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I. **General Course Information**
Credit Hours: 3
Prerequisite and/or Co-requisite:

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

Approval Number ................................................................. 52.0301.51 04

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

1. Identify users of accounting information and discuss the kinds of information an accounting information system can provide each user group.
2. Define and apply accounting terminology.
3. Analyze, record and report transactions for service and merchandising business organized as a sole proprietorship.
   - Chapter 2 – Measuring Business Transactions
   - Chapter 3 – Measuring Business Income and the Adjustment process
   - Chapter 4 – Completing the Accounting Cycle
   - Chapter 5 – Be able to understand and record merchandising transactions using both Periodic and Perpetual inventory methods
   - Chapter 6 – Prepare and analyze Financial Reports
   - Chapter 7 – Describe the role of special-purpose journals
   - Chapter 8 – Understand business procedures internal control and be able to complete a bank reconciliation
   - Chapter 9 – Understand short-term financial assets – Accounts Receivable and short term investments
   - Chapter 10 – Identify and calculate inventory pricing using three inventory methods
   - Chapter 11 – Identify and record transactions relating to Long-term assets.
   - Chapter 12 – Identify current liabilities. Record payroll transactions.
III. 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

IV. 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.

V. 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 zeros 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

VI. 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

Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

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

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation
Three Exams each test = 20%, totaling 60%
Comprehensive problem 20%
Final Exam 20%
Total 100%

Grades A=90-100, B= 80-89, C=70-79, D= Below 70

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.
I. General Course Information
   Credit Hours: 4
   Prerequisite: None

   Course Description: An overview of the beef cattle industry. Topics include the organization and operation of beef cattle enterprises, selection and breeding, reproduction, health, nutrition, management, and marketing.

   Approval Number .................................................................................................................. 01.0302.0000

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. Learning Outcomes/Terminal Learning Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

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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, the following learning outcomes that are specific to Range Management will be met:

1. Define terms associated with the beef industry.
2. Differentiate and describe the four types of beef production enterprises.
3. Analyze strengths and weaknesses of different breed characteristics for a production system.
4. Describe and apply selection principles for a beef cattle program.
5. Describe and apply nutrition principles for a beef cattle program.
6. Develop budgets for a beef cattle operation.
7. Describe herd health and disease management techniques for beef production enterprises.
8. Identify and describe pasture and range management principles for a beef production enterprise.

III. 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
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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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
  Responsibility
  Self-Esteem
  Sociability
  Self-Management
  Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
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IX. Methods of Evaluation
Exams will count for 60% of students’ grade and assignments will count for 40% of students’ grade.

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.
I. General Course Information

Credit Hours: 4
Prerequisite: None

Course Description: Study of practical problems of managing native pasture and rangelands. Topics include rangeland ecology, stocking rates, rotation systems, toxic plants, range reseeding, brush control, and ecological and physiological responses of range vegetation to grazing.

Approval Number ................................................................. 01.1106.0000

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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, the following learning outcomes that are specific to Range Management will be met:

1. Define terms associated with range management.
2. Identify key historical developments in the range industry.
3. Identify and describe five physical characteristics of rangeland.
4. Identify and describe the characteristics of the grazing regions of the U.S.
5. Describe grazing and plant physiology relationships.
6. Describe grazing and plant ecology relationships.
7. Determine stocking rates for rangelands.
8. Inventory and evaluate range sites according to N.R.C.S. guidelines.
10. Describe differing methods of improving rangelands.
11. Identify key desirable and undesirable plant species and evaluate their characteristics that are important to the area range industry.

III. Academic Honesty and Integrity

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V. 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 zeros 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
VI. **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

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**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

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation
Exams will count for 60% of student’s grade and assignments will count for 40% of student’s grade.

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.
AGRI 1121 Livestock Judging
Frank Phillips College

I. General Course Information
Credit Hours: 1
Prerequisite and/or Co-requisite: AGRI 2321 with a grade of C or better.

Course Description: Selection, evaluation, and classification of livestock and livestock products. (Study and apply the roll and application of animal evaluation. Topics include comparative aspects of livestock muscle composition, skeletal design, growth and development patterns as it pertains to the animal’s perceived value in the industry.)

Approval Number .................................................................01.0901.52.01

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:
1. Developing 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.

III. 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
IV. **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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times per week. Students who miss more than the allowed number of absences will be administratively withdrawn; a student who has been administratively withdrawn due to excessive absences must contact the Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

V. **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 zeros 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

VI. **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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honest

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

Exams will count for 60% of student’s grade and assignments will count for 40% of student’s grade.

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.
I. General Course Information
   Credit Hours: 1
   Prerequisite and/or Co-requisite:

   Course Description: Overview of world agriculture, nature of the industry, resource
   conservation, and the American agricultural 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.)
   Approval Number ……………………………………………………….. 01.0103.52.01

   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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

1. Identify career opportunities in agriculture.
2. Construct a resume.
3. Understand requirements and aptitudes for various agriculture careers.
4. Discuss and evaluate current and future trends of the agriculture industry in the United States.
5. Outline the purpose of the Land Grant Institution.

III. 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
IV. **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.

V. **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 zeros 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
VI. 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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.

B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

Assignments will account for 70% of the final course grade and exams will account for 30% of the final grade for the course.

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.
I. General Course Information
Credit Hours: 3
Prerequisite and/or Co-requisite:

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

Approval Number .................................................................01.1001.51.01

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

1. Introduce key concepts related to food technology.
2. Develop understanding the various disciplines of food science.
3. Explore various segments of the food industry.
4. Identify functional and organizational aspects of food businesses.
5. Understand government’s impact on food marketing.
6. Consider concepts about the future of the food science industry.

III. 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
IV. 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.

V. 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 zeros 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
VI.  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

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Understands Systems
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Mathematics
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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

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII.  Correlation to Stated Mission Goals of Frank Phillips College

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IX. Methods of Evaluation

Exams will count for 70% of student’s grade and assignments will count for 30% of student’s grade.

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I. General Course Information
Credit Hours: 4
Prerequisite: None

Course Description: An introductory course to the study of livestock, their importance, development, distribution, care, management, reproduction, marketing, and evaluation.
AGRI1419-End-of-Course Outcomes: Summarize the importance of animal agriculture to society; identify livestock species, breeds, and classes and their utilization within the livestock industry; and differentiate various livestock products and identify their contribution to the world food supply.

Approval Number ................................................................................... 01.0901.51.01

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, to 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. Learning Outcomes/Terminal Learning Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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, the following student learning outcomes that are specific to Introductory Animal Science will be met:

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. Describe the production of gametes and identify the six fundamental types of mating.
6. Explain how genetics relate to improvement in livestock production.
7. Describe the various market classes, grades, and methods of marketing livestock.
8. Identify the basic nutrient groups, their functions, and feedstuffs that are sources of each.
9. Describe digestion and absorption of feed in ruminant and non-ruminant animals.
10. Describe the six functions of a good ration and formulate a balanced ration.
11. Identify and distinguish significant breeds of various species of livestock.
12. Practice proper care and management techniques for various species of livestock.
13. Recognize and prescribe treatment for common diseases of livestock.
III.  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

IV.  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.

V.  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 zeros 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

VI. 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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation
Exams will count for 60% of student’s grade and assignments will count for 40% of student’s grade.

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.

rvF11
I. General Course Information

Credit Hours: 3
Prerequisite: None

Course Description: Introduction to fundamental economic principles and their application to the problems of the industry of agriculture.

Approval Number ................................................................. 01.0103.51.01

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, to 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. Learning Outcomes/Terminal Learning Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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, the following student learning outcomes that are specific to Agriculture Economics will be met:

A. Define terms associated with agricultural economics.
B. Identify and describe basic economic principles
C. Solve problems related to basic economic principles
D. Determine relationships between several productivity measures.
E. Describe how budgets limit goods and services that can be purchased
F. Derive supply and demand curves
G. Determine what a production function is, determine relationships between input and output and identify the stages of production.
H. Determine the profit maximizing level of output.
I. Determine what influences a firm’s choice of combinations for inputs and outputs.
J. Determine cost curves for a farm or firm.
K. Identify and define various costs incurred by the farm.
L. Determine what causes economies and diseconomies of scale
M. Describe characteristics of perfectly competitive and imperfectly competitive markets.
N. Describe market principles
O. Describe market equilibrium prices and the relationship of supply and demand in determining them.
P. Describe price relationships in relationship to supply and demand changes.
Q. Determine how farms combine inputs for use in the production process.
R. Describe factors of specialization and diversification.
S. Describe basic concepts concerning elasticity of demand and supply.
T. The effect of elasticity of demand and supply on agriculture’s input and output markets.
III. 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

IV. 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.

V. 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 zeros 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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Perryton: (806) 648-1450

VI. 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

Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

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

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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C. Provide, assist, and promote the use of learning resources in the classroom.
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E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation
Exams will count for 60% of student’s grade and assignments will count for 40% of student’s grade.

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AGRI 2321 — Livestock Evaluation I  
Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

Course Description: Selection, evaluation, and classification of livestock and livestock products.

Approval Number ……………………………………………………..01.0901.52.01

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

1. Differentiate different species and breeds of livestock and its function.
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 its ability to effectively meet consumer demands in the industry.
5. Verbally justify decisions made in livestock selection using pertinent livestock terminology.
6. Effectively and efficiently take notes and commit ideas to memory.

III. 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
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- Administrative withdrawal from the course
- Academic suspension
IV. **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.

V. **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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Perryton: (806) 648-1450
VI. 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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
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E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

Assignments will count for 100% of student’s grade.

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

Grading System:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90% to 100%</td>
<td>A</td>
</tr>
<tr>
<td>80% to 89%</td>
<td>B</td>
</tr>
<tr>
<td>70 to 79%</td>
<td>C</td>
</tr>
<tr>
<td>60 to 69%</td>
<td>D</td>
</tr>
<tr>
<td>59% and Below</td>
<td>F</td>
</tr>
</tbody>
</table>

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I. General Course Information

Credit Hours: 3
Prerequisite and/or Co-requisite: Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description: Study of human beings, their antecedents and related primates, and their cultural behavior and institutions. Introduces the major subfields: physical and cultural anthropology, archeology, linguistics, and ethnology. (Cross-listed as HUMA 2323)

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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.

All Humanities and Visual and Performing Arts courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board.

The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

1. To demonstrate awareness of the scope and variety of works in the arts and humanities;
2. To understand those works as expressions of individual and human values within an historical and social context;
3. To respond critically to works in the arts and humanities;
4. To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist;
5. To articulate an informed personal reaction to works in the arts and humanities;
6. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts; and
7. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

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

1. Explore human beings to include primates comparing and contrasting their origins and behavior.
2. Investigate the fields of anthropology to include; archaeology, biological/physical anthropology, cultural anthropology, and linguistic anthropology.
3. Compare and contrast cultures of the world.
4. Evaluate the above anthropological sciences by exploring the way that they are applied in the work place.

III. 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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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.

V. 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 zeros 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

VI. 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

Systems:
- Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

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

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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IX. Methods of Evaluation

30% Participation Grade (Attendance, Reports)
30% Presentations
40% Competency Reviews

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.
ANTH 2351 Cultural Anthropology  
Frank Phillips College

I. General Course Information  
Credit Hours: 3  
Prerequisite and/or Co-requisite: Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description: Key concepts, methods and theory in the study of cultural diversity, social institutions, linguistics, and culture change among world peoples.  
Approval Number ................................................................. 45.0201.53 25

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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.

All Humanities and Visual and Performing Arts courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

1. To demonstrate awareness of the scope and variety of works in the arts and humanities;
2. To understand those works as expressions of individual and human values within an historical and social context;
3. To respond critically to works in the arts and humanities;
4. To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist;
5. To articulate an informed personal reaction to works in the arts and humanities;
6. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts; and
7. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

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

1. Explore the field of cultural anthropology to include; terms and methods used when studying cultural diversity.
2. Evaluate the environment of the world’s continents and predict adaptation methods by focusing on the functions of culture.
3. Investigate the forms of human social and political organizations.
4. Explore human communication systems.
5. Evaluate visual, verbal, and musical art by comparing and contrasting examples of art from a variety of cultural groups
6. Question the role of religion/spirituality/ and the supernatural in human groups.
7. Explore human cultural change, around the world and throughout time.

III. 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

IV. 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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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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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

VI. 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

Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

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

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII.  Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII.  Grievance Policy

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IX. Methods of Evaluation

30% Participation Grade (Attendance, Daily Work)
10% Self-Ethnography Project (Midterm)
20% Presentations
40% Competency Reviews

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.
BCIS 1405 — Business Computer Applications  
(Advanced Microcomputer Applications Office 2007)  
Frank Phillips College

I. General Course Information  
Credit Hours: 4  
Prerequisite and/or Co-requisite: None

Course Description: Computer terminology, hardware, software, operating systems, and information systems relating to the business environment. The main focus of this course is on business applications of software, including word processing, spreadsheets, databases, presentation graphics, and business-oriented utilization of the Internet. This course utilizes Microsoft Office 2007, Word, Excel, Access, and PowerPoint

Approval Number………………………………………………….11.0202.54 04

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:
1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:
1. Apply proficiency using PCs.
2. Apply proficiency using Word.
3. Apply proficiency using Excel.
5. Apply proficiency using PowerPoint.
6. Apply the correct application of Word packages in various scenarios.
7. Maintain a capability to adapt to changes in software applications that are generically similar in form and function.
8. Use creativity, tenacity and problem solving skills to solve PC software application problems.

III. 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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- Administrative withdrawal from the course
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IV. **Class Attendance***

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*Students in this online course must complete 100% or all unit assignments by the unit due date, or an absence will be given. Please also see the document titled "Log On/Attendance/Participation" in course documents for a complete description of the differences between logging on, attendance and participation.

V. **Cell Phones and Other Electronic Devices Procedure***

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Perryton: (806) 648-1450
VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:
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  Improves & Designs Systems

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  Applies Technology
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Basic Skills:
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  Arithmetic
  Mathematics
  Listening
  Speaking

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

Personal Qualities:
  Responsibility
  Self-Esteem
  Sociability
  Self-Management
  Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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IX. Methods of Evaluation*

Grades to be determined in accordance with the following:
Projects=40%, Participation=20%, Assignments=40%

Discussion forum questions fall into the assignment category and all discussion forum questions will be graded based on the discussion forum grading rubric, which can be located in course documents. Student course participation is also graded weekly based on the student participation rubric, which can be located in course documents.

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

*See instructor’s online syllabus regarding additional requirements and procedures for this course.

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I. General Course Information

Credit Hours: 4
Prerequisite and/or Co-requisite: None

Course Description: Computer terminology, hardware, software, operating systems, and information systems relating to the business environment. The main focus of this course is on business applications of software, including word processing, spreadsheets, databases, presentation graphics, and business-oriented utilization of the Internet. This course utilizes Microsoft Office 2010, Word, Excel, Access, and PowerPoint

Approval Number: ..................................................11.0202.54 04

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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 learning outcomes that follow:

1. Apply proficiency using PCs.
2. Apply proficiency using Word.
3. Apply proficiency using Excel.
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6. Apply the correct application of Word packages in various scenarios.
7. Maintain a capability to adapt to changes in software applications that are generically similar in form and function.
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Negotiates to Arrive at a Decision
Works with Cultural Diversity

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Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Technology:
Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:
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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

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation*

Grades to be determined in accordance with the following:
Projects=40%, Participation=20%, Assignments=40%

Discussion forum questions fall into the assignment category and all discussion forum questions will be graded based on the discussion forum grading rubric, which can be located in course documents. Student course participation is also graded weekly based on the student participation rubric, which can be located in course documents.

Grade Points

<table>
<thead>
<tr>
<th>Grade Points</th>
<th>Letter</th>
</tr>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>70-79</td>
<td>C</td>
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<tr>
<td>60-69</td>
<td>D</td>
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<tr>
<td>59 and lower</td>
<td>F</td>
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</tbody>
</table>

*See instructor’s online syllabus regarding additional requirements and procedures for this course.

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.
I. General Course Information

Credit Hours: 3
Prerequisite and/or Co-requisite:

Course Description: Concepts and activities for elementary curriculum with emphasis on biology- Fundamental principles of living organisms including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of reproduction, genetics, ecology, and the scientific method are included. This course is designed for elementary education majors transferring to WTA&M University.

Approval Number……………………………………… …………….26.0101.51 03

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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.

