursing interventions.
12. Explain emergent conditions, prioritizing, assessment, and interventions essential to nursing care.
13. Identify the uniqueness of the gerontological client associated with physical, mental, and emotional changes and special needs of the client and family.
14. Describe the psychosocial, growth and development, and the physiological needs of the client across the life span.
15. Identify common, overt, actual, and potential primary healthcare needs of the client related to the cardiovascular, respiratory, hematopoietic and lymphatic systems.
16. Explain the expected physical changes & discuss nursing interventions the nurse would provide for a patient at the end of life. Discuss choices that are available to patients at the end of their life as well as communicating to the dying patient & their families.
17. Discuss the etiologies, signs, & symptoms of immune system disorders. Explain data to be collected and the type of nursing care to be provided for a patient with immune disorders.
18. Identify the prognosis, preventive measures, & a teaching plan for patients with HIV and acquired immunodeficiency syndrome (AIDS).

IV. Textbook and Other Required Materials

deWit, Susan and Candice Kumagai., Medical and Surgical Nursing-Concepts and Practice 2nd edition 2013,(2009)Saunders/Elsevier

deWit, Susan and Candice Kumagai., Medical and Surgical Nursing-Concepts and Practice Student Workbook 2nd edition 2013,(2009)Saunders/Elsevier

V. Classroom Policy and Instructor Expectations

Additional assignments may be given at any time during the course.
Workbook assignments may be graded at any time at the discretion of the instructor.
Pop quizzes will be given during regularly scheduled classes.
Major exams will be given as stated on the class schedule.
A final exam will be given at the conclusion of this course.

In order to continue in the nursing program, a final grade average of 75 must be obtained.

NONDISCRIMINATION ON A BASIS OF DISABILITY

Refer to the Frank Phillips College 2008-2009 Catalog.
Instructor/Student Conferences are available for special needs upon request.

VI. Additional/Supplemental References

Available student library materials related to the Medical Surgical field.

VII. Attendance Requirements

As stated in the Vocational Nursing Student Policy Handbook

VIII. Methods of Evaluation

At the end of the course, following the administration of the final exam, the grade will be obtained as follows:

Daily Quizzes, additional assignments, workbook	25%
Major Exam Grades	50%
Final Exam Grades	20%
HESI	5%

Frank Phillips College Vocational Nursing Program Grade Scale:

A – 91.5-100

B – 82.5-91.4

C – 74.5-82.4

D – 60-74.4

F – 0-59

There must be a passing test average of 78 in order to sit for the final exam.

IX. Correlation to Stated Mission Goals of Frank Phillips College

- Provide introduction and application of medical surgical nursing with emphasis on the disease processes;
- Provide, assist, and promote the use of learning resources;
- Participate and contribute to the medical surgical field in which we practice; and
- Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

Frank Phillips College
VNSG 1332

I. General Course Information

Course Number: VNSG 1332

Course Title: Medical Surgical Nursing II

Credit Hours: 3

Course Description: Medical Surgical Nursing II is a continuation of Medical Surgical Nursing I with application of the nursing process to the care of the adult patient experiencing medical-surgical conditions along the health-illness continuum in a variety of health care settings.

End-of-course Outcomes: Explain the components of the health-illness continuum; assess prevalent medical-surgical conditions affecting the adult client; and utilizing the nursing process to assist in developing a plan of care for selected medical-surgical conditions.

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials—books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring

information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Differentiated Entry Level Competencies (DELIC)

ROLE: PROVIDER OF CARE

1. Assist in determining the health status and health needs of clients on interpretation of health-related data and preventative health practices in collaboration with clients, their families, and other members of the immediate health care team.

Expected Outcomes:

1. Identify four steps in a systemic process (i.e. nursing process), which include assessment, planning, implementation, and evaluation.
 2. Become familiar with the basic components of nursing diagnosis (e.g. North American Nursing Diagnosis Association)
 3. Use structured data collection tools and techniques of assessment of clients inclusive of interviewing.
 4. Recognize the characteristics, concepts, and processes related to clients, including gross anatomy; basic psychology; psychosocial growth and development; gross psychopathology; ethical reasoning; and major cultural and spiritual beliefs and practices related to health, illness, birth, death, and dying.
 5. Recognize the basic characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventative health practices.
 6. Develop an understanding of common medical diagnoses, drug and other therapies and treatments.
2. Assist the formulation of goals/outcomes and a plan of care in collaboration with the client, their families, and interdisciplinary health care team members.