All Natural Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board:

The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.
In addition, this course will meet the specific learning outcomes that follow:

1. Levels of organization and characteristics of living organisms.
2. The chemistry of cells, including organic molecules.
3. Cell types and relate cell structures to their functions.
4. Metabolic processes for acquiring and releasing energy.
5. The framework of inheritance and genetics.
6. Identification and diagnostic characteristics of the organisms that comprise the 3 domains as well as their systems and components.
7. Basic laboratory techniques related to these studies; (microscopy, basic chemistry, Visual ID, dissections and the use of various lab equipment.)
8. Anatomical and physiological structure of various organisms.
9. The scientific method and the documentation of scientific findings, as to be reported in detailed notes that include careful, accurate, and well-labeled illustrations, structured by the framework of proper scientific methodology.
10. The importance of ecological system integrity and biological diversity across all clades of life throughout the extensive range of ecosystems across planet Earth.
11. Methodology involved with forming a lesson plan and educational activities that are appropriate for the respective grade level that the BIOL 1308 student plans to teach.

III. 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
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IV. 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.

V. 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.
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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
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VI. 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

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- Participates as a Member of a Team
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Basic Skills:
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Arithmetic
Mathematics
Listening
Speaking

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

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
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IX. Methods of Evaluation

**Lecture:** Lecture grade will be based upon lecture exams, quizzes and assignments; total weight of overall lecture grade will be 60%.

**Teaching Notebook:** Notebook (40% of total grade) will be based upon lab write-ups, quizzes, & assignments.

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

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.
I. General Course Information
   Credit Hours: 3
   Prerequisite and/or Co-requisite:

   Course Description: Study of the chemical, physical, and sensory properties of food; nutritional quality; and food use and diet applications. (Cross-listed as HECO 1322)

   Approval Number ………………………………………………………19.0501.51 09

   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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2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
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1. To understand and apply method and appropriate technology to the study of natural sciences.
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3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

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

1. Mastery of 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) &
5. Discuss the personal significance of a healthy diet (diet analyses, tests, discussions).

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- Acquires & Evaluates Information
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- Exercises Leadership
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Technology:
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Listening
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IX. Methods of Evaluation
40% Assignments & Quizzes
60% Exams - 2 regular exams and a final exam

Grading scale: A = 100 -89.5; B=89.4–79.5; C=79.4-69.5; D=69.4-59.5; F=59.4 and below.

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I. General Course Information

Credit Hours: 4
Prerequisite and/or Co-requisite: Passage of or exemption from the reading section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description: Study of the structure and function of human anatomy, including the neuroendocrine, integumentary, musculoskeletal, digestive, urinary, reproductive, respiratory, and circulatory systems. Content may be either integrated or specialized.

Approval Number ………………………………………………….26.0707.51 03

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5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

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

1. Demonstrate anatomy & physiology vocabulary mastery by correct usage both in writing assignments and oral presentations. (essay questions, article summary, research paper, poster)
2. Explain underlying concepts such as hierarchy of organization, complementarity of structure & function, homeostasis and regulation via feedback loops in the study of the body systems. (quizzing, test items, lab exercises, posters, clinical questions)

3. Identify & describe the body systems under study; explain their proper functioning & how each contributes to homeostasis. (Lab exercises, final review oral/written contributions)

4. Give examples of positive & negative feedback regulation during proper functioning of systems under study. (Demonstration/discussion of fight or flight response during lecture)

5. Locate & name body systems’ organs on a human model, representative animal specimen or diagram; correctly describe anatomical features and/or landmarks that enable identification. (Lab icebreaker, Muscle LADSNOR and bone demonstrations)

6. Explain the system’s organs’ function as a consequence of interactions at the chemical level, cellular level and tissue level; describe interactions with other organs that enable healthy functioning of the system. (Essay questions on quizzes or tests)

7. Chart physiological events pertinent to the systems under study, i.e. generation of action potential, muscle stretch response, stress response/general adaptation syndrome, cardiac cycle, hemostasis, fluid & acid/base balance or other similar body responses to environmental changes. (Nervous system quiz, bone physiology poster, Muscle sliding filament “dance”, muscle physiology concept map, skin quiz)

8. Predict effects of disruption to correct functioning of systems under study due to illness, trauma, etc. (i.e. Clinical questions exercise in lecture; lab manual questions)

9. Research additional information relevant to these studies to create a comprehensive, coherent, effective presentation of that information and present it. (Paper due 12/1)

10. Demonstrate effective use of basic laboratory techniques related to these studies. (lab participation, lab quizzes/practicals)

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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
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- Reasoning

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.
IX. Methods of Evaluation

Lecture
• Lecture grade will be based 60% upon lecture exams and 40% quizzes and assignments.

Laboratory
• Laboratory grade will be based 60% upon practical exams and 40% from quizzes, assignments and manual.

Overall course grade will be composed of 60% based on lecture and 40% from laboratory grade averages

Grading scale: A = 100 - 89.5; B=89.4–79.5; C=79.4-69.5; D=69.4-59.5; F=59.4 and below.

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.
BIOL 2402 Anatomy and Physiology II
Frank Phillips College

I. General Course Information
Credit Hours: 4
Prerequisite and/or Co-requisite: Completion of BIOL 2401 with a grade of C or better.

Course Description: Study of the structure and function of human anatomy, including the neuroendocrine, integumentary, musculoskeletal, digestive, urinary, reproductive, respiratory, and circulatory systems. Content may be either integrated or specialized.

Approval Number ……………………………………………………26.0707.51 03

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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.

All Natural Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board: The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.
In addition, this course will meet the specific learning outcomes that follow:

1. Demonstrate anatomy & physiology vocabulary mastery by correct usage both in writing assignments and oral presentations.
2. Explain underlying concepts such as hierarchy of organization, complementarity of structure & function, homeostasis and regulation via feedback loops in the study of the systems under study.
3. Identify & describe the body systems under study; explain their proper functioning and how each contributes to homeostasis.
4. Give examples of both positive & negative feedback regulation involved in proper functioning of the systems under study.
5. Locate & name body systems’ organs on a human model, representative animal specimen or diagram; correctly describe anatomical features and/or landmarks that enable identification.
6. Explain the system’s organs function as a consequence of interactions at the chemical level, the cellular level and the tissue level; describe interactions with other organs that enable healthy functioning of the system.
7. Chart physiological events pertinent to the systems under study, i.e. generation of action potentials, the muscle stretch response, stress response/general adaptation syndrome, cardiac cycle, hemostasis, fluid & acid/base balance or other similar body-wide responses to environmental change.
8. Predict effects of disruption to correct functioning of systems under study due to illness, trauma, etc.
9. Research additional information relevant to these studies and create a comprehensive, coherent, effective presentation of that information and present it.
10. Demonstrate effective use of basic laboratory techniques related to these studies.
11. The grading part of the syllabus has the following breakdown:

III. 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

IV. 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.

V. **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 zeros 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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Perryton: (806) 648-1450

VI. **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

Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

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

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
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IX. Methods of Evaluation

1. 40% of final grade is averaged daily grades. Tests count 35% & lab 25% of final grade.
2. Test average (exams) includes a cumulative final exam for twice the value. Makeup test format is instructor determined & grade earned is posted as is; no adjustment to class average.
3. Daily grades derived primarily from homework (assignments, postquizzes or take home quizzes, essay questions on homeostasis of each system studied), attendance & participation (in class graded pre- quizzes, pop quizzes, activities, discussions) and a project. Project includes presentation, & meets grading requirements - references (includes works-cited pg.), copies of sources (hard or electronic) provided, writing, and presentation criteria were followed - answered question(s); did active listening & participated during presentations by others (posed thoughtful questions and participated in constructive assessment).
4. Laboratory grades are based on Lab exercises (writings/drawings indicate successful identification of cells, tissues, & organs of systems studied), lab quizzes/practicals (includes demonstrated ability to use microscope & dissect specimens), homework assignments (demonstrations; completion of wet labs shown by correct, completed lab reports), & participation. Exercises assigned are chosen to support classroom material.
5. A “test only” based grade available upon request after consultation with instructor during the 1st week. Lab is required & valued at 25% of the grade while tests count 75%. Recommended only for course repeats.
6. Laboratory grades are based on Lab exercises (writings/drawings indicate successful identification of cells, tissues, & organs of systems studied), lab quizzes/practicals (includes demonstrated ability to use microscope & dissect specimens), homework assignments (demonstrations; completion of wet labs shown by correct, completed lab reports), & participation. Exercises assigned are chosen to support classroom material.
7. A “test only” based grade available upon request after consultation with instructor during the 1st week. Lab is required & valued at 25% of the grade while tests count 75%. Recommended only for course repeats.

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BIOL 2421 — Microbiology  
(Microbiology for Science Majors)  
Frank Phillips College

I. General Course Information
Credit Hours: 4
Prerequisite and/or Co-requisite: Passage of or exemption from the reading section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description: Study of the morphology, physiology, and taxonomy of representative groups of pathogenic and nonpathogenic microorganisms. Pure cultures of microorganisms grown on selected media are used in learning laboratory techniques. Includes a brief preview of food microbes, public health, and immunology.

Approval Number ………………………………………………………26.0503.51 03

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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, to 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. Outcomes/Terminal Outcomes
All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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.

All Natural Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board:
The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

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

1. Demonstrate vocabulary mastery for microbiology by correct usage both in writing assignments and oral presentations.
2. Define microbiology subdisciplines (parasitology, immunology, biotechnology, etc.); explain how they came about historically and currently relate to the scope of the subject.

3. Identify and classify the differing groups of microbes; discuss the differences between classical vs. molecular approaches to taxonomy.

4. Describe the metabolic and structural features of the groups of microorganisms.

5. Demonstrate an understanding of microbial genetics and reproductive strategies.

6. Explain the necessity for and methods used in controlling the growth of microbes.

7. List and define different kinds of biological associations; delineate the host-microbe relationship.

8. Evaluate medical significance of categories of microbes; discuss the impact of specific human associated diseases and relevant immunological responses.

9. Discuss environmental impact of microbes; explain importance of microbes in the biosphere.

10. Effectively demonstrate basic laboratory techniques used to study microbes.

11. Effectively present research related to a topic in microbiology.

III. VI. 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

IV. 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.

V. **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

VI. **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

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

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IX. Methods of Evaluation
1. 40% of final grade is averaged daily grades. Exams are 35% and lab 25% of the final grade.
2. Test average includes a cumulative final for 10% of grade. Makeup test availability is instructor determined & grade earned posted as is; no adjustment to class performance given.

3. Daily grades are derived primarily from projects, homework, quizzes, attendance & participation. Projects may include multimedia components, with or without oral presentation & require reading, writing, drawing, coloring, computer work & other activities to complete.

4. Laboratory grades are based on lab manuals, lab practicals, assignments, & participation. Exercises assigned are chosen to support classroom material.

5. A “test only” grade is available upon request after consultation with instructor during the 1st week. Lab is still required for 25% of grade; tests weigh 75%. Recommended primarily for those repeating the course for an improved grade.

6. The final grade will be reported as: 90 -100= A, 80 - 89= B, 70 - 79= C, 60 - 69= D, <60= F.

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I. General Course Information
   Credit Hours: 3
   Prerequisite and/or Co-requisite:

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

   Approval Number ................................................................................................... 52.0101.51 04

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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 learning outcomes that follow. The student will be able to:

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 nature of entrepreneurship and discuss the kinds of entrepreneurial opportunities that can increase the profitability of 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 management functions.
7. Discuss the factors that create high performing groups and teams.
8. Identify and discuss the four main elements of the marketing mix.
9. Explain why linking pay to performance in a fair and equitable manner is an important source of employee motivation and commitment to a company.
10. Explain how the success of a company’s business model can be measured by financial accounts.

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

Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

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

Personal Qualities:
Responsibility
Self-Esteem
Sociability
VII. Correlation to Stated Mission Goals of Frank Phillips College
   A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
   B. Provide a classroom setting which is conducive to learning.
   C. Provide, assist, and promote the use of learning resources in the classroom.
   D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
   E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. 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%

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.
I. General Course Information  
Credit Hours: 3  
Prerequisite and/or Co-requisite: 

Course Description: Introduction to the role of business in modern society. Includes overview of business operations, analysis of the specialized fields within the business organization, and development of a business vocabulary. 
Approval Number ........................................................................................ 52.0101.51 04

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow. The student will be able to:

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 nature of entrepreneurship and discuss the kinds of entrepreneurial opportunities that can increase the profitability of 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 management functions.
7. Discuss the factors that create high performing groups and teams.
8. Identify and discuss the four main elements of the marketing mix.
9. Explain why linking pay to performance in a fair and equitable manner is an important source of employee motivation and commitment to a company.
10. Explain how the success of a company’s business model can be measured by financial accounts.

ONLINE:
1. Differentiate between three meanings of business and commerce, business as an occupation, as business as an organization, and identify the four main kinds of productive resources. (ch1)
2. Understand how the forces of supply and demand determine fair or market prices.
3. Appreciate the functions of money in business and how the development of money promoted the rapid development of capital and enterprise. (ch2)
4. Describe the nature of entrepreneurship and the kinds of entrepreneurial opportunities that can increase the profitability of business commerce, occupations and organizations. (ch3)
5. Differentiate between two main approaches employees can take to their jobs and the way their performance affects their long-term prospects.
6. Understand the relationship between ethics and the law and appreciate why it is important to behave ethically. (ch5)
7. Identify five characteristics of effective leaders.
8. Explain the factors that create high performing groups and teams. (ch 7)
9. Identify the four main elements of the marketing mix and discuss how the marketing mix is used to differentiate a company’s products.
10. Discuss the main distribution channels a company can use to reach customers and the factors that determine distribution channel choices.
11. Identify the five major components of operations and materials management costs and the methods companies use to reduce them. (ch12)
12. Explain why linking pay to performance in a fair and equitable manner is an important source of employee motivation and commitment to a company.
13. Explain how the success of a company’s business model can be measured by financial accounts
14. Describe the various kinds of activities that accountants perform. (ch14)

III. **Academic Honesty and Integrity**
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work as designated by the instructor concerned.

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Students should leave the college’s main number with an appropriate contact in case of an emergency.
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VI. **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
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Interpersonal:
- Participates as a Member of a Team
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- Serves Clients/Customers
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- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:
- Selects Technology
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Basic Skills:
- Reading
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Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

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IX. Methods of Evaluation

*Online*

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Assignments</td>
<td>60%</td>
</tr>
<tr>
<td>Discussions</td>
<td>15%</td>
</tr>
<tr>
<td>Case studies/Presentations</td>
<td>15%</td>
</tr>
<tr>
<td>Final</td>
<td>10%</td>
</tr>
</tbody>
</table>

A=90%; B=80%; C=70%; D=60%; F=<60%.

X. Classroom Policy and Instructor Expectations

All assignments are due the next scheduled class after assigned. Late – lose 1 letter grade for that assignment, 2 days late, lose 2; 4 days late, lose 3. After that – zero (0).

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.
I. **General Course Information**  
   Credit Hours: 4  
   Prerequisite and/or Co-requisite: None

**Course Description:** An introductory study of the scientific method, atomic and molecular structure, and chemical bonds, periodic relationships of properties of elements, nuclear energy, properties of the states of matter, and an introduction to hydrocarbons. This course is designed for students planning to enter senior college as non-science majors or allied health.

Approval Number ………………………………………………….40.0501.51.03

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II. Outcomes/Terminal Outcomes

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7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Natural Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board:

The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

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

1. Demonstrate the scientific method through practical applications in a laboratory or through problems.
2. Identify the limits of measurement through the use of the appropriate number of significant figures which correlates to accuracy and precision.
3. Comprehend the importance of models (theories) in science especially in their role in the development of modern day chemistry.
4. Describe and comprehend the results of the key experiments by Thomson, Millikan and Rutherford leading up to a model and nature of the atom; relate these experiments to the Bohr hydrogen atom model; relate electron configuration and atomic shape to periodicity and molecular shape.
5. Recognize and write names of chemical formulae, solve problems relating to molecular mass, moles and stoichiometry; compare the different gas laws;
6. Differentiate between the different ways solutions are measured; differentiate between different reactions to form products.
7. Distinguish between the different acid/base theories based on properties and actions; analyze the effects of acid/base chemistry on the environment.
8. Apply the concepts of oxidation and reductions to the environment and batteries.
9. Compare and contrast the different categories of organic molecules; relate naming schemes to structure.
10. Demonstrate effective use of basic laboratory techniques related to these studies

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IX. Methods of Evaluation
Assessment: At designated times the student will be able to demonstrate proficiency by achieving a passing average grade ($\geq 60$) on specified assessment tools, which include:
1. Chapter Exams (20% of total grade)
a. There will be up to 3 equally weighted major exams. Any exam missed due to excused absences will be made up within one week of the excused absence.

2. Final (cumulative) (20% of total grade)

3. Weekly and Daily grades primarily from homework and quizzes (20% of total grade). Includes:
   a. Writing assignments that demonstrate competency in communicating concepts related to material covered.
   b. Homework requirements adequately met:
   c. Demonstrating that outside reading was met.
   d. Assignments announced in class & exact instructions posted to “Assignments” section of online course support.

4. Presentation and Writing assignment (20% of total grade)

5. Lab activities (20% of grade): The lowest individual lab grade will be dropped. There are no make up labs.
   a. Completion of prelab questions.
   b. Lab quizzes on the experimental concepts, procedures, equipment, and calculations.
   c. Laboratory report worksheet with proper reporting of data, calculations, and post lab questions.

6. Final grade derived will be reported as: 90 -100= A, 80 - 89= B, 70 - 79= C, 60 - 69= D, <60 = F. Students will receive their semester grades & other course information on line. Semester grades are reported on line. Students are responsible for checking their grades to see how they are doing throughout the semester.

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I. **General Course Information**  
Credit Hours: 4  
Prerequisite: High school chemistry is strongly recommended

**Course Description:** Fundamental principles of chemistry for majors in the sciences, health sciences, and engineering; topics include measurements, fundamental properties of matter, states of matter, chemical reactions, chemical stoichiometry, periodicity of elemental properties, atomic structure, chemical bonding, molecular structure, solutions, properties of gases, and an introduction to thermodynamics and descriptive chemistry.

This course is designed for science majors including pre-med, pre-pharmacy, and pre-engineering.

Approval Number …………………………………………………...40.0501.52.03

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5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.
In addition, this course will meet the specific learning outcomes that follow:

1. Define the fundamental properties of matter.
2. Classify matter, compounds, and chemical reactions.
3. Determine the basic nuclear and electronic structure of atoms.
4. Identify trends in chemical and physical properties of the elements using the Periodic Table.
5. Describe the bonding in and the shape of simple molecules and ions.
7. Write chemical formulas.
8. Write and balance equations.
9. Use the rules of nomenclature to name chemical compounds.
10. Define the types and characteristics of chemical reactions.
11. Use the gas laws and basics of the Kinetic Molecular Theory to solve gas problems.
12. Determine the role of energy in physical changes and chemical reactions.

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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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VI. **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

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems
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

Personal Qualities:
  Responsibility
  Self-Esteem
  Sociability
  Self-Management
  Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
  A. Provide general college academic courses for students who plan to enter
     senior colleges and universities with junior standing.
  B. Provide a classroom setting which is conducive to learning.
  C. Provide, assist, and promote the use of learning resources in the
     classroom.
  D. Provide an opportunity to participate in and contribute to the democratic
     society in which we live.
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VIII. Grievance Policy
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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 Catalogue. 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.

IX. Methods of Evaluation
Assessment: At designated times the student will be able to demonstrate
proficiency by achieving a passing average grade (≥60) on specified assessment
tools, which include:
  1. Chapter Exams (20 % of total grade)
a. There will be up to 3 equally weighted major exams. Any exam missed due to excused absences will be made up within one week of the excused absence.

2. Final (cumulative) (20% of total grade)

3. Weekly and Daily grades primarily from homework and quizzes (20% of total grade). Includes:
   a. Class Participation.
   b. Homework requirements adequately met:
   c. Demonstrating that outside reading was met.
   d. Assignments announced in class & exact instructions posted to “Assignments” section of online course support.

4. Presentation and Writing assignment (20% of total grade)

5. Lab activities (20% of grade): The lowest individual lab grade will be dropped. There are no make up labs.
   a. Completion of prelab questions and summary of experiment.
   b. Lab quizzes on the experimental concepts, procedures, equipment, and calculations.
   c. Laboratory notebook with proper reporting of data, calculations, discussion of results, post lab questions, and conclusions.

6. Final grade derived will be reported as: 90 -100= A, 80 - 89= B, 70 - 79= C, 60 - 69= D, <60 = F.

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CHEM 2423 — Organic Chemistry I  
Frank Phillips College

I. General Course Information
   Credit Hours: 5
   Prerequisite: CHEM 1411 and CHEM 1412 with grades of C or better.

   Course Description: Study of the properties and behavior of hydrocarbon compounds and their derivatives. Designed for students in science or pre-professional programs.

   A study of organic compounds by examining the constitutional, configurational, and conformational properties of carbon-containing molecules with special emphasis on the addition, substitution and elimination reactions of aliphatic compounds. This course is designed for science majors including pre-med, pre-pharmacy, and chemistry majors.

   Approval Number .........................................................40.0504.52.03

   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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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.

All Natural Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board: The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.
In addition, this course will meet the specific learning outcomes that follow:

1. Relate the concepts of acid/base chemistry to the physical properties, functions, and reaction of organic molecules.
2. Identify the different types of functional groups.
3. Recognize and write IUPAC nomenclature for organic molecules; Differentiate between common and IUPAC naming schemes, differentiate the structures of the different categories of organic molecules.
4. Compare and contrast between the different types of isomers relating them to structure, function, and reactivity.
5. Predict the outcome of a reaction using mechanisms.
6. Explain the concepts of chirality, enantiomers, and diasteromers in the scope of a complete understanding of three-dimensional molecular structure.
7. Distinguish between the different types of reactions organic molecules undergo.
8. Show competency of common organic laboratory glassware (ground glass distillation equipment, separatory funnels, etc) through experiments relating these concepts. Demonstrate common experimental techniques related to organic chemistry.

III. **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

IV. **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.

V. **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 zeros 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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VI. **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:**
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- **Systems:**
  - Understands Systems
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Listening
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Thinking Skills:
Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Personal Qualities:
Responsibility
Self-Esteem
Sociability
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Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
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responsibility to FIRST contact the instructor, either by e-mail or in person, to
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Frank Phillips College Catalogue. 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.

IX. Methods of Evaluation
Assessment: At designated times the student will be able to demonstrate
proficiency by achieving a passing average grade (≥60) on specified assessment
tools, which include:
1. Chapter Exams (20% of total grade)
   a. There will be 2 equally weighted major exams. Any exam missed due to excused absences will be made up within one week of the excused absence.
2. Final (cumulative) (20% of total grade)
3. Weekly and Daily grades primarily from homework and quizzes (20% of total grade). Includes:
   a. Writing assignments that demonstrate competency in communicating concepts related to material covered.
   b. Homework requirements adequately met:
   c. Demonstrating that outside reading was met.
   d. Assignments announced in class & exact instructions posted to “Assignments” section of online course support.
4. Presentation and Writing assignment (20% of total grade)
5. Lab activities (20% of grade): The lowest individual lab grade will be dropped. There are no make up labs.
   a. Completion of prelab questions and summary of experiment.
   b. Lab quizzes on the experimental concepts, procedures, equipment, and calculations.
   c. Laboratory notebook with proper reporting of data, calculations, discussion of results, post lab questions, and conclusions.
6. Final grade derived will be reported as: 90 -100= A, 80 - 89= B, 70 - 79= C, 60 - 69= D, <60 = F.

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.
I. **General Course Information**
   Credit Hours: 3  
   Prerequisite and/or Co-requisite: Students who have not passed the Writing Section of a TSI approved test may be placed in this course. Please consult with an academic advisor. (Does not count toward a degree.)

**Course Description:** Development of fundamental writing skills such as idea generation, organization, style, utilization of standard English, and revision.

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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**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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

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7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Communication (composition, speech, modern language) courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.
The following student outcomes that are specific to Basic English will be met:

1. To use Standard English rules of grammar, punctuation, and usage as a corollary to writing;
2. To identify parts of speech, verbals, objects, and complements;
3. To edit sentences for point of view, verb tense, and pronoun agreement;
4. To conjugate verbs, create possessive and plural nouns, and adjust passive voice; and
5. To correct sentences through a rigorous editing and proofreading process.

III. Academic Honesty and Integrity
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I. General Course Information

Credit Hours: 3
Prerequisite and/or Co-requisite: ENGL 0311 with a grade of C or better or placement by a TSI approved test. Please consult with an academic advisor. (Does not count toward a degree.)

Course Description: Development of fundamental writing skills such as idea generation, organization, style, utilization of standard English, and revision.

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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1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

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

1. To understand writing as a process;
2. To understand how writing is judged;
3. To use methods of prewriting;
4. To consider audience and purpose;
5. To write effective topic sentences/thesis statements;
6. To understand the revising process;
7. To use effective details and word choices;
8. To develop expository writings;
9. To write essay body paragraphs; and
10. To understand the importance of correctness as corollary to good writing.

III. 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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IV. 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.

V. 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
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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.

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

VI. 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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
  Responsibility
  Self-Esteem
  Sociability
  Self-Management
  Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
   A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
   B. Provide a classroom setting which is conducive to learning.
   C. Provide, assist, and promote the use of learning resources in the classroom.
   D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
   E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

   1. Essays 30%
   2. Lab Assignments 25%
   3. Homework Assignments 30%
   4. Editing/Class Attendance 15%

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.
I. General Course Information
Credit Hours: 3
Prerequisite and/or Co-requisite: Students who have not passed the Reading Section of a TSI approved test may be placed in this course. Please consult with an advisor. (Does not count toward a degree.)

Course Description: Fundamental reading skills to develop comprehension, vocabulary, and rate.
Approval Number ........................................................... 32.0108.52 12

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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.

All Communication (composition, speech, modern language) courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

In addition, this course will meet the specific learning outcomes that follow:
1. To develop skills and fluency in vocabulary, comprehension, and reading rate;
2. To develop basic study skills;
3. To use content clues and word structures to develop vocabulary and comprehension;
4. To apply effective pre- and post-reading strategies;
5. To recognize the building-block relationship among topics, main ideas, and supporting details;
6. To annotate while reading and to create a summary from annotations;
7. To use outlines and/or concept maps to show relationships among ideas in a passage;
8. To recognize fundamental and complex thought patterns and sign words identifying these patterns;
9. To recognize the connection between reading and writing; and
10. To develop critical reading strategies for interpreting and evaluating material.

III. 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

IV. 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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VI. **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
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- Participates as a Member of a Team
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- Works with Cultural Diversity

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**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
Personal Qualities:
  Responsibility
  Self-Esteem
  Sociability
  Self-Management
  Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
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E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy
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IX. Methods of Evaluation
Readings/Tests 50%
Lab (2+hours per week) 25%
Vocabulary 15%
Daily Work/Attendance 10%

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.

rvF11
I. General Course Information
Credit Hours: 3
Prerequisite and/or Co-requisite: ENGL 0315 with a grade of C or better
or placement by a TSI approved test. Please consult with an academic
advisor. (Does not count toward a degree.)

Course Description: Fundamental reading skills to develop comprehension, vocabulary,
and rate.
Approval Number ........................................................................................................ 32.0108.52 12

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, to 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
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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. Outcomes/Terminal Outcomes

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4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

In addition, this course will meet the specific learning outcomes that follow:
1. To further develop study skills;
2. To recognize new learning strategies by identifying individual learning styles;
3. To master effective vocabulary through use in context, definitions, and sentence skills;
4. To apply pre- and post- reading strategies;
5. To recognize the building block relationships among topics, main ideas, and supporting details;
6. To annotate while reading and to create summaries from annotations;
7. To use outlines and/or concept maps to show relationships among ideas in a passage;
8. To recognize fundamental and complex thought patterns and signal words identifying these patterns; and
9. To recognize the connection between reading and writing.

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IX. Methods of Evaluation

   Exams/Project 50%
   Lab (2 hours per week) 25%
   Vocabulary 15%
   Attendance 10%
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.
I. General Course Information
Credit Hours: 3
Prerequisite and/or Co-requisite: 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 toward a student's major field of study in business or computer science. (This course requires Microsoft Office 2010 Professional software, which includes Word, Excel, Access and PowerPoint.)

Approval Number .............................................................. 11.0101.51 07

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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 learning outcomes that follow:

1. Identify the basic components of a computer system.
2. Explain basic Internet functions.
3. Demonstrate basic understanding of commonly used applications.
4. Explain the impact of computers on society and explore computer careers.
5. Identify fundamental programming structures and demonstrate proficiency in basic operating system functions.
6. Explain how Networks work.
7. Explore computer careers.

III. Academic Honesty and Integrity

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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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*Students in an online course must complete 100% or all unit assignments by the unit due date, or an absence will be given. Please also see the document titled "Log On/Attendance/Participation" in course documents for a complete description of the differences between logging on, attendance and participation.

V. Cell Phones and Other Electronic Devices Procedure:
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- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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
Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation
Grades to be determined in accordance with the following:
Projects=50%, Attendance/Participation=20%, Assignments=30%
Discussion forum questions fall into the assignment category and all discussion forum questions will be graded based on the discussion forum grading rubric, which can be located in course documents. Student course participation is also graded weekly based on the student participation rubric, which can be located in course documents.

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

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.
CSME 1310 Introduction to Haircutting and Related Theory
Frank Phillips College

I. General Course Information
   Credit Hours: 3
   Prerequisite and/or Co-requisite: Consult Coordinator of Cosmetology

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

Approval Number ............................................................ 12.0407 0000

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, to 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.

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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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

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

III. 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

IV. 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.

**V. 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 zeros 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

**VI. 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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

1. Weekly individual practical sheets, including a daily sanitation grade.
   (Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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.
I. General Course Information
   Credit Hours: 3
   Prerequisite and/or Co-requisite: Consult Coordinator of Cosmetology

   Course Description: An overview of the fundamental skills and knowledge necessary for the field of nail technology

   Approval Number .................................................................12.0410.0000

   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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

Demonstrate professional ethics, safety, sanitation and sterilization; and explain the laws and rules of the state licensing agency.

III. 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

IV. 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.

V. **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 zeros 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

VI. **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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.
VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

1. Weekly individual practical sheets, including a daily sanitation grade.
   (Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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.
CSME 1401 Orientation to Cosmetology  
Frank Phillips College

I. General Course Information  
Credit Hours: 4  
Prerequisite and/or Co-requisite: Consult Coordinator of Cosmetology

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

Approval Number ………………………………………………….. 12.0401.0000

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

- Demonstrate introductory skills, professional ethics, safety and sanitation.
- Explain the laws and rules of the state licensing agency.

III. 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

IV. 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.

V. **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 zeros 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

VI. **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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.
VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

1. Weekly individual practical sheets, including a daily sanitation grade.
   (Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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.
CSME 1431 Principles of Nail Technology I  
Frank Phillips College

I. General Course Information  
Credit Hours: 4  
Prerequisite and/or Co-requisite: CSME 1330

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

Approval Number .................................................................12.0410.0000

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

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

III. 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

IV. 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.

### V. 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 zeros 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

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

- 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

Systems:
   - Understands Systems
   - Monitors & Corrects Performance
   - Improves & Designs Systems

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

Personal Qualities:
   - Responsibility
   - Self-Esteem
   - Sociability
   - Self-Management
   - Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
   A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
   B. Provide a classroom setting which is conducive to learning.
   C. Provide, assist, and promote the use of learning resources in the classroom.
   D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

1. Weekly individual practical sheets, including a daily sanitation grade.
   (Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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CSME 1434 Cosmetology Instructor I  
Frank Phillips College

I. General Course Information  
Credit Hours: 4  
Prerequisite and/or Co-requisite: Permission of instructor.

Course Description: The fundamentals of instructing cosmetology students.

Approval Number …………………………………………………………12.0413.0000

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

Classroom/clinic management; design teaching methodologies and implement lesson plans.

III. 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

IV. 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.

**V. 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 zeros 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

**VI. 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

Systems:
  Understands Systems
  Monitors & Corrects Performance
  Improves & Designs Systems

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

Personal Qualities:
  Responsibility
  Self-Esteem
  Sociability
  Self-Management
  Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
  A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
  B. Provide a classroom setting which is conducive to learning.
  C. Provide, assist, and promote the use of learning resources in the classroom.
  D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
  E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.
VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

1. Weekly individual practical sheets, including a daily sanitation grade.  
   (Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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CSME 1435  Orientation to the Instruction of Cosmetology
Frank Phillips College

I.  General Course Information
Credit Hours: 4
Prerequisite and/or Co-requisite: Permission of Instructor.

Course Description: An overview of the skills and knowledge necessary for the instruction of cosmetology students

Approval Number ...................................................... 12.0413.0000

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

Identify the laws and rules of the state licensing agency; explain teaching methodologies and lesson plan development.