Expected Outcomes:

1. Develop an understanding of the dynamics of the nurse client relationship.
2. Recognize written, verbal, and non-verbal modes of communication including information technologies.
3. Become aware of the fundamental principles of disease prevention, promotion of health and wellness, and the restoration of health.
4. Develop basic intervention skills designed to support the client and family during the various life stages, including death and dying.
5. Recognize the relationship between the nursing plan of care, the plan of care of other health care professionals, and the therapeutic regimen.
6. Develop criteria for setting priorities in planning and evaluating care for the client.
7. Understand the steps and procedures of discharge planning.

3. Implement plan of care within legal and ethical parameters including scope of education, in collaboration with the client and interdisciplinary health care team to assist client in meeting health care needs.

Expected Outcomes:

1. Become aware of common health practices and behaviors of clients related to developmental level, gender, cultures, belief systems, and the environment.
 2. Develop methods of therapeutic communication.
 3. Identify the basic physiological and psychosocial (spiritual, cultural, gender, developmental level, financial) aspects of nursing interventions.
 4. Recognize basic rights and responsibilities of clients related to health care.
 5. Recognize the fundamental principles and factors that contribute to the maintenance or restoration of health.
 6. Develop understanding of properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents.
 7. Understand the principles of safety.
 8. Identify coping mechanisms for managing stress.
 9. Identify resources available for crisis management
 10. Become familiar with the code of vocational nurse ethics, which will impact the practice of vocational nursing and health care.
 11. Become familiar with the legal parameters of vocational nursing practice.
 12. Become familiar with the available resources within the employment setting.
 13. Understand the key federal and state statutes and institutional policies regarding patient confidentiality.
 14. Become competent in performing nursing skills/procedures.
4. Implement teaching plan for client with common health problems and well-defined learning needs.

Expected Outcomes:

1. Identify how developmental stages may affect learning by the client.
 2. Identify situational variables, which may affect learning by the client (i.e. stress, pain, and fear).
 3. Develop teaching techniques, which will enhance and facilitate client teaching
 4. Identify methods to evaluate the client's level of learning.
 5. Determine "Links between healthy lifestyles, prevention, and cost of healthcare."
5. Assist in the evaluation of the client's responses and outcomes to therapeutic interventions

Expected Outcomes:

1. Recognize common methods for measuring client health-goal attainment.
 2. Utilize basic tools for evaluating the effectiveness of specific nursing interventions.
6. Provide direct basic care to assigned multiple clients in structured settings.

Expected Outcomes:

1. Become aware of institutional policies and procedures for delivery of nursing care.
 2. Become aware of the basic characteristics, trends, and issues of the health care delivery system.
 3. Recognize the basis for determining nursing care priorities in client care.
 4. Become aware of the scope of responsibility and accountability as it relates to supervision, and - collaboration.
 5. Utilize the channels of communication for decision-making processes within the work setting.
7. Use the problem solving approach as the basis for decision making in practice.

Expected Outcomes:

1. Utilize a systematic problem solving process.
2. Develop an understanding of the need for establishing priorities.
3. Utilize work-setting resources available to assist in decision-making.
4. Understand the ways that nursing research can improve client care.

ROLE: COORDINATOR OF CARE

1. Assist in the coordination of human and material resources for the provision of care for assigned clients

Expected Outcome:

1. Utilize basic principles of organizing resources necessary to provide quality care.
2. Develop principles of problem solving, data collection, and basic time management skills
3. Recognize the functions of team members.
4. Recognize the cultural differences of clients.

2. Collaborate with clients and the interdisciplinary health care team to provide direct care to assigned individual clients.

Expected Outcome:

1. Recognize the basic structure and function of the health care delivery system.
2. Develop an understanding of the need for effective communication techniques.
3. Develop an understanding of the roles of all levels of nursing and other health care professionals.
4. Understand the need for client advocacy and consumer rights and responsibilities.