III. 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

IV. 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.

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V. 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

VI. 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  

Systems:  
Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems  

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  

Personal Qualities:  
Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty  

VII. Correlation to Stated Mission Goals of Frank Phillips College  
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C. Provide, assist, and promote the use of learning resources in the classroom.  
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.  
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.
VIII. Grievance Policy

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IX. Methods of Evaluation

1. Weekly individual practical sheets, including a daily sanitation grade.
   (Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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.
I. General Course Information
Credit Hours: 4
Prerequisite and/or Co-requisite: CSME 1431

Course Description: A continuation of the concepts and principles of nail technology. Topics include professional ethics, salon management, client relations, and related skills of nail technology.

Approval Number……………………………………………………….12.0410.0000

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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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.

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LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

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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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

Perform the skills required by the state licensing agency; demonstrate professional ethics and salon management.

III. 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
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- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

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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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V. **Cell Phones and Other Electronic Devices Procedure:**

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

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VI. **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
Systems:
  Understands Systems
  Monitors & Corrects Performance
  Improves & Designs Systems
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
Personal Qualities:
  Responsibility
  Self-Esteem
  Sociability
  Self-Management
  Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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IX. Methods of Evaluation

1. Weekly individual practical sheets, including a daily sanitation grade.
   (Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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CSME 1443  Manicuring and Related Theory
Frank Phillips College

I.  General Course Information
    Credit Hours: 4
    Prerequisite and/or Co-requisite: Consult Coordinator of Cosmetology

Course Description: Presentation of the theory and practice of nail services. Topics include terminology, application, and workplace competencies related to nail services.

Approval Number ................................................................. 12.0410.0000

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

Identify terminology related to nail services; demonstrate the basic procedures of nail services; and practice workplace competencies in nail services.

III. 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

IV. 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.

V. **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 zeros 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

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

**Resources:**

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**

rvF11
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

Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

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

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.
VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

1. Weekly individual practical sheets, including a daily sanitation grade.
   (Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%).

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.
I. General Course Information
Credit Hours: 4
Prerequisite and/or Co-requisite: Consult Coordinator of Cosmetology

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

Approval Number…………………………………………………………………………12.0409.0000

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

Identify the terminology related to the skin, products, and treatments; demonstrate the proper application related to skin care and cosmetics; practice workplace competencies in skin care and cosmetics.

III. 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

IV. 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.

V. 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 zeros 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

VI. 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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

rvF11
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 Catalogue. 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.

IX. Methods of Evaluation

1. Weekly individual practical sheets, including a daily sanitation grade.  
   (Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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.
I. General Course Information
Credit Hours: 5
Prerequisite and/or Co-requisite: Consult Coordinator of Cosmetology

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

Approval Number .................................................................12.0401.0000

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

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

III. 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

IV. 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.

V. **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 zeros 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

VI. **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
Systems:
  Understands Systems
  Monitors & Corrects Performance
  Improves & Designs Systems
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
Personal Qualities:
  Responsibility
  Self-Esteem
  Sociability
  Self-Management
  Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
  A. Provide general college academic courses for students who plan to enter
     senior colleges and universities with junior standing.
  B. Provide a classroom setting which is conducive to learning.
  C. Provide, assist, and promote the use of learning resources in the classroom.
  D. Provide an opportunity to participate in and contribute to the democratic
     society in which we live.
  E. Acquire skills, facts, values, and attitudes necessary to function and
     contribute to our society.
VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

1. Weekly individual practical sheets, including a daily sanitation grade.
   (Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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.
I. General Course Information

Credit Hours: 5
Prerequisite and/or Co-requisite: Consult Coordinator of Cosmetology

Course Description: Presentation of the theory and practice of chemical reformation including terminology, application, and workplace competencies

Approval Number .........................................................12.0407 0000

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, to large groups, and through the media.

LISTENING: Listening at the college level means the ability of 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

Identify terminology related to chemical reformation; demonstrate the proper application and exhibit workplace competencies related to chemical reformation.

III. 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

IV. 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. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times per week. Students who miss more than the allowed number of absences will be administratively withdrawn; a student who has been administratively withdrawn due to excessive absences must contact the Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

V. 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.
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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

VI. 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

Systems:
  Understands Systems
  Monitors & Corrects Performance
  Improves & Designs Systems

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

Personal Qualities:
  Responsibility
  Self-Esteem
  Sociability
  Self-Management
  Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

1. Weekly individual practical sheets, including a daily sanitation grade.
   (Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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.
I. General Course Information
   Credit Hours: 2
   Prerequisite and/or Co-requisite: Permission of Instructor

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.

Approval Number ................................................................. 12.0401.0000

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

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

III. 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
IV. **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.

V. **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 zeros 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
VI. 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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

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.
CSME 2310 Intermediate Haircutting and Related Theory  
(Advanced Haircutting and Related Theory)  
Frank Phillips College

I. General Course Information  
Credit Hours: 3  
Prerequisite and/or Co-requisite: Consult Coordinator of Cosmetology

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

Approval Number ……………………………………………….12.0407 0000

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

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

III. 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

IV. 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.

V. **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 zeros 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

VI. **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

Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

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

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

1. Weekly individual practical sheets, including a daily sanitation grade.
   (Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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CSME 2337 Advanced Cosmetology Techniques
Frank Phillips College

I. General Course Information
Credit Hours: 3
Prerequisite and/or Co-requisite: Consult Coordinator of Cosmetology

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

Approval Number ..............................................................12.0401 0000

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

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

III. 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

IV. 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.

V. **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 zeros 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

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

**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**
- Acquires & Evaluates Information

rvF11
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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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VIII. Grievance Policy

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IX. Methods of Evaluation

1. Weekly individual practical sheets, including a daily sanitation grade.
   (Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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I. General Course Information
Credit Hours: 4
Prerequisite and/or Co-requisite: Permission of Instructor

Course Description: A continuation of the fundamentals of instructing cosmetology students.

Approval Number ………………………………………………………12.0413.0000

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

  Demonstrate effective classroom/clinic management; and implement teaching methodologies and lesson plans.

III. 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

IV. 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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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.

V. 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 zeros 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

VI. 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

Systems:
   Understands Systems
   Monitors & Corrects Performance
   Improves & Designs Systems

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

Personal Qualities:
   Responsibility
   Self-Esteem
   Sociability
   Self-Management
   Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
   A. Provide general college academic courses for students who plan to enter
      senior colleges and universities with junior standing.
   B. Provide a classroom setting which is conducive to learning.
   C. Provide, assist, and promote the use of learning resources in the classroom.
   D. Provide an opportunity to participate in and contribute to the democratic
      society in which we live.
   E. Acquire skills, facts, values, and attitudes necessary to function and
      contribute to our society.
VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

1. Weekly individual practical sheets, including a daily sanitation grade.
   (Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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.
I. General Course Information
Credit Hours: 4
Prerequisite and/or Co-requisite: Permission of Instructor

Course Description: Presentation of lesson plan assignments and evaluation techniques.

Approval Number ................................................................. 12.0413.0000

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

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

III. 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

IV. 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.

V. 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 zeros 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

VI. 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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.
VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

1. Weekly individual practical sheets, including a daily sanitation grade.
   (Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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.
I. General Course Information
Credit Hours: 4
Prerequisite and/or Co-requisite: Consult Coordinator of Cosmetology

Course Description: A course in the theory, application, and related technology of artificial nails.

Approval Number ……………………………………………………….12.0410 0000

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

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

III. 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

IV. 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.

**V. 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 zeros 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

**VI. 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  

Systems:  
Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems  

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  

Personal Qualities:  
Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty  

VII. Correlation to Stated Mission Goals of Frank Phillips College  
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.  
B. Provide a classroom setting which is conducive to learning.  
C. Provide, assist, and promote the use of learning resources in the classroom.  
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

1. Weekly individual practical sheets, including a daily sanitation grade. (Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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.
I. General Course Information
Credit Hours: 
Prerequisite and/or Co-requisite: Permission of Instructor

Course Description: An overview of the objectives required by the Texas Department of Licensing and Regulation Instructor Examination.

Approval Number .............................................................12.0413.0000

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

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.

III. 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

IV. 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.

**V. 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 zeros 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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Perryton: (806) 648-1450

**VI. 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

Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

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

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.
VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

1. Weekly individual practical sheets, including a daily sanitation grade.
   (Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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.
I. General Course Information
Credit Hours: 5
Prerequisite and/or Co-requisite: Consult Coordinator of Cosmetology

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

Approval Number ................................................................. 12.0407 0000

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

Identify terminology, demonstrate hair color application, and practice workplace competencies related to hair color.

III. 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

IV. 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.

V. **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 zeros 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

VI. **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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
   A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
   B. Provide a classroom setting which is conducive to learning.
   C. Provide, assist, and promote the use of learning resources in the classroom.
   D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

1. Weekly individual practical sheets, including a daily sanitation grade.
   (Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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.
I. General Course Information
Credit Hours: 5
Prerequisite and/or Co-requisite: CSME 1505 with grade of C or better.

Course Description: Advanced concepts in the theory and practice of hair design.

Approval Number ....................................................... 12.0407 0000

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

Identify terminology, demonstrate proper techniques related to hair design, and exhibit workplace competencies.

III. 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

IV. 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.

**V. 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.
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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

**VI. 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

Systems:
- Understands Systems
- Monitors & Corrects Performance
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Technology:
- Selects Technology
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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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.
VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

1. Weekly individual practical sheets, including a daily sanitation grade.
   (Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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.
I. General Course Information
Credit Hours: 5
Prerequisite and/or Co-requisite: CSME 1443, 1310, 1447, 1505, 1553, 2310, 2337, 2501, and 2539, with grades of C or better. * Capstone course

Course Description: Preparation for the state licensing examination.

Approval Number ............................................................12.0401.0000

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

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

III. 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
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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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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.

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**VI. 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

Systems:
Understands Systems
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Improves & Designs Systems

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

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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IX. Methods of Evaluation

1. Weekly individual practical sheets, including a daily sanitation grade.
   (Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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.
I. General Course Information
Credit Hours: 3
Prerequisite and/or Co-requisite: None

Course Description: An introduction to reading and interpreting working drawings for fabrication processes and associated trades. Use of sketching techniques to create pictorial and multiple-view drawings. (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.)

Approval Number .................................................................15.1301 0000

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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, the following outcomes that are specific to Blueprint Reading and Sketching will be met:

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

III. 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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• Administrative withdrawal from the course
• Academic suspension

IV. 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.

V. 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.

rvF11
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros 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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VI. 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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:
- Selects Technology
- Applies Technology
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Basic Skills:
- Reading
- Writing
- Arithmetic
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- Listening
- Speaking

Thinking Skills:
- Creative Thinking
- Decision Making
- Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
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Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
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VIII. 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 Catalogue. 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.

IX. Methods of Evaluation
Attendance = 60%
Exams = 40%

Grade Scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90–100</td>
<td>100</td>
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<tr>
<td>80–90</td>
<td>90</td>
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<tr>
<td>70–80</td>
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<td>60–70</td>
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<td>0–60</td>
<td>50</td>
</tr>
</tbody>
</table>
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.
I. General Course Information
Credit Hours: 3
Prerequisite and/or Co-requisite: Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description: History, development, and application of macroeconomic and microeconomic theory underlying the production, distribution, and exchange of goods and services including the utilization of resources, analysis of value and prices, national income analysis, fiscal policies, monetary and banking theory and policy, distribution of income, labor problems, international economics, and economics systems. Attention given to the application of economic principles to economic problems.
Approval Number................................................................. 45.0601.51 25

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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.

All Social and Behavioral Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition;
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures;
3. To use and critique alternative explanatory systems or theories;
4. To develop and communicate alternative explanations or solutions for contemporary social issues;
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study;
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights;
7. To understand the evolution and current role of the U.S. in the world;
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view;
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research;
10. To analyze, critically assess, and develop creative solutions to public policy problems;
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy; and
12. To identify and understand differences and commonalities within diverse cultures

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

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

III. 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
IV. **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.

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

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- Allocates Money
- Allocates Material & Facility Resources

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- Acquires & Evaluates Information
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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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
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Thinking Skills:
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
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Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
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- Integrity/Honesty
VII. Correlation to Stated Mission Goals of Frank Phillips College
   A. Provide general college academic courses for students who plan to enter
      senior colleges and universities with junior standing.
   B. Provide a classroom setting which is conducive to learning.
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   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 Catalogue. 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.

IX. Methods of Evaluation

   Group Methods of Evaluation (Econ2301)
   Attendance & participation                      10 %
   Homework/writing/articles                      20 %
   Quizzes/tests/Exams                             30 %
   Final Exam                                      40 %

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IX. Methods of Evaluation

<table>
<thead>
<tr>
<th>Grading</th>
<th>Assignments</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>100% - 90%</td>
<td>A  Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>89% - 80%</td>
<td>B  Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>79% - 70%</td>
<td>C  Homework</td>
<td>20%</td>
</tr>
<tr>
<td>69% - 60%</td>
<td>D  Exams</td>
<td>30%</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F  Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

Total: 100%

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you may use one of the computer lab sites on campus for your class work.
EDUC 1200  Learning Framework
Frank Phillips College

I. General Course Information
   Credit Hours: 2
   Prerequisite: 30 hours college-level credit

   Course Description: A study of the: research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. (Cross-listed as PSYC 1200)

   A study of the 1) research and theory in the psychology of learning, cognition, and motivation, 2) factors that impact learning, and 3) application of learning strategies. Students will acquire an enhanced understanding of both the physiological and psychological processes of human learning; will understand their strengths and weaknesses in learning, motivation and thinking; and will be able to apply these concepts to their own experiences.
   Approval Number ………………………………………………………42.2701.51 25

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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 learning outcomes that follow:

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.

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VII. Correlation to Stated Mission Goals of Frank Phillips College
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B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation
Grades to be determined in accordance with the following:
Exams=20%, Assignments/Projects=40% Resume/Cover Letter=20%
Interview=20%

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

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rvF11
I. General Course Information

Credit Hours: 3
Prerequisite and/or Co-requisite: Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description: An enriched, integrated pre-service course and content experience that:

1) provides active recruitment and institutional support of students interested in a teaching career, especially in high need fields;
2) provides students with opportunities to participate in early field observations at all levels of P-12 schools with varied and diverse student populations;
3) 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;
4) course content should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards; and
5) course must include a minimum of 16 contact hours of field experience in P-12 classrooms.

Approval Number .............................................................13.0101.51 09

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

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.

After studying the material presented in this course, the student will be able to do the following:

1. Describe and evaluate a teacher’s typical day on the job.
2. Evaluate the pros and cons of being a teacher.
3. Identify phases in a teacher’s professional development and steps to insuring preparedness to be a teacher.
4. Identify roles in education other than the classroom setting.
5. Describe the numerous legal issues affecting teachers today.
6. Explain the issues associated with student diversity.
7. Identify legal and instructional approaches to special needs and special talents of students.
8. Identify legal aspects of learners’ rights and responsibilities.
9. Identify areas of direct instruction such as active teaching, program planning, teacher questions, homework, and teacher-learner observation instruments used in the classroom.
10. Evaluate issues of classroom management and discipline.
11. Describe approaches to assessment, measurement, evaluation, and grading.
12. Identify and evaluate a variety of issues that affect a student’s pattern of behavior in the classroom.
13. Identify the historical roots of American education.
15. Identify and evaluate the influence of curriculum.

III. 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

IV. 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.

V. **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 zeros 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

VI. **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

- **Systems:**
  - Understands Systems
  - Monitors & Corrects Performance
Improves & Designs Systems
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
Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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C. Provide, assist, and promote the use of learning resources in the classroom.
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VIII. 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 Catalogue. 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.
IX. **Methods of Evaluation**

- On-line and lab assignments: 30%
- Observation Time (16 hours) and Journal: 30%
- Class participation/Projects: 30%
- Notebook Organization and Completion: 10%

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EDUC 2301  Introduction to Special Populations
Frank Phillips College

I. General Course Information
Credit Hours: 3
Prerequisite and/or Co-requisite: Completion of EDUC 1301 with a grade of C or better.

Course Description: An enriched, integrated pre-service course and content experience that:

1) provides an overview of schooling and classrooms from the perspectives of language, gender, socioeconomic status, ethnic and academic diversity, and equity with an emphasis on factors that facilitate learning;
2) provides students with opportunities to participate in early field observations of P-12 special populations;
3) should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards;
4) must include a minimum of 16 contact hours of field experience in P-12 classrooms with special populations; and
5) Pre-requisite for this course is EDUC 1301.

Approval Number …………………………………………..13.1001.51 09

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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.

After studying the material presented in this course, the student will be able to demonstrate the following:

(All objectives are taken directly from State Board of Educator Certification Standards for Professional Development EC-12 and EC-12 Special Education).

1. The implications of student’s developmental characteristics for planning appropriate instruction
2. Cultural and socioeconomic differences and the significance of these differences for instructional planning
3. The importance of developing instructional goals and objectives that are suitable for students with varied learning needs
4. The importance of creating a learning environment in which diversity and individual differences are respected
5. The importance of communicating enthusiasm for learning
6. The necessity of communicating teacher expectations for student learning
7. Current educational terminology and definitions of individuals with disabilities, including professionally accepted classification systems and current incidence and prevalence figures
8. Differing perspectives (e.g., medical, psychological, behavioral, educational) regarding the definitions and etiologies of individuals with disabilities
9. The continuum of placement and services available for individuals with disabilities
10. Rights and responsibilities of parents/guardians, students, teachers and other professionals, and schools as they relate to individual learning needs
11. Ethical practices for confidential communication about individuals with disabilities
12. The collaborative roles of individuals with disabilities, parents/guardians, teachers, and other school and community personnel in planning an individualized program
13. Cognitive, physical, cultural, social, environmental, psychological, and emotional needs of individuals with and without disabilities
14. The educational implications of various disabilities
15. Methods for monitoring the progress of individuals with disabilities
16. The reciprocal nature of assessment and instruction and how to evaluate assessment results to design, monitor, and modify instruction for individuals with disabilities
17. How to use Individual Educational Plan (IEP) objectives to plan educational setting and instruction
18. Teacher attitudes and behaviors that positively or negatively influence the behavior of individuals with disabilities

III. 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

IV. 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.

V. **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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VI. **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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
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IX. Methods of Evaluation

On-line and lab assignments 25%
Observation Time (16 hours) and Journal 20%
Assessments 25%
Lesson Plan Project 20%
Notebook Organization and Completion 10%

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.
I. General Course Information

Credit Hours: 3
Prerequisite and/or Co-requisite: Students who have not passed the Writing Section of a TSI approved test may be placed in this course. Please consult with an academic advisor. (Does not count toward a degree.)

Course Description: Development of fundamental writing skills such as idea generation, organization, style, utilization of standard English, and revision.

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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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, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

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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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

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2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;  
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7. Use logical reasoning in problem solving; and  
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Communication (composition, speech, modern language) courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;  
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;  
3. Understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication;  
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;  
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and  
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.
The following student outcomes that are specific to Basic English will be met:

1. To use Standard English rules of grammar, punctuation, and usage as a corollary to writing;
2. To identify parts of speech, verbals, objects, and complements;
3. To edit sentences for point of view, verb tense, and pronoun agreement;
4. To conjugate verbs, create possessive and plural nouns, and adjust passive voice; and
5. To correct sentences through a rigorous editing and proofreading process.

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IV. Class Attendance
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- Works with Cultural Diversity
Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems
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
Personal Qualities:
  Responsibility
  Self-Esteem
  Sociability
  Self-Management
  Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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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
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resolved at the instructor/student level, and learning to communicate your
concerns in a civilized manner is part of the college experience.
IX. Methods of Evaluation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab</td>
<td>25%</td>
</tr>
<tr>
<td>Project</td>
<td>05%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Exams</td>
<td>35%</td>
</tr>
<tr>
<td>Quizzes</td>
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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.
I. General Course Information

Credit Hours: 3
Prerequisite and/or Co-requisite: ENGL 0311 with a grade of C or better or placement by a TSI approved test. Please consult with an academic advisor. (Does not count toward a degree.)

Course Description: Development of fundamental writing skills such as idea generation, organization, style, utilization of standard English, and revision.

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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.

All Communication (composition, speech, modern language) courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

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

1. To understand writing as a process;
2. To understand how writing is judged;
3. To use methods of prewriting;
4. To consider audience and purpose;
5. To write effective topic sentences/thesis statements;
6. To understand the revising process;
7. To use effective details and word choices;
8. To develop expository writings;
9. To write essay body paragraphs; and
10. To understand the importance of correctness as corollary to good writing.

III. 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

IV. 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.

V. 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 zeros 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

VI. 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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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
Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

1. Essays 30%
2. Lab Assignments 25%
3. Homework Assignments 30%
4. Editing/Class Attendance 15%

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.
I. General Course Information
Credit Hours: 3
Prerequisite and/or Co-requisite: Students who have not passed the Reading Section of a TSI approved test may be placed in this course. Please consult with an advisor. (Does not count toward a degree.)

Course Description: Fundamental reading skills to develop comprehension, vocabulary, and rate.
Approval Number ........................................................................................................................................... 32.0108.52 12

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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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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

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2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects 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;
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7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Communication (composition, speech, modern language) courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

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

rvF11
1. To develop skills and fluency in vocabulary, comprehension, and reading rate;
2. To develop basic study skills;
3. To use content clues and word structures to develop vocabulary and comprehension;
4. To apply effective pre- and post-reading strategies;
5. To recognize the building-block relationship among topics, main ideas, and supporting details;
6. To annotate while reading and to create a summary from annotations;
7. To use outlines and/or concept maps to show relationships among ideas in a passage;
8. To recognize fundamental and complex thought patterns and sign words identifying these patterns;
9. To recognize the connection between reading and writing; and
10. To develop critical reading strategies for interpreting and evaluating material.

III. 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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- Administrative withdrawal from the course
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IV. 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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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:
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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

Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
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E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

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IX. Methods of Evaluation
Readings/Tests 50%
Lab (2+hours per week) 25%
Vocabulary 15%
Daily Work/Attendance 10%

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I. General Course Information

Credit Hours: 3
Prerequisite and/or Co-requisite: ENGL 0315 with a grade of C or better or placement by a TSI approved test. Please consult with an academic advisor. (Does not count toward a degree.)

Course Description: Fundamental reading skills to develop comprehension, vocabulary, and rate.
Approval Number ................................................................. 32.0108.52 12

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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4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

In addition, this course will meet the specific learning outcomes that follow:
1. To further develop study skills; 
2. To recognize new learning strategies by identifying individual learning styles; 
3. To master effective vocabulary through use in context, definitions, and sentence skills; 
4. To apply pre- and post- reading strategies; 
5. To recognize the building block relationships among topics, main ideas, and supporting details; 
6. To annotate while reading and to create summaries from annotations; 
7. To use outlines and/or concept maps to show relationships among ideas in a passage; 
8. To recognize fundamental and complex thought patterns and signal words identifying these patterns; and 
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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

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- Exercises Leadership
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- Improves & Designs Systems

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- Applies Technology
- Maintains & Troubleshoots Technology
Basic Skills:
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  Writing
  Arithmetic
  Mathematics
  Listening
  Speaking
Thinking Skills:
  Creative Thinking
  Decision Making
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Lab (2 hours per week) 25%
Vocabulary 15%
Attendance 10%
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.
I. **General Course Information**

Credit Hours: 3
Prerequisite and/or Co-requisite: Passage of or exemption from the Writing and Reading sections of a TSI approved test or completion of ENGL 0312 and/or ENGL 0316 with a grade of C or better.

**Course Description:**
Principles and techniques of written, expository, and persuasive composition; analysis of literary, expository, and persuasive texts; and critical thinking.

Approval Number ................................................................. 23.1301.51 12

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II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects of life in order to understand ways in which to be a responsible member of society;
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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.

All Communication (composition, speech, modern language) courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.
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

III. 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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VI. **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
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Systems:
- Understands Systems
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Technology:
- Selects Technology
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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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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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.
I. General Course Information

Credit Hours: 3
Prerequisite and/or Co-requisite: Passage of or exemption from the Writing and Reading sections of a TSI approved test or completion of ENGL 1301 or its equivalent with a grade of C or better

Course Description:
Principles and techniques of written, expository, and persuasive composition; analysis of literary, expository, and persuasive texts; and critical thinking.

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, to large groups, and through the media.

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6. Develop the ability to research and write a documented paper and/or to give an oral presentation.
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.

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I. General Course Information

Credit Hours: 3
Prerequisite and/or Co-requisite: Computer competency in word processing and completion of ENGL 1301 or its equivalent with a grade of C or better.

Course Description: Principles, techniques, and skills needed for college level scientific, technical, or business writing.

Approval Number ................................................................. 23.1303.51.12

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I. General Course Information
Credit Hours: 3
Prerequisite: Completion of ENGL 1302 or its equivalent with a grade of C or better.

Course Description:
A systematic study of masterpieces of American Literature in various genres in the context of both critical reading and writing.

Approval Number.................................................................23.1402.51.12

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evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

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II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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;
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7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
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4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
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In addition, this course will meet the specific learning outcomes that follow:

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- Borger: (806) 457-4200, ext. 0 or 886-5047 after hours
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VI. **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
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**Systems:**
- Understands Systems
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**Technology:**
- Selects Technology
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**Basic Skills:**
Reading  
Writing  
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Listening  
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Thinking Skills:  
Creative Thinking  
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Personal Qualities:  
Responsibility  
Self-Esteem  
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Integrity/Honesty  

VII. Correlation to Stated Mission Goals of Frank Phillips College  
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I. General Course Information
Credit Hours: 3
Prerequisite and/or Co-requisite: Completion of ENGL 1302 or its equivalent with a grade of C or better.

Course Description: Selected significant works of world literature. May include study of movements, schools, or periods.
Approval Number ................................................................. 16.0104.52 13

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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FYIS 0101 — First Year Institute Seminar
(Student Success Course)
Frank Phillips College

I. General Course Information
Credit Hours: 1
Prerequisite and/or Co-requisite:

Course Description: Psychology of learning and success. 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.

Students learn the essential study/life skills needed for success in college. This course is designed to give the students the training and experiences that will allow them to be successful in their first year and beyond.

Approval Number .......................................................... 32.0101.52 12

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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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

1. Discuss how you are responsible for your experience in college
2. Describe ways you can create a successful experience in college
3. List, describe, and use specific methods to
   a. Deal with changes in your personal and professional life
   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 your peers
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

III. Academic Honesty and Integrity
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- A grade of 0 for the test or assignment
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IV. 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 in this online course must complete 100% or all unit assignments by the unit due date, or an absence will be given. Please also see the document titled "Log On/Attendance/Participation" in course documents for a complete description of the differences between logging on, attendance and participation.
Students are expected to attend class and complete all assigned work. This is a participation class. You must be in class to get credit for the activity. There is no makeup work for this class unless you miss for a school activity. If you are out-of-town for an event, your coach or sponsor will have to notify your instructor of the absence. You will still be responsible for notifying the instructor before the absence and completing an assignment given by the instructor. If you do not do all of these, you will receive an absence for the class and a zero on the assignment for the day.

V. Cell Phones and Other Electronic Devices Procedure:
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VI. 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
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Systems:
- Understands Systems
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Technology:
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:
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- 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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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C. Provide, assist, and promote the use of learning resources in the classroom.
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IX. Methods of Evaluation

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The actual grade in this class will be determined by class attendance, participation, maintaining your planner, and completing assigned tasks.

You will have the possibility of earning 100 points each day of the class. If you come to class, participate in the activities, and do the requested assignments, you will get 100 points for that day.

If you are absent, you will lose the points for that day unless you are attending a school sponsored event. If attending a school sponsored event, it will be your responsibility to notify the instructor before missing the class and get the makeup assignment from the instructor. If you do not make up the work by the next class day, you will receive no points for the class missed. No other makeup for absences will be allowed. You will be able to miss 3 days and still earn an A if you complete all assigned work.

Grade Points

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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.
I. **General Course Information**

Credit Hours: 1
Prerequisite and/or Co-requisite:

**Course Description:** Psychology of learning and success. 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.

Students learn the essential study/life skills needed for success in college. This course is designed to give the students the training and experiences that will allow them to be successful in their first year and beyond.

Approval Number: 32.0101.52 12

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.

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   will get 100 points for that day.

   If you are absent, you will lose the points for that day unless you are attending a
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**X. Classroom Policy and Instructor Expectations**

Students are expected to attend class and complete all assigned work. This is a participation class. You must be in class to get credit for the activity. There is no makeup work for this class unless you miss for a school activity. If you are out-of-town for an event, your coach or sponsor will have to notify your instructor of the absence. You will still be responsible for notifying the instructor before the absence and completing an assignment given by the instructor. If you do not do all of these, you will receive an absence for the class and a zero on the assignment for the day.

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GEOL 1403 — Physical Geology
Frank Phillips College

I. General Course Information
Credit Hours: 4
Prerequisite and/or Co-requisite:

Course Description: Principles of physical geology. Study of the earth's composition, structure, and internal and external processes. Includes the geologic history of the earth, the evolution of life, and the rock forming minerals as well as sedimentary, igneous, and metamorphic rocks.

Approval Number .................................................................40.0601.54.03

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All Natural Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board:

The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

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

1. This course is designed to introduce the student to the processes that shape the face of the earth.
2. The processes include the work of streams, wind, and glaciers
3. The student will develop an understanding of how the earth works.
4. The student will evaluate the contrasting erosion and transport of rock and regolith by running water, flowing glaciers and blowing wind.
5. The student will also have to locate the great deserts, lakes, and rivers of the world.

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IX. Methods of Evaluation

1. 7 Test Grades – 60%
2. Homework, Lab, and other activities – 20%
3. Lecture and Lab Final – 20%

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.
I. General Course Information

Credit Hours: 3
Prerequisite and/or Co-requisite: Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description: Introduction to the theory and practice of politics and government in America at the national, state, and local levels, with special attention to Texas. Topics include political theory, the American and Texas constitutions, federalism, political participation and elections, the institutions of government, and domestic and foreign policies.

Approval Number .......................................................... 45.1002.51 25

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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.

All Social and Behavioral Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition;
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures;
3. To use and critique alternative explanatory systems or theories;
4. To develop and communicate alternative explanations or solutions for contemporary social issues;
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study;
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights;
7. To understand the evolution and current role of the U.S. in the world;
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view;
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research;
10. To analyze, critically assess, and develop creative solutions to public policy problems;
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy; and
12. To identify and understand differences and commonalities within diverse cultures

In addition, this course will meet the specific learning outcomes that follow:
1. Student will be able to define "politics" and identify the ways in which people use politics to achieve their goals.
2. Distinguish and illustrate how the setting or circumstances of politics can affect outcomes.
3. Demonstrate the collective action problems faced by the states that led them to willingly surrender some sovereignty to the new national government.
4. To define and describe federalism, the basis for federalism in the Constitution, and it’s changing character and development.
5. Examine how seemingly minor clauses in the Constitution have served as entry points for large expansions of the power of the national government.
6. To explain the constitutional powers and limitations of major actors in the American political system.
7. To identify the major components of the American political culture and analyze ways this culture influences decision making.
8. Identify ways separation of powers and checks and balances influences decision making in the American system.
9. Identify the roles of the three branches of American government.
10. To study and analyze how Americans gain political socialization.

III. 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
IV. **Class Attendance**
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V. **Cell Phones and Other Electronic Devices Procedure:**

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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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VIII. Grievance Policy

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IX. Methods of Evaluations

Grading: Grades will be determined as follows:

- Exams: 40%
- Research Paper: 15%
- Assignments: 30%
- Project: 15%

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GOVT 2306  Texas Government
Frank Phillips College

I. General Course Information
Credit Hours: 3
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Course Description: Introduction to the theory and practice of politics and government in America at the national, state, and local levels, with special attention to Texas. Topics include political theory, the American and Texas constitutions, federalism, political participation and elections, the institutions of government, and domestic and foreign policies.
Approval Number ................................................................. 45.1002.51 25

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3. Demonstrate the collective action problems faced by the states that led them to willingly surrender some sovereignty to the national government.
4. To identify the major components of the American and Texas political culture and analyze ways this culture influences decision making.
5. Identify ways separation of powers and checks and balances influences decision making in the Texas system and differentiate between the federal system and the Texas state system and appraise those differences.
6. Identify the roles of the three branches of Texas government.
7. To study and analyze how American (and, of course, Texans) gain political socialization.
8. Be able to discuss what the effect of being a slave state has had on Texas politics.
9. Compare and contrast the U.S. Constitution and the Texas Constitution. Explain not only what the differences are but to examine the reasons for those differences.
10. State why Texas has been a one party state throughout most of its existence. Identify which party dominated for more than a century following the Civil War and examine the reasons why the state transitioned to the other party in the late twentieth century.