3. Participate in the identification of clients needs for referral to resources that facilitate continuity of care.

Expected Outcome:

1. Become aware of institutional and community resources.
2. Become aware of the roles of family dynamics and significant others support to individual client.

4. Participate in activities, which support the organizational framework of structured health care settings.

Expected Outcome:

1. Understand the organizational mission, vision, and values as a framework for care.
2. Demonstrate awareness of lines of authority and accountability within structured health care settings.
3. Recognize methods for promoting safety in the work environment.
4. Identify the role of the VN in risk management,
5. Identify the role of the VN in implementing established cost containment measures

ROLE: MEMBER OF A PROFESSION:

1. Demonstrate accountability for own nursing care.

Expected Outcome:

1. Become familiar with the code of ethics for the LVN.
2. Recognize the standards of vocational nursing education.
3. Become aware of legalities of VN practice.
4. Recognize issues affecting the role of the VN and the delivery of care.
5. Understand available sources of continuing education and professional development.
6. Develop a self-evaluation process.
7. Develop an understanding of work setting policies and procedures.
8. Recognize professional boundaries.

2. Participate as an advocate in activities that focus on improving the health care of clients.

Expected Outcome:

1. Recognize the rights and responsibilities of clients regarding health care, including self-determination.
2. Recognize the individual's responsibility for quality of nursing care.
3. Understand the individual nurse's role in the quality improvement/quality assurance process.
4. Recognize the responsibility for reporting to licensing and public protective agencies.

3. Demonstrate behaviors that promote the development and practice of vocational nursing.

Expected Outcome:

1. Become aware of the historical evolution of nursing practice.
2. Become aware of the issues affecting the development and practice of vocational nursing, including multistate licensing.
3. Become familiar with the role of major vocational nursing organizations, regulatory agencies, and health care organizations.
4. Recognize the factors affecting the public image of nursing.
5. Recognize the distinctions between LVN and RN roles.

III. Objectives/Terminal Objectives

All Frank Phillips College courses work together to meet the following objectives:

1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he/she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspect of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific objectives that follow (**please note that specific applications and objectives for each component are listed in the nursing handbook under the course name):

1. Identify common, overt, actual, and potential primary healthcare needs of the client related to the following systems:
 - a. Gastrointestinal System
 - b. Liver, Gallbladder, and Pancreas
 - c. Urinary and Renal Systems
 - d. Endocrine System
 - e. Reproductive System
 - f. Musculoskeletal System
 - g. Neurological System
 - h. Sensory Systems
 - i. Integumentary System
2. Identify common medical/surgical diagnoses, treatment modalities, nursing interventions and client teaching including preventive measures for disorders of the following body systems:
 - a. Gastrointestinal System
 - b. Liver, Gallbladder, and Pancreas
 - c. Urinary and Renal Systems
 - d. Endocrine System
 - e. Musculoskeletal System
 - f. Neurological System
 - g. Integumentary System
 - h. Emergency and Disaster Management
3. Identify pharmacological agents and related nursing interventions for the following body systems:
 - a. Gastrointestinal System
 - b. Liver, Gallbladder, and Pancreas

- c. Urinary and Renal Systems
 - d. Endocrine System
 - e. Musculoskeletal System
 - f. Neurological System
 - g. Integumentary System
 - h. Emergency and Disaster Management
4. Demonstrate competency in dosage calculations.

IV. Textbook and Other Required Materials

Medical-Surgical Nursing, 2nd edition by Susan deWit, Candice Kumagai, (2013) (2009) Elsevier/Saunders

Medical-Surgical Nursing Student Learning Guide, 2nd edition by Susan deWit, Candice Kumagai, (2013) (2009), Elsevier/Saunders

Davis's Drug Guide for Nurses 11th edition, by F.A Davis, Deglin/Vallerand

V. COURSE POLICIES AND INSTRUCTOR EXPECTATIONS

Additional assignments may be given at any time during the course.

Workbook assignments may be graded at any time at the discretion of the instructor.

Pop quizzes will be given during regularly scheduled classes.

Major exams will be given as stated on the class schedule.

A final exam will be given at the conclusion of this course.

IN ORDER TO CONTINUE IN THE NURSING PROGRAM, A FINAL GRADE OF 75 MUST BE OBTAINED.

NONDISCRIMINATION ON A BASIS OF DISABILITY

Refer to the Frank Phillips College 2009-2010 Catalog.

Instructor/Student Conferences are available for special needs upon request.

VI. ADDITIONAL/SUPPLEMENTAL REFERENCES

Available Student Library Materials related to the Medical Surgical field.

VII. ATTENDANCE REQUIREMENTS

As stated in the Vocational Nursing Student Policy Handbook

VIII. METHODS OF EVALUATION

Daily Quizzes, additional assignments/participation:	20 %
Major Exam Grades:	50 %

Final Exam:
HESI

20 %
5%

Frank Phillips College Vocational Nursing Program Grade Scale:

- A – 92-100
- B – 83-91
- C – 75-82
- D – 60-74
- E – 0-59

Correlation to Stated Mission Goals of Frank Phillips College

- a. Provide introduction and application of medical surgical nursing with emphasis on the disease processes;
- b. Provide, assist, and promote the use of learning resources;
- c. Participate and contribute to the medical surgical field in which we practice; and
- d. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

Grievance Policy

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WLDG 1202 — Fundamentals of Gas Metal Arc Welding (GMAW)

Frank Phillips College

General Course Information

Credit Hours: 2

Prerequisite

None

Course Description

A study of the fundamental principles of gas metal arc welding (GMAW), setup and use of GMAW equipment, and safe use of tools and equipment. Instruction in various basic weld joints.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Recognize and distinguish GMAW power sources and current properties.
2. Examine and identify parts of GMAW equipment.
3. Identify gasses and wires utilized for various duties.
4. Compare setup of equipment for various duties.
5. Perform GMAW with solid wire.
6. Perform GMAW with Dual Shield wires.
7. Perform FCAW Flux Cored Arc Welding.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F
Attendance Percentage	Grade
90 – 100	100
80 – 90	90
70 – 80	80
60 – 70	70
0 – 60	50

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

Class Attendance*

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Welding Program Attendance Requirements*

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Cell Phones and Other Electronic Devices Procedure:

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Perryton: (806) 648-1450

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 1204 — Fundamentals of Oxy-Fuel Welding & Cutting

Frank Phillips College

General Course Information

Credit Hours: 2

Prerequisite

None

Course Description

An introduction to oxy-fuel welding and cutting, including history and future in welding, safety, setup and maintenance of oxy-fuel welding, and cutting equipment and supplies.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Develop understanding of hazards associated with oxygen/acetylene equipment and demonstrate its setup and use.
2. Understand limitations of the oxygen/acetylene equipment/process and become familiar with suitable applications for its use.
3. Perform Oxy/Acet weld process.
4. Perform Oxy/Acet braze process.
5. Perform Oxy/Acet cutting process.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
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80 – 89	B
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Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 1206 — Fundamentals of Gas Tungsten Arc Welding (GTAW)

Frank Phillips College

General Course Information

Credit Hours: 2

Prerequisite

None

Course Description

An introduction to the principles of gas tungsten arc welding (GTAW), setup and use of GTAW equipment, and safe use of tools and equipment. Welding instruction in various positions on joint designs.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Breakdown and analyze the gas tungsten arc welding (GTAW) process:
2. Discuss equip parts, function and current selection.
3. Demonstrate setup of various types of GTAW equipment.
4. Perform welds on ferrous metals (various positions and joint designs).
5. Perform welds on non-ferrous metals (various positions and joint designs).

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
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Welding Program Attendance Requirements*

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Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 1305 — Art Metals

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

None

Course Description

Fundamentals of conceptualizing and producing utilitarian items in ferrous and non-ferrous metals. Skill development through the techniques of sinking, raising, repousse, and piercing to create objects from sheet and stock materials. Includes welding, brazing, soldering, tinning, polishing, and tool making.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Utilize various welding processes to cut out art shapes and forms and join individual components to fabricate artistic objects.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
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Attendance Percentage	Grade
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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 1317 — Introduction to Layout Fabrication

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

None

Course Description

A fundamental course in layout fabrication related to the welding industry. Major emphasis is placed on structural shapes and their use in construction.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Examine basic designs, material shapes and joint configurations utilized by industry.
2. Layout & Fabrication.
3. Select and utilize resources and tools for Layout & Fabrication problems.
4. Identify and utilize common tools for various Layout & Fabrication situations.
5. Develop patterns for repetitive layout duties.
6. Demonstrate "Layout directly on material" method for fabrication.
7. Utilize shortcut methods to simplify Layout & Fabrication process.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F
Attendance Percentage	Grade
90 – 100	100
80 – 90	90
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60 – 70	70
0 – 60	50