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Personal Qualities:
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IX. Methods of Evaluation

   Exams…………………………40%
   Research Paper………………15%
   Assignments…………………..30%
   Project…………………………15%

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I. General Course Information

Credit Hours: 3
Prerequisite and/or Co-requisite: Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description: Survey of the political, social, economic, military, cultural, and intellectual history of the United States from the discovery of America to the present.
Approval Number ........................................................................................ 54.0102.51 25

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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1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition;
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures;
3. To use and critique alternative explanatory systems or theories;
4. To develop and communicate alternative explanations or solutions for contemporary social issues;
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study;
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12. To identify and understand differences and commonalities within diverse cultures.

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

1. Analyze the interaction between human communities and the environment.
   a. Explain the emergence of the natives in North America prior to Columbus’s discoveries.
2. Analyze how physical and cultural processes have shaped human communities over time.
   a. Describe the Native American, British, and Spanish cultures during the settlement of North America.
3. Analyze causes and effects of major political, economic, and social changes in the United States and world history.
   a. Explain the political and economic conditions in America that led to African slavery.
4. Identify and evaluate the strengths and weaknesses of different economic systems.
   a. Explain the influence of mercantilism on the development of the American colonies.
5. Apply social science methodologies to compare societies and cultures.
   a. Compare and contrast the governing policies of the British and Spanish empires in the New World.
6. Evaluate different governmental systems and functions.
7. Explain and evaluate the concepts of race, ethnicity, and nationalism.
   a. Explain how race, ethnicity, and nationalism impacted the War of 1812 and the US/Mexican war.
8. Explain how major philosophical and intellectual concepts influence human behavior or identity.
   a. Explain how Andrew Jackson’s presidency was significantly different than predecessors and describe the impact it had on American society.
9. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.
a. Explain the Second Great Awakening and the impact it had on American society, especially the rise of the abolition movement.

10. Analyze the relationship between geography and the development of human communities.
   a. Discuss the geographical aspects which led to the differences between the northern and southern societies.

11. Analyze ethical issues in historical, cultural, and social contexts.
   a. Identify the reasons why the South decided to leave the Union and form the Confederate States of America.

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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

- **Systems:**
  - Understands Systems
  - Monitors & Corrects Performance
  - Improves & Designs Systems

- **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

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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IX. **Methods of Evaluation**

**Face to Face Classes**

- Assignments 15%
- Research Papers 25%
- Project 20%
- Exams 40%

**Dual Credit**

- Exam I 20%
- Exam II 20%
- Homework 20%
- Research Paper 20%
- Final Exam 20%

**Internet**

- Participation 40%
- Homework 40%
- Midterm 20%
- Final 20%

**Hybrid**

- Weekly Assignments 30%
- Research Papers 20%
- Homework 30%
- Final 20%

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.
I. General Course Information

Credit Hours: 3
Prerequisite and/or Co-requisite: Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description: Survey of the political, social, economic, military, cultural, and intellectual history of the United States from the discovery of America to the present.
Approval Number .......................................................... 54.0102.51 25

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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.

All Social and Behavioral Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition;
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures;
3. To use and critique alternative explanatory systems or theories;
4. To develop and communicate alternative explanations or solutions for contemporary social issues;
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study;
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights;
7. To understand the evolution and current role of the U.S. in the world;
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view;
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research;
10. To analyze, critically assess, and develop creative solutions to public policy problems;
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy; and
12. To identify and understand differences and commonalities within diverse cultures

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

1. Analyze how various cultural regions have changed over time.
   a. Explain how the United States government pushed the American Indians west and almost to the point of extinction.
2. Evaluate the causes and effects of human migration patterns over time.
   a. Identify the shift from an agrarian to an industrial society in the late nineteenth and early twentieth century.
3. Connect regional or local developments to global ones.
   a. Explain how and why the United States became involved in the Cuban economy in the late nineteenth century and the causes of the Spanish/American War.
4. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.
   a. Explain how and why World War I began and how the United States came to be involved.
5. Explain and evaluate the concept of gender.
   a. Trace the beginning of the women’s movement and explain how women’s role in the American society has evolved.
6. Identify and evaluate the strengths and weaknesses of different economic systems.
   a. Identify the different ways Franklin Delano Roosevelt intervened in the United States marketplace to address the Great Depression.
7. Examine how and why historians divide the past into eras.
   a. 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.
8. Evaluate changes in the functions and structures of government across time.
   a. Examine the effects of U.S. court rulings and the Civil Rights Movement, for instance, *Plessy v. Ferguson* and *Brown v. the Board of Education*.
9. Explain and analyze the importance of civil engagement.
   a. A. Identify the effect certain players (Rosa Parks, Martin Luther King, Jr., Lyndon Johnson) had on the Civil Rights Movement.
10. Define the concept of socialization and analyze the role of socialization plays in human development and behavior.
    a. Identify the economic boom in the 1950’s and analyze how popular culture (film, television, music) shaped public attitudes.
11. Analyze ethical issues in historical, cultural and social contexts.
   a. Examine and evaluate America’s decisions to get involved in the Vietnam War, including how the war began and the effect it had on American society.

III. 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

IV. 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.
V. **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 zeros 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

VI. **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

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**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

Personal Qualities:
   Responsibility
   Self-Esteem
   Sociability
   Self-Management
   Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
   A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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IX. Methods of Evaluation

Face to Face Classes
Weekly Assignments  40%
Research Papers    30%
Project            20%
Final Exam         10%

Dual Credit
Exam I             20%
Exam II            20%
Homework           20%
Research Paper    20%
Final Exam         20%

Internet
Participation     40%
Homework          40%
Midterm           20%
Final             20%

Hybrid
Weekly Assignments 30%
Research Papers    20%
Homework           30%
Final              20%

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.
I. General Course Information

Credit Hours: 3
Prerequisite and/or Co-requisite: Completion of HIST 1301or1302 or its equivalent with a grade C or better.

Course Description: Survey of the political, social, economic, military, cultural, and intellectual development of Europe from prehistory to the present.

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, to large groups, and through the media.

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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. Outcomes/Terminal Outcomes**

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1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition;
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures;
3. To use and critique alternative explanatory systems or theories;
4. To develop and communicate alternative explanations or solutions for contemporary social issues;
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study;
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights;
7. To understand the evolution and current role of the U.S. in the world;
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view;
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research;
10. To analyze, critically assess, and develop creative solutions to public policy problems;
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy; and
12. To identify and understand differences and commonalities within diverse cultures.

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.

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Perryton: (806) 648-1450

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

**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

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- Acquires & Evaluates Information
- Organizes & Maintains Information
- 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

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Technology:**
- Selects Technology
- Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
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Thinking Skills:
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
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Personal Qualities:
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IX. Methods of Evaluations

Weekly Assignments: 40%
Research Paper: 30%
Project: 20%
Final Exam: 10%

100%

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.
I. General Course Information
   Credit Hours: 3
   Prerequisite and/or Co-requisite:

   Course Description: Study of work origin and structure through the introduction of
   prefixes, suffixes, root words, plurals, abbreviations and symbols, surgical procedures,
   medical specialties, and diagnostic procedures.

   Approval Number ......................................................... 51.0707 0000

   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, to 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
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II. Outcomes/Terminal Outcomes

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1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow

A. Identify, pronounce, and spell medical terms;
B. Use terms in context;
C. Build and analyze medical terms; and
D. Use medical references as resource tools.

III. 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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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.

**V. 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 zeros 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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**VI. 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

Systems:
  - Understands Systems
  - Monitors & Corrects Performance
  - Improves & Designs Systems

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

Personal Qualities:
  - Responsibility
  - Self-Esteem
  - Sociability
  - Self-Management
  - Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
  A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
  B. Provide a classroom setting which is conducive to learning.
  C. Provide, assist, and promote the use of learning resources in the classroom.
  D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
  E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.
VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

1 Final Exam = 30%
15 Assignments = 70%
Total percent: 100%

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.
I. **General Course Information**
Credit Hours: 3  
Prerequisite and/or Co-requisite:

**Course Description:** Understanding purposes and processes in the visual and musical arts including evaluation of selected works.

Approval Number .......................................................... 50.0101.51 26

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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.

All Humanities and Visual and Performing Arts courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board.

The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

1. To demonstrate awareness of the scope and variety of works in the arts and humanities.
2. To understand those works as expressions of individual and human values within an historical and social context.
3. To respond critically to works in the arts and humanities.
4. To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.
5. To articulate an informed personal reaction to works in the arts and humanities.
6. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
7. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.
In addition, this course will meet the specific learning outcomes that follow:

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.

III. **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

IV. **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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VI. **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

- **Systems:**
  - Understands Systems
  - Monitors & Corrects Performance
  - Improves & Designs Systems

- **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  

Personal Qualities:  
Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty  

VII. Correlation to Stated Mission Goals of Frank Phillips College  
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.  
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VIII. 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 Catalogue. 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.
IX. 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 Humanities 1315 Assignment Instructions document for detailed assignment instructions, grading rubrics, due dates, and submission policies.

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tr>
<td>Projects</td>
<td>50</td>
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<tr>
<td>Final Exam</td>
<td>10</td>
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<tr>
<td>Journals</td>
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<td>Daily Grades</td>
<td>20</td>
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<tr>
<td>Total</td>
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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.
I. General Course Information
Credit Hours: 3
Prerequisite and/or Co-requisite: Students who have not passed the Math Section of a TSI approved test may be placed in this course. (Does not count toward a degree.)

Course Description: Topics in mathematics such as arithmetic operations, basic algebraic concepts and notation, geometry, and real and complex number systems.

Approval Number ........................................................................................ 32.0104.51 19

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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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, to 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.

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II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
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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.

All Mathematics courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.
In addition, this course will meet the specific learning outcomes that follow:

1. Add, subtract, multiply, and divide whole numbers;
2. Add, subtract, multiply, and divide fractions;
3. Add, subtract, multiply, and divide decimals;
4. Change fractions to decimals, decimals to fractions;
5. Apply knowledge of fractions and decimals;
6. Find fractional notation for ratios;
7. Set up proportions and solve proportions;
8. Solve word problems involving proportions;
9. Change fractions to percents and percents to fractions;
10. Change decimals to percents, percents to decimals;
11. Solve word problems involving percents;
12. Calculate averages, medians, and modes;
13. Identify and interpret data from tables and graphs;
14. Convert units from one system of measurement to another system or within the same system;
15. Identify basic geometric figures;
16. Determine and evaluate various geometric measurements; and
17. Add subtract, multiply, and divide signed numbers.

III. 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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IV. Class Attendance
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IX. Methods of Evaluation

Homework, class work, labs, and quizzes 25%
Major Exams 50%
Final Exam 25%

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.
I. General Course Information
Credit Hours: 3
Prerequisite and/or Co-requisite: Completion of MATH 0301 with a grade of C or better or placement by an approved TSI test. (Does not count toward a degree.)

Course Description: Topics in mathematics such as arithmetic operations, basic algebraic concepts and notation, geometry, and real and complex number systems.

Approval Number ................................................................. 32.0104.51 19

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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1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
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4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.
In addition, this course will meet the specific learning outcomes that follow:

1. Provide 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.

III. Academic Honesty and Integrity
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V. **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

VI. **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

Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

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

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Homework, class work, labs, and quizzes 25%
Major Exams 50%
Final Exam 25%

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.
I. General Course Information
Credit Hours: 3
Prerequisite and/or Co-requisite: 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, factoring, polynomials, rational expressions, and quadratics with an introduction to complex numbers, exponential and logarithmic functions, determinants and matrices, and sequences and series.
Approval Number ........................................................................................ 32.0104.52 19

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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.

All Mathematics courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

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

1. Provide the basic tools of algebra needed for further courses in mathematics;
2. Show that mathematics is useful in many disciplines using applications;
3. Review of basic algebra;
4. Solve linear equations and apply these to problems;
5. Solve absolute value equations and inequalities;
6. Graph lines and linear inequalities;
7. Solve systems of equations and apply to problems;
8. Add, subtract, multiply, and divide polynomials;
9. Factor polynomials;
10. Perform basic operations on rational expressions;
11. Perform basic operations on complex numbers;
12. Solve quadratic equations;
13. Identify, evaluate, and graph functions and relations;
14. Simplify exponential and logarithmic functions;
15. Simplify rational expressions; and
16. Evaluate sequences and series.

III. 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

IV. 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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VI. **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

**Systems:**
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

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

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
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C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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IX. Methods of Evaluation

Homework 25%
Major Exams 50%
Final Exam 25%

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MATH 1314  College Algebra
Frank Phillips College

I. General Course Information
Credit Hours: 3
Prerequisite and/or Co-requisite: Completion of MATH 0303 with a grade of C or better or placement by an approved TSI test.

Course Description: Study of quadratics; polynomial, rational, logarithmic, and exponential functions; systems of equations; progressions; sequences and series; and matrices and determinants.
Approval Number ........................................................................................ 27.0101.54 19

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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.

All Mathematics courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.
In addition, this course will meet the specific learning outcomes that follow:

1. Employ exponential properties to simplify exponential expressions;
2. Construct models and solve equations to applied problems;
3. Demonstrate use of basic polynomial operations;
4. Solve equations and inequalities;
5. Graph functions and relations;
6. Determine the roots of polynomials using theory of equations;
7. Solve exponential and logarithmic equations and graph exponential and logarithmic functions;
8. Solve systems of equations;
9. Apply basic operations to matrices;
10. Evaluate arithmetic and geometric sequences;

III. 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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IV. Class Attendance

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

Resources:
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- Allocates Money
- Allocates Material & Facility Resources

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

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- Teaches Others
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- Negotiates to Arrive at a Decision
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- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology
Basic Skills:
  Reading
  Writing
  Arithmetic
  Mathematics
  Listening
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Thinking Skills:
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resolved at the instructor/student level, and learning to communicate your
concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

  Face-to-face: exams  70% ; daily work 30%
  Dual credit: exams  70% ; daily work 30%

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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.
I. **General Course Information**

Credit Hours: 3

Prerequisite and/or Co-requisite: 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:** Trigonometric functions, identities, equations, and applications.

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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5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

In addition, this course will meet the specific learning outcomes that follow:
1. Define the six trigonometric ratios.
2. Solve triangles using the trigonometric functions and laws of sines and cosines.
3. Demonstrate the relationships between the functions.
4. Use radian measure as well as degree measure in trig functions.
5. Prove trigonometric identities.
7. Construct graphs involving the trigonometric functions.
8. Examine the inverse trigonometric functions.

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Mathematics
Listening
Speaking
Thinking Skills:
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  Decision Making
  Problem Solving
  Seeing Things in the Mind's Eye
  Knowing How to Learn
  Reasoning
Personal Qualities:
  Responsibility
  Self-Esteem
  Sociability
  Self-Management
  Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
   A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
   B. Provide a classroom setting which is conducive to learning.
   C. Provide, assist, and promote the use of learning resources in the classroom.
   D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
   E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

Face-to-face: exams 80%; daily work 20%
Dual credit: exams 75%; daily work 25%

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.
I. General Course Information

Credit Hours:
Prerequisite and/or Co-requisite: 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: 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.

Approval Number .........................................................27.0101.58 19

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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.

All Mathematics courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.
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.

III. 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

IV. 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.

V. **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 zeros 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

VI. **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

- **Systems:**
  - Understands Systems
  - Monitors & Corrects Performance
  - Improves & Designs Systems

- **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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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IX. Methods of Evaluation

Face-to-face: exams 75%; daily work 25%
Dual Credit: Assignments 10%; Exams 30%; Quizzes 60%

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rvF11
I. General Course Information
   Credit Hours: 4
   Prerequisite and/or Co-requisite: Completion of MATH 1316 with a grade of C or better or corequisite of MATH 1316

Course Description: Functions, limits, derivatives, and continuity; differentiation of algebraic functions; applications of the derivative; introduction to integration.

Approval Number…………………………………………………. 27.0101.59.19

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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;
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8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Mathematics courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.
In addition, this course will meet the specific learning outcomes that follow:

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 the concepts of 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.

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- A grade of 0 for the test or assignment
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IV. 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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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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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.

V. **Cell Phones and Other Electronic Devices Procedure:**
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VI. **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

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems
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
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Personal Qualities:
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Sociability
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VII. Correlation to Stated Mission Goals of Frank Phillips College
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IX. **Methods of Evaluation**

Face-to-face and dual credit: exams 75%; lab 25%

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MATH 2414 Calculus II
Frank Phillips College

I. General Course Information
Credit Hours: 4
Prerequisite and/or Co-requisite: 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

Approval Number…………………………………………………. 27.0101.62 19

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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**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. Outcomes/Terminal Outcomes**

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1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects of life in order to understand ways in which to be a responsible member of society;
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1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
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3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.
In addition, this course will meet the specific learning outcomes that follow:

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.

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resolved at the instructor/student level, and learning to communicate your
concerns in a civilized manner is part of the college experience.
IX. Methods of Evaluation

Face-to-face and dual credit: exams 75%; lab 25%

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I. General Course Information
Credit Hours: 3
Prerequisite and/or Co-requisite: Placement by an approved TSI test or completion of MATH 0303 with a grade of C or better.

Course Description: A comprehensive look at linear equations, the two and three dimensional interpretations, inequalities, linear programming, compact notation, and logarithms with application in modern business.

Approval Number: 27.0301.52.19

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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.

All Mathematics courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.
In addition, this course will meet the specific learning outcomes that follow:

1. Evaluate and graph common elementary functions including the linear and quadratic functions
2. Differentiate formulas used in finite mathematics including simple and compound interest, and future and present value
3. Define systems of linear equations and apply methods to solve them including matrix inversion
4. Solve linear inequalities and apply linear programming
5. Apply probability theory to determine probabilities and probability distributions for a variety of situations
6. Solve problems involving Markov chains

III. **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

IV. **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.
V. **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.
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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
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VI. **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

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Technology:**
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

**Basic Skills:**
VII. Correlation to Stated Mission Goals of Frank Phillips College

A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

Face-to-face: exams 75%; daily work 25%

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.
I. General Course Information
Credit Hours: 3
Prerequisite and/or Co-requisite: Completion of MATH 1314 or a higher level math course with a grade of C or better.

Course Description: Concepts of sets, functions, numeration systems, number theory, and properties of the natural numbers, integers, rational and real number systems with an emphasis of problem solving and critical thinking.

Approval Number…………………………………………………. 27.0101.56.19

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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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

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1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
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5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.
In addition, this course will meet the specific learning outcomes that follow:

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.

**Topics to be covered:**

Chapter 7: Decimals and Real Numbers.
Chapter 8: Algebraic Reasoning and Representation
Chapter 9: Statistics: The Interpretation of Data
Chapter 10: Probability.
Chapter 11: Geometric Figures.
Chapter 12: Measurement.
Chapter 14: Congruence, Constructions, and Similarity.

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- Administrative withdrawal from the course
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- Allocates Money
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Information:
Acquires & Evaluates Information  
Organizes & Maintains Information  
Uses Computers to Process Information  

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

Systems:  
Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems  

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  

Personal Qualities:  
Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty  

VII. Correlation to Stated Mission Goals of Frank Phillips College  
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IX. Methods of Evaluation

Homework 25%
Exams 50%
Final Exam 25%

Grade Scale:

90 – 100 A
80 – 89 B
70 – 79 C
60 – 69 D
59 - & 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 that 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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I. General Course Information

Credit Hours: 3
Prerequisite and/or Co-requisite: Completion of MATH 2414 with a grade of C or better.

**Course Description:** Applications of calculus, functions of several variables, partial differentiation, vectors and multiple integration.

Approval Number…………………………………………………. 27.0101.59.19

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5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.
In addition, this course will meet the specific learning outcomes that follow:

1. investigate many of the applications of calculus
2. sketch and find limits of multivariable functions and determine multivariable equations from given information
3. be able to partial differentiate various functions
4. track the positions of moving bodies with vectors and calculate the directions and magnitudes of their velocities and accelerations
5. be able to integrate with respect to two or more variables

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**Technology:**
- Selects Technology
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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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

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IX. Methods of Evaluation

Face-to-face and dual credit: exams 75%; lab 25%

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I. **General Course Information**  
Credit Hours: 3  
Prerequisite and/or Co-requisite: None  

**Course Description:** Understanding music through the study of cultural periods, major composers, and musical elements. Illustrated with audio recordings and live performances. (A foundation in enjoyment and understanding of music through the use of recorded music and song literature. Elements of music and analysis of music form and design.) For non-music majors.  

Approval Number………………………………………….50.0902.51.26  

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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.

All Humanities and Visual and Performing Arts courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board.

The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

1. To demonstrate awareness of the scope and variety of works in the arts and humanities.
2. To understand those works as expressions of individual and human values within an historical and social context.
3. To respond critically to works in the arts and humanities.
4. To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.
5. To articulate an informed personal reaction to works in the arts and humanities.
6. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
7. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

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

1. Understand music history through using the book.
2. Enhance your cultural perspectives to increasing diversity of styles through stimulating and informative discussions on a variety of world, traditional, and popular music genres.
3. Focus on the elements of music, in which musical concepts, instruments, and ensembles of non-Western cultures and western cultures meet.
4. Analyze the feature of western art music and music forms.
5. Understand music theory: chords and scales.
6. Compose your own song by using the elementary music theory and perform in the class.
7. Understand compositions in each era and composers’ philosophy and literature.
8. Develop listening skills.
9. Understand the role of women in music.
10. Enhance yourselves by attending a live concert and understanding real performance.
11. Enjoy music to be a music lover.

III. 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

IV. 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.

V. **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 zeros 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

VI. **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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.
IX. Methods of Evaluation

1. Quizzes (3) plus Homework 10%
2. Three Exams 30%
3. Live Concert Reports 20%
4. Term Paper 20%
5. Creative Project, Make a Song 20%

Total 100%

Additional Points
Reading Assignment 10 points

Additional live concert report
Performed by Amarillo Symphony only Extra points
Performed by WTAMU & PSU Extra points

Grade:
Total Average: 90-100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
59 and below = F

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.
PHED 1122 Freshman Basketball I  
(Non-Varsity)  
Frank Phillips College

I. General Course Information
Credit Hours: 1
Prerequisite and/or Co-requisite:

Course Description: Instruction and participation in physical and recreational activities. (Focus in this course is basketball.)

Approval Number ………………………………………………………….36.0108.51 23

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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:

1. Demonstrate a general knowledge of the rules of basketball;
2. Learn the skills and fundamentals of basketball;
3. Learn the strategies to use when playing team basketball;
4. Increase aerobic and anaerobic fitness levels while participating in basketball; and
5. Understand the necessity of a proper warm-up, conditioning, and cool-down.

III. 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

IV. 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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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.

V. 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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VI. 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/Customer
  * Exercises Leadership
  * Negotiates to Arrive at a Decision
  * Works with Cultural Diversity

Systems:
  * Understands Systems
  * Monitors & Corrects Performance
  * Improves & Designs Systems

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

Personal Qualities:
  * Responsibility
  * Self-Esteem
  * Sociability
  * Self-Management
  * Integrity/Honesty

**VII. Correlation to Stated Mission Goals of Frank Phillips College**

A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.

B. Provide a classroom setting which is conducive to learning.

C. Provide, assist, and promote the use of learning resources in the classroom.

D. Provide an opportunity to participate in and contribute to the democratic society in which we live.

E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.
VIII. 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 Catalogue. 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.

IX. 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.

<table>
<thead>
<tr>
<th>Participation</th>
<th>80%</th>
</tr>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
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</tbody>
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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.
PHED 1124 — Freshman Body Conditioning I
Frank Phillips College

I. General Course Information
Credit Hours: 1
Prerequisite and/or Co-requisite:

Course Description: Instruction and participation in physical and recreational activities.

Approval Number ..........................................................36.0108.51 23

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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:

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.

III. 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
IV. 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.

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V. Cell Phones and Other Electronic Devices Procedure:
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VI. **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
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**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Technology:**
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

**Basic Skills:**
- Reading
- Writing
- Arithmetic
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- Listening
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**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. **Correlation to Stated Mission Goals of Frank Phillips College**
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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IX. 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.

MIDTERM EXAM 10%
FINAL EXAM 10%
JOURNAL LOG 80%

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.
I. General Course Information
Credit Hours: 1
Prerequisite: None

Course Description: A course dealing with the participation in varsity rodeo sports through regularly scheduled practices and NIRA rodeos.

Approval Number ................................................................. 36.0108.51.23

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.

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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. **Learning Outcomes/Terminal Learning Outcomes**

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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, the following student learning outcomes that are specific to Rodeo Events I will be met:

1. Prepare students to compete in rodeo events at the college level
2. Improve the athlete’s strength and flexibility through weight lifting and aerobic activity
3. Inform the students about common injuries associated with the sport of rodeo.
4. Inform the student of methods to prevent injuries.
5. Exhibit practice of safety procedures involved with rodeo animals and events.

III. **Academic Honesty and Integrity**

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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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VI. 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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
   A. Provide general college academic courses for students who plan to enter
      senior colleges and universities with junior standing.
   B. Provide a classroom setting which is conducive to learning.
   C. Provide, assist, and promote the use of learning resources in the classroom.
   D. Provide an opportunity to participate in and contribute to the democratic
      society in which we live.
   E. Acquire skills, facts, values, and attitudes necessary to function and contribute
      to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation
    Exams will count for 60% of student’s grade and assignments will count for 40% of
    student’s grade

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.
PHED 1144 — Freshman Varsity Athletics I
Frank Phillips College

I. General Course Information
Credit Hours: 1
Prerequisite and/or Co-requisite:

Course Description: Instruction and participation in physical and recreational activities.

Approval Number .................................................................36.0108.51 23

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

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.

III. 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

IV. 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.

**V. 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 zeros 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

**VI. 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

Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

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

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.

B. Provide a classroom setting which is conducive to learning.

C. Provide, assist, and promote the use of learning resources in the classroom.

D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

<table>
<thead>
<tr>
<th>Component</th>
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<tr>
<td>Participation</td>
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<td>Midterm Exam</td>
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<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
</tbody>
</table>

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.
PHED 1146 — Freshman Cheerleading I
Frank Phillips College

I. **General Course Information**
   Credit Hours: 1
   Prerequisite and/or Co-requisite:

   **Course Description:** Instruction and participation in physical and recreational activities.

   Approval Number ..........................................................36.0108.51 23

   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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

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.

III. 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

IV. 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.

V. 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.

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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

VI. 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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

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PHED 1321 Coaching/Sports/Athletics I (Theory of Coaching)  
Frank Phillips College

I. General Course Information
Credit Hours: 3
Prerequisite and/or Co-requisite:

Course Description: Study of the history, theories, philosophies, rules, terminology of competitive sports. Includes coaching techniques.

Approval Number .......................................................... 31.0505.51 23

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, to large groups, and through the media.

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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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

1. Develop a personal coaching philosophy;
2. Identify the characteristics associated with athletes and their motivation;
3. Identify the different components of character development;
4. Explain the importance of coaching in a safe and secure environment;
5. Identify how to reduce risk potential and manage athletes safety;
6. Identify the risks and effects of athlete’s drug use;
7. Identify the dangers and risks of performance enhancing drugs;
8. Identify the different methods of training and learn when each is most appropriate to use; and
9. Identify different team building approaches.

III. 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
IV. 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.

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

Resources:
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:
- Acquires & Evaluates Information
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- 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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:
- Selects Technology
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- Maintains & Troubleshoots Technology

Basic Skills:
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- Speaking

Thinking Skills:
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
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Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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IX. Methods of Evaluation

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<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>60%</td>
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<tr>
<td>Assignments</td>
<td>40%</td>
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</tbody>
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PHED 1338 Concepts of Physical Fitness  
Frank Phillips College

I. General Course Information  
Credit Hours: 3  
Prerequisite and/or Co-requisite:

Course Description: Concepts and use of selected physiological variables of fitness, individual testing and consultation, and the organization of sports and fitness programs.

Approval Number .......................................................... 31.0501.51 23

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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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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

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

III. 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
IV. **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.

V. **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 zeros 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
VI. 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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

<table>
<thead>
<tr>
<th>Evaluation Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>50%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Exercise Plan</td>
<td>10%</td>
</tr>
</tbody>
</table>

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.
PHED 2124 — Sophomore Body Conditioning III  
Frank Phillips College

I. General Course Information
Credit Hours: 1
Prerequisite and/or Co-requisite:

Course Description: Instruction and participation in physical and recreational activities.

Approval Number…………………………………………………. 36.0108.51 23

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

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.

III. 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
IV. 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.

V. 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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2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros 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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VI. 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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
VII. Correlation to Stated Mission Goals of Frank Phillips College
   A. Provide general college academic courses for students who plan to enter
      senior colleges and universities with junior standing.
   B. Provide a classroom setting which is conducive to learning.
   C. Provide, assist, and promote the use of learning resources in the classroom.
   D. Provide an opportunity to participate in and contribute to the democratic
      society in which we live.
   E. Acquire skills, facts, values, and attitudes necessary to function and
      contribute to our society.

VIII. 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 Catalogue. 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.

IX. 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.

   MIDTERM EXAM  10%
   FINAL EXAM     10%
   JOURNAL LOG    80%

   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.
I. General Course Information

Credit Hours: 1
Prerequisite: None

Course Description: A course dealing with the participation in varsity rodeo sports through regularly scheduled practices and NIRA rodeos.

Approval Number ................................................................. 36.0108.51.23

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, to 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. Learning Outcomes/Terminal Learning Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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, the following student learning outcomes that are specific to Sophomore Rodeo Events III will be met:

1. Prepare students to compete in rodeo events at the college level
2. Improve the athlete’s strength and flexibility through weight lifting and aerobic activity
3. Inform the students about common injuries associated with the sport of rodeo
4. Inform the student of methods to prevent injuries
5. Exhibit practice of safety procedures involved with rodeo animals and events

III. 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

IV. 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.

V. **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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2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros 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

VI. **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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
VII. Correlation to Stated Mission Goals of Frank Phillips College
   A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
   B. Provide a classroom setting which is conducive to learning.
   C. Provide, assist, and promote the use of learning resources in the classroom.
   D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
   E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation
   Exams will count for 10% of student’s grade and participation assignments will count for 90% of the student’s grade.

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PHED 2144 — Sophomore Varsity Athletics III
Frank Phillips College

I. General Course Information
Credit Hours: 1
Prerequisite and/or Co-requisite:

Course Description: Instruction and participation in physical and recreational activities.

Approval Number………………………………………………….. 36.0108.51 23

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.

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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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

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.

III. 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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V. **Cell Phones and Other Electronic Devices Procedure:**
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VI. **Scans/Or Core Competencies That Will Be Addressed in the Class**
**Resources:**
- Allocates Time
- Allocates Money
Allocates Material & Facility Resources

Information:
Acquires & Evaluates Information
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Interpersonal:
Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
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Negotiates to Arrive at a Decision
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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

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
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C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>80%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
</tbody>
</table>

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.
I. General Course Information
Credit Hours: 1
Prerequisite and/or Co-requisite:

Course Description: Instruction and participation in physical and recreational activities.

Approval Number .......................................................36.0108.51 23

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, to 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 rvF11
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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

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.

III. 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

IV. 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.

V. 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 zeros 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
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VI. 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

Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

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

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
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IX. Methods of Evaluation

- Participation 80
- Midterm exam 10%
- Final exam 10%

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I. General Course Information

Credit Hours: 4
Prerequisite: Completion of MATH 1314 College Algebra, or MATH 1316 Plane Trigonometry, with a grade of C or better. (*MATH 1314 or MATH 1316 may be taken as a co-requisite.)

Course Description: An algebra and trigonometry based physics course covering mechanics, Newtonian Physics, energy, momentum, gravity fluids, and thermodynamics. This course is designed for students preparing for further study in science and related areas including: medicine, pharmacy, optometry, physical therapy, and secondary education.

Approval Number………………………………………….40.0801.53.03

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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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
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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.

All Natural Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board: The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.
In addition, this course will meet the specific learning outcomes that follow:

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

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- Academic suspension

IV. 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.

V. Cell Phones and Other Electronic Devices Procedure:
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Resources:
Allocates Time
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Acquires & Evaluates Information
Organizes & Maintains Information
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Systems:
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Monitors & Corrects Performance
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Technology:
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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

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter
senior colleges and universities with junior standing.
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concerns in a civilized manner is part of the college experience.