Academic Honesty and Integrity

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Class Attendance*

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Welding Program Attendance Requirements*

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Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 1337 — Introduction to Metallurgy

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

None

Course Description

A study of ferrous and nonferrous metals from the ore to the finished product. Emphasis on metal alloys, heat treating, hard surfacing, welding techniques, forging, foundry processes and mechanical properties of metal including hardness, weldability, machinability, and ductility.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

Examine production techniques for ferrous and non-ferrous metals.

1. Identify mechanisms used to strengthen metals.
2. Analyze metal testing methods.
3. Breakdown metals into grain structure and crystal formation.
4. Understanding of metallurgical changes resulting from heating and cooling (work with phase change diagrams) during heat treatment.
5. Discuss metal coatings, claddings and case hardening.
6. Differentiate ferrous metals from non-ferrous metals.
7. Distinguish stainless steel from carbon steel.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
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Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 1391 — Special Topics in Welder/Welding Technologist

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

None

Course Description

The 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.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Develop skills to meet specific individual or industrial needs.
2. Upgrade training in areas not included in current curriculum.
3. Study special trades or experiment with special interest or techniques within the welding industry.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
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80 – 89	B
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Systems:

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Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 1428 — Introduction to Shielded Metal Arc Welding (SMAW)

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

None

Course Description

An introduction to shielded metal arc welding processes. Emphasis placed on power sources, electrode selection, oxy-fuel cutting, and various joint designs. Instruction provided in SMAW fillet welds in various positions.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Recognize electrical current types and their use relating to SMAW process.
2. Identify common SMAW electrodes and determine their most suitable application.
3. Illustrate AWS weld joint designs and preparation procedures.
4. Perform SMAW process utilizing most common rod in all positions.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
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Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
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WLDG 1435 — Introduction to Pipe Welding

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

None

Course Description

An introduction to welding of pipe using the shielded metal arc welding process (SMAW), including electrode selection, equipment setup, and safe shop practices. Emphasis on weld positions 1G and 2G using various electrodes.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify code requirements for pipe welding.
2. Differentiate setup procedures based on job parameters.
3. Perform 2G pipe weld with 6010 root-pass, 7018 filler and cap.
4. Perform 5G pipe weld with 6010 uphill root-pass, 7018 uphill filler and cap.
5. Perform 5G pipe weld with 6010 downhill root-pass, 7018 uphill filler and cap.
6. Bend Test welds for quality based on code criteria.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
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Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 1457 — Intermediate Shielded Metal Arc Welding (SMAW)

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Completion of WLDG 1428 with a grade of C or better or Industry Equivalent Experience, see Instructor.

Course Description

A study of the production of various fillets and groove welds. Preparation of specimens for testing in all test positions.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Become familiar with AWS/ASME welding codes and testing procedures.
2. Recognize and demonstrate proper setup / prep procedure for Backup Strap and Open Root V plate welds.
3. Perform 3-position plate weld Test V-groove with Backup Strap.
4. Perform 3-position plate weld Test V-groove Open Root.

Methods of Evaluation

Evaluation, Testing, and Grade Distribution:

Exam 1 Codes & Qualification Standards	10 pts
Lab Exercise 1- Prep & Bevel	10 pts
Lab Exercise 2- 3 Position Backup Strap Test	30 pts
Lab Exercise 3- 3 Position Open Root Test	30 pts
Lab Exercise 4- Weld Evaluation	10 pts
Final Exam	10 pts

Total Points Possible 100

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

Attendance Percentage	Grade
90 – 100	100
80 – 90	90
70 – 80	80
60 – 70	70
0 – 60	50

Academic Honesty and Integrity

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Class Attendance*

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Welding Program Attendance Requirements*

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Cell Phones and Other Electronic Devices Procedure:

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Perryton: (806) 648-1450

Grievance Policy

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Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

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Negotiates to Arrive at a Decision
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Systems:

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Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 2439 — Advanced Oxy-Fuel Welding & Cutting

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Recommended Prerequisite: WLDG 1204 Fundamentals of Oxy-Fuel Welding with a grade of C or better.

Course Description

A study of all position welding on ferrous and nonferrous metals using oxy-fuel welding process, including welding and cutting, brazing, and soldering operations.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate proper safe use of oxy-fuel welding and cutting equipment and procedures.
2. Demonstrate basic oxy-fuel welding and cutting operations.
3. Demonstrate advanced oxy-fuel cutting and welding operations.
4. Select appropriate tools, equipment, and materials.
5. Demonstrate proper techniques for silver brazing equipment.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
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Problem Solving
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Knowing How to Learn
Reasoning

Systems:

Understands Systems
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Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 2443 — Advanced Shielded Metal Arc Welding (SMAW)

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Recommended Prerequisite: WLDG 1457 with a grade of C or better, Internship or Instructor Approval

Course Description

Advanced topics based on accepted welding codes. Training provided with various electrodes in shielded metal arc welding processes with open V-groove joints in all positions.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Examine welding criteria contained in commonly used welding codes.
2. Analyze welds to code standards.
3. Identify weld defects and develop weld repair procedures.
4. Perform welds with high chrome filler metals.
5. Perform welds with high nickel filler metals.
6. Perform welds with Stainless Steel filler metals.

Methods of Evaluation

Evaluation Testing and Grade Distribution:

Classroom Discussion	10 points
Visual Welding Exam	10 points
Lab Exercise Repairs	20 points
Lab Exercise Chrome Weld	20 points
Lab Exercise Nickle Weld	20 points
Lab Exercise Stainless Weld	20 points

Total Points Possible 100

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Attendance	60%
Exams	40%
Total	100%
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Systems:

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Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 2447 — Advanced Gas Metal Arc Welding (GMAW)

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Recommended Prerequisite: WLDG 1202 Fundamentals of Gas Metal Arc Welding (GMAW) with a grade of C or better.

Course Description

Advanced topics in Gas Metal Arc Welding (GMAW). Includes welding in various positions and directions.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Perform proper safety inspections of equipment, accessories and surrounding areas.
2. Demonstrate proficiency in performing GMAW welds in various positions.
3. Weld various joint designs and diagnose welding problems and perform visual inspection.
4. Describe the effects of welding parameters in GMAW.

Methods of Evaluation

Evaluation Testing and Grade Distribution:

Lab 1	Equipment Setup	20 points
Lab 2	Weld Fillet weld	20 points
Lab 3	Weld V-groove weld	20 points
Lab 4	Perform proper maintenance of welder	20 points
Lab 5	Properly clean and secure work area	20 points

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
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Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 2451 — Advanced Gas Tungsten Arc Welding (GTAW)

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Recommended Prerequisite: WLDG 1206 with a grade of C or better.

Course Description

Advanced topics in GTAW welding, including welding in various positions and directions.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Analyze arc characteristics with emphasis on advancements resulting from technical advancements in modern GTAW equipment.
2. Demonstrate changes in techniques and equipment setup for GTAW of various alloys, joint designs and metal thickness.
3. Perform code quality GTAW pipe welds utilizing exotic alloy filler metals.
4. Recognize cost VS quality aspects of GTAW welding compared to other welding processes.

Methods of Evaluation

Evaluation Testing and Grade Distribution:

Participation in theory discussion	20 points
Equipment setup/utilization	20 points
Lab exercise: exotic metals	20 points
Lab exercise: weld quality	20 points
Lab exercise: cost evaluation	20 points

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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 2452 — Advanced Flux Core Arc Welding

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Completion of WLDG 1206 with a grade of C or better.

Course Description

Advanced concepts of flux cored arc welding of structural and fabricated steel products. Skill development in multi-pass fillet and v-groove welding.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Perform proper safety inspections of equipment, accessories and surrounding areas.
2. Perform multi-pass fillet and v-groove welds in various positions: 1G, 3G, & 5G.

Methods of Evaluation

Evaluation Testing and Grade Distribution:

Lab 1	Equipment Setup	20 points
Lab 2	Weld multi-pass Fillet weld	20 points
Lab 3	Weld multi-pass V-groove weld	20 points
Lab 4	Perform proper maintenance of welder	20 points
Lab 5	Properly clean and secure work area	20 points

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F
Attendance Percentage	Grade

90 – 100	100
80 – 90	90
70 – 80	80
60 – 70	70
0 – 60	50

Academic Honesty and Integrity

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Class Attendance*

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Welding Program Attendance Requirements*

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be

absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the "Attendance Probation List" for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

Cell Phones and Other Electronic Devices Procedure:

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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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Perryton: (806) 648-1450

Grievance Policy

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Systems:

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Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 2453 — Advanced Pipe Welding

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Recommended Prerequisite: WLDG 1435 with a grade of C or better.

Course Description

Advanced topics involving welding of pipe using the shielded metal arc welding (SMAW) process. Topics include electrode selection, equipment setup, and safe shop practices. Emphasis on weld positions 5G and 6G using various electrodes.

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Set up equipment and prepare pipe coupons for (SMAW) shielded metal arc welding in various positions.
2. Set up equipment and prepare pipe coupons for (GTAW) gas tungsten arc welding in various positions.
3. Utilize various filler metals including stainless steel to complete pipe welds with GTAW and SMAW process.
4. Demonstrate proper purging techniques on stainless steel pipe for gas tungsten arc welding (GTAW).

Methods of Evaluation

Evaluation Testing and Grade Distribution:

Lab 1	Equipment Setup	20 points
Lab 2	Weld pipe w/ carbon steel 6G SMAW	20 points
Lab 3	Weld pipe w/ stainless steel 6G SMAW	20 points
Lab 4	Weld pipe w/ carbon steel 6G GTAW	20 points
Lab 5	Weld pipe w. stainless steel 6G GTAW	20 points

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
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Attendance Percentage	Grade
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Welding Program Attendance Requirements*

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Systems:

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Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 2488 — Internship Welder/Welding Technologist

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Recommended Prerequisite: Instructor's Approval

Course Description

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.

(An experience external to the college for an advanced student in a specialized field involving a written agreement between the educational institution and a business or industry. Mentored and supervised by a workplace employee, the student achieves objectives that are developed and documented by the college and that are directly related to specific occupational outcomes. This may be a paid or unpaid experience. *Capstone course and requires the instructor's approval for enrollment.)

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Be provided the experience and on the job training through a cooperative agreement with a Welding, construction, or fabrication employer.
2. Develop skills and competencies necessary for employment in the work force.
3. Construct a resume.
4. Identify and exhibit safe working habits in the workplace.
5. Identify and exhibit skills and competencies necessary to succeed in the workplace.
6. Identify and exhibit personal financial skills necessary for the workplace.
7. Prepare for job interviews.
8. Use information and experience to solve problems in the workplace.

Methods of Evaluation

1. Timely and complete reports, research paper, and presentation as required by the college.--- 33%
2. College and employer's evaluation---34%
3. Summary report---33%

Attendance Percentage	Grade
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86 – 100	40
72 – 85	30
65 – 71	20
51 – 64	10
0 – 50	0
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
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Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 2506 — Intermediate Pipe Welding

Frank Phillips College

General Course Information

Credit Hours: 5

Prerequisite

Recommended Prerequisite: WLDG 1435

Course Description

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

THECB Approval Number48.0508.0000

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Set up equipment and prepare pipe coupons for (SMAW) shielded metal arc welding in various positions.
2. Set up, prepare and weld 6" or larger diameter pipe with a minimum schedule 80 thickness in 5G and 6G positions.
3. Set up, prepare, and weld 6" or larger diameter pipe with a maximum schedule 40 thickness in 5G and 6G positions.
4. Setup, prepare, and weld 2" diameter with schedule 160 or greater thickness.
5. Setup, prepare, and weld 2" diameter with schedule 40.

Methods of Evaluation

Evaluation Testing and Grade Distribution:

Lab 1	Prepare coupons for (SMAW) in various pos.	200 points
Lab 2	Weld 6" pipe w/min. sch. 80 in 5G & 6G	200 points
Lab 3	Weld 6" pipe w/max sch. 40 in 5G & 6G	200 points
Lab 4	Weld 2" pipe w/ schedule 160	200 points
Lab 5	Weld 2" pipe w/ schedule 40	200 points

Category	Percentage
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