IX. 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:

Homework assignments: 10%
Laboratory Grade 30%
Exams: 50%
Semester Exam 10%

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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I. General Course Information
   Credit Hours: 4
   Prerequisite and/or Co-requisite: None

   Course Description: This course is the study of the sun and its solar system, including its origin. It also includes foundations of astronomy, the Copernican Revolution and astronomical tools.

   Approval Number .................................................40.0201.52.03

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II. Outcomes/Terminal Outcomes

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5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

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

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- Allocates Material & Facility Resources

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

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- Participates as a Member of a Team
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Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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
Personal Qualities:
  Responsibility
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  Sociability
  Self-Management
  Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
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    The majority of your evaluation comes through traditional methods; however,
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    your grade.

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.
I. General Course Information
Credit Hours: 4
Prerequisite and/or Co-requisite: None

Course Description: Concepts and hands-on activities in natural science for the non-science major with emphasis on physical phenomena. Topics include the scientific method and a survey of mechanics, matter, heat, optics, electricity and magnetism.

Approval Number ................................................................. 40.0101.51.03

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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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.

All Natural Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board:

The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

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

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
III. **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
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- Administrative withdrawal from the course
- Academic suspension

IV. **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.**

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V. **Cell Phones and Other Electronic Devices Procedure:**

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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
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VI. 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/Customer
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

   A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
   B. Provide a classroom setting which is conducive to learning.
   C. Provide, assist, and promote the use of learning resources in the classroom.
   D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
   E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

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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 Catalogue. 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.

IX. 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:

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The majority of your evaluation comes through traditional methods; however, participation in laboratory exercises and class discussion will also contribute to your grade.

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.
I. General Course Information
Credit Hours: 4
Prerequisite or Co-requisite: Completion of MATH 2413 Calculus I or its
equivalent with a grade of C or better. MATH 2413 may be taken as co-requisite.

Course Description: Principles of physics for science, computer science, and
engineering majors, using calculus, involving the principles of kinematics,
vectors, force and motion, energy, momentum, rotation, gravity, waves and
thermodynamics.

Approval Number .........................................................40.0801.54.03

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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
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5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

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

1. Understand principles and systems of measurement
2. Articulate the fundamental concept of kinematics
3. Set up and evaluate vectors, in both component and \( i, j, k \) formats
4. Solve problems in two and three dimensions
5. Apply Newton’s Laws to force and motion
6. Describe motion in terms of Energy and Work
7. Calculate center of mass and linear momentum
8. Apply fundamental concepts to rotation and rolling
9. Evaluate problems in equilibrium
10. Understand Newton’s Law of Gravity
11. Examine fluids
12. Articulate the First Law of Thermodynamics
13. Describe the Kinetic Theory of Gases
14. Understand entropy and the Second Law of Thermodynamics

III. Academic Honesty and Integrity
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VI. **Scans/Or Core Competencies That Will Be Addressed in the Class**

**Resources:**
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- Allocates Money
- Allocates Material & Facility Resources

**Information:**
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- Uses Computers to Process Information

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**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Technology:**
- Selects Technology
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**Basic Skills:**
- Reading
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Thinking Skills:
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VII. Correlation to Stated Mission Goals of Frank Phillips College
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IX. Methods of Evaluation
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The majority of your evaluation comes through traditional methods; however, participation in laboratory exercises and class discussion will also contribute to your grade.
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.
PSYC 2301 General Psychology
Frank Phillips College

I. General Course Information
Credit Hours: 3
Prerequisite and/or Co-requisite: Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description: Survey of major topics in psychology. Introduces the study of behavior and the factors that determine and affect behavior.
Approval Number .......................................................... 42.0101.51 25

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, to large groups, and through the media.

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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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
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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.

All Social and Behavioral Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternative explanations or solutions for contemporary social issues.
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
7. To understand the evolution and current role of the U.S. in the world.
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
10. To analyze, critically assess, and develop creative solutions to public policy problems.
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
12. To identify and understand differences and commonalities within diverse cultures.

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

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.
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IX. 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.

“Daily Grade”—Reading quizzes, attendance, and web-based exercises = 20%
Learning Portfolio Project = 20%
Four Periodic Examinations = 40%
Final Examination = 20%

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.
I. General Course Information
Credit Hours: 3
Prerequisite and/or Co-requisite: Completion of PSYC 2301 or its equivalent with a grade of C or better.

Course Description: Study of the relationship of the physical, emotional, social and mental factors of growth and development of children and throughout the lifespan.

Approval Number…………………………………………………….. 42.2703.51 25

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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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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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.

All Social and Behavioral Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternative explanations or solutions for contemporary social issues.
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
7. To understand the evolution and current role of the U.S. in the world.
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
10. To analyze, critically assess, and develop creative solutions to public policy problems.
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
12. To identify and understand differences and commonalities within diverse cultures.

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

1. Students will recognize and characterize the specialized field of developmental psychology as a branch of psychology;
2. Students will identify and evaluate the most important theorists / theories in the field of developmental psychology;
3. Students will explain and research human development through the lifespan;
4. Students will recognize, analyze, outline, and predict developmental milestones—physical, cognitive, social, and emotional—from birth through old age.

III. Academic Honesty and Integrity
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   • A grade of 0 for the test or assignment
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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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Students should leave the college’s main number with an appropriate contact in case of an emergency.
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VI. **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
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Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Systems:
Understands Systems
Monitors & Corrects Performance
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Technology:
Selects Technology
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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
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Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
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IX. 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.

<table>
<thead>
<tr>
<th>Evaluation_aspect</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Daily participation-average (including attendance</td>
<td>30%</td>
</tr>
<tr>
<td>and online exercises)</td>
<td></td>
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<tr>
<td>Evaluation of Child Care/Parenting Book</td>
<td>20%</td>
</tr>
<tr>
<td>Three Periodic Examinations (other than the Final)</td>
<td>30%</td>
</tr>
<tr>
<td>Final Examination (comprehensive)</td>
<td>20%</td>
</tr>
</tbody>
</table>

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.
I. General Course Information
Credit Hours: 3
Prerequisite and/or Co-requisite: Completion of SOCI 1301 with a C or better.

Course Description: Study of individual behavior within the social environment. May include topics such as the socio-psychological process, attitude formation and change, interpersonal relations, and group processes. Students may enroll for either Psychology or Sociology credit. Prerequisite: Completion of PSYC 2301 or its equivalent with a grade of C or better.

Approval Number ………………………………………………….42.1601.51. 25

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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, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
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12. To identify and understand differences and commonalities within diverse cultures.

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

1. To identify social influence as the heart of Social Psychology.
2. To distinguish Social Psychology from the other social sciences because of its emphasis upon construals and its basis in the experimentally based sciences.
3. To examine the formation of attitudes and attitudinal change.
4. To characterize both prosocial and aggressive behaviors as the result of construals.
5. To relate social influence to conformity and non-conformity.
6. To predict the manner in which construal will affect human behavior in social settings.

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Daily average, including attendance, quizzes, and participation = 15%
Review of Student-selected Social Problems Text/Film = 15%
Social Observation Journal = 25%
3 Periodic Exams = 30%
Final Examination = 15%

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I. General Course Information

Credit Hours: 3
Prerequisite and/or Co-requisite: Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description: Introduction to the concepts and principles used in the study of group life, social institutions, and social processes.

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12. To identify and understand differences and commonalities within diverse cultures.

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

1. Understand and appreciate a sense of the history and culture which forms the backdrop of our multicultural society.
2. Think both creatively and critically.
3. Utilize various resource materials.
4. Demonstrate knowledge of those elements and processes that create and define culture.
5. Understand the bases of values, beliefs, and practices found in human societies.
6. Develop basic cross-cultural understanding, empathy, and communication.
7. Understand the responsibilities of living in a multicultural world.
8. Demonstrate knowledge of the development of language(s) and their influences on cross-cultural interactions.

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Assignments, quizzes and other daily grades = 15%
Attendance/Participation = 10%
Four Periodic Examinations = 60%
Final Examination = 15%

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.
I. **General Course Information**

Credit Hours: 3  
Prerequisite and/or Co-requisite: Completion of SOCI 1301 with a C or better.

**Course Description:** Application of sociological principles to the major problems of contemporary society such as inequality, crime and violence, substance abuse, deviance, or family problems.

Approval Number ...............................................................45.1101.52 25

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**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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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.

All Social and Behavioral Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternative explanations or solutions for contemporary social issues.
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.

7. To understand the evolution and current role of the U.S. in the world.

8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.

9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.

10. To analyze, critically assess, and develop creative solutions to public policy problems.

11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.

12. To identify and understand differences and commonalities within diverse cultures.

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

1. Understand and correctly use the terminology integral to the sociological study of social problems;

2. List the essential elements of a social problem, as defined by sociologists;

3. Trace the development of a social problem through its “lifespan;”

4. Use the scientific method to connect Sociology to the systematic study of social problems;

5. List social problems defined as “norm violations in social context;”

6. Propose solutions to norm violations in social context, and develop an awareness of the effects of these solutions on other parts of society;

7. Examine social problems defined as “problems of social inequality;”

8. Propose solutions to social inequality and develop an awareness of the effects of possible solutions on other parts of society and upon global societies;

9. Define and examine the effects of social change and its relationship to social 10. List social problems known as “megaproblems,” and enumerate the difference between concerns associated with these problems and those associated with the other social problems already studied.

III. **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
IV. 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.

V. 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 zeros 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
VI. 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

Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

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

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. 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.

- Daily average, including attendance, quizzes, and participation = 10%
- Review of Student-selected Social Problems Text = 15%
- Group Portfolio Project = 25%
- Midterm Examination = 25%
- Final Examination = 25%

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.
I. General Course Information
Credit Hours: 3
Prerequisite and/or Co-requisite: Completion of SOCI 1301 with a C or better.

Course Description: Study of individual behavior within the social environment. May include topics such as the socio-psychological process, attitude formation and change, interpersonal relations, and group processes. Students may enroll for either Psychology or Sociology credit. Prerequisite: Completion of PSYC 2301 or its equivalent with a grade of C or better.

Approval Number .........................................................42.1601.51. 25

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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.

All Social and Behavioral Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternative explanations or solutions for contemporary social issues.
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
7. To understand the evolution and current role of the U.S. in the world.
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
10. To analyze, critically assess, and develop creative solutions to public policy problems.
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
12. To identify and understand differences and commonalities within diverse cultures.

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

1. To identify social influence as the heart of Social Psychology.
2. To distinguish Social Psychology from the other social sciences because of its emphasis upon construals and its basis in the experimentally based sciences.
3. To examine the formation of attitudes and attitudinal change.
4. To characterize both prosocial and aggressive behaviors as the result of construals.
5. To relate social influence to conformity and non-conformity.
6. To predict the manner in which construal will affect human behavior in social settings.

III. 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

IV. 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.

**V. 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 zeros 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

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

**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**

rvF11
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

Systems:  
Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

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

Personal Qualities:  
Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.
VIII. 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 Catalogue. 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.

IX. 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.

Daily average, including attendance, quizzes, and participation = 15%
Review of Student-selected Social Problems Text/Film = 15%
Social Observation Journal = 25%
3 Periodic Exams = 30%
Final Examination = 15%

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.
I. General Course Information
   Credit Hours: 3
   Prerequisite and/or Co-requisite:

Course Description: Theories and practice of communication in interpersonal, small group, and public speech.

Approval Number .......................................................... 23.1001.51 12

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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.

All Communication (composition, speech, modern language) courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

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

1. To understand the communication process both in an interpersonal situation and a public speaking setting
2. To introduce the basic principles of speech communication and the respective responsibilities of speakers and listeners
3. To instill in each student a positive orientation toward speechmaking and presentations before an audience.
4. To learn the basic aspects of speech preparation
5. To develop the ingredients necessary for quality presentations before a group, including language, delivery, nonverbal communication, and visual aids.
6. To study the different types of speeches
7. To improve listening skills

III. 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
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• Administrative withdrawal from the course
• Academic suspension

IV. 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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V. 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 zeros 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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Perryton: (806) 648-1450

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

Resources:
Allocates Time
Allocates Money
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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

Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

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
Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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IX. Methods of Evaluation
Speeches 50%
Classroom Participation/Activities 30%
Tests 20%

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.
I. General Course Information
Credit Hours: 3
Prerequisite and/or Co-requisite:

Course Description: Theories and exercises in verbal and nonverbal communication with focus on interpersonal relationships.

Approval Number .................................................. 23.1304.54 12

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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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, to large groups, and through the media.

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II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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;
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All Communication (composition, speech, modern language) courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

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4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

In addition, this course will meet the specific learning outcomes that follow:
1. To improve listening skills
2. To better control communication apprehension
3. To improve writing skills
4. To understand the influence of self-concept on effective communication
5. To gain theoretical knowledge of the influence of power in interpersonal communication
6. To better understand the effect of the perceptual process in information processing
7. To understand some of the theories about relational repair
8. To acquire knowledge of the functional effects of both verbal and non-verbal messages

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

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concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

  Classroom Participation/Activities   30%
  Presentations                       40%
  Tests                               30%

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you may use one of the computer lab sites on campus for your class work.
I. General Course Information
   Credit Hours: Xxxxx
   Prerequisite and/or Co-requisite: xxxxxxxxxxxxxxxxxxxxxxx
   xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

   Course Description:
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   Approval Number ................................................................. xx.xxxx.xx.xx

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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.

All Mathematics courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.
In addition, this course will meet the specific learning outcomes that follow:

1. xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
2. xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
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5. xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
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8. xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
9. xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

III. 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

IV. 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.
V. 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.
Borger: (806) 457-4200, ext. 0 or 886-5047 after hours
Perryton: (806) 648-1450

VI. 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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
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B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

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.
I. General Course Information
Credit Hours: 
Prerequisite and/or Co-requisite:

Course Description:
Approval Number ..........................................................

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

III. 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
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- Administrative withdrawal from the course
- Academic suspension
IV. **Class Attendance**

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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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V. **Cell Phones and Other Electronic Devices Procedure:**

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VI. **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

Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

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

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
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IX. Methods of Evaluation

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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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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.

All Natural Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board:

The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

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

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Teaches Others
Serves Clients/Customers
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Negotiates to Arrive at a Decision
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Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Technology:
Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:
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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

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

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IX. Methods of Evaluation

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX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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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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.

All Social and Behavioral Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternative explanations or solutions for contemporary social issues.
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
7. To understand the evolution and current role of the U.S. in the world.
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
10. To analyze, critically assess, and develop creative solutions to public policy problems.
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
12. To identify and understand differences and commonalities within diverse cultures.

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

1. xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
2. xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
3. xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
4. xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
5. xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
6. xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
7. xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
8. xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
9. xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

III. 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

IV. 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.

V. 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 zeros 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

VI. 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

Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

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

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide general college academic courses for students who plan to enter
   senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the
   classroom.
D. Provide an opportunity to participate in and contribute to the democratic
   society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and
   contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

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.
I. General Course Information

Credit Hours:
Prerequisite and/or Co-requisite:

Course Description:
Approval Number ..........................................................

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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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

III. 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
IV. **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.

V. **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 zeros 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

VI. **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/Customer
  Exercises Leadership
  Negotiates to Arrive at a Decision
  Works with Cultural Diversity
Systems:
  Understands Systems
  Monitors & Corrects Performance
  Improves & Designs Systems
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
Personal Qualities:
  Responsibility
  Self-Esteem
  Sociability
  Self-Management
  Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
   A. Provide general college academic courses for students who plan to enter
      senior colleges and universities with junior standing.
   B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

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.
Frank Phillips College
Vocational Nursing Program
Syllabus-Fall 2011

I. General Course Information
Course Number: VNSG 1230
Course Title: Maternal Neonatal Nursing
Credit Hours: 2
Course Instructor: Michelle Conrad MSN, RNC
Work Phone: FPC 806-457-4200 ext 610
Email: mconrad@fpctx.edu
Office Hours: Tuesday 8-10; Friday 8-4
Course Description: Discussion and utilization of the nursing process in the assessment, care and management of the childbearing family. Emphasis on the bio-psycho-socio-cultural needs of the family during the phases of pregnancy, childbirth, and the neonatal period including normal and abnormal conditions.
Approval Number: 51.3901.0000

BASIC INTELLECTUAL COMPETENCIES:
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.
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.
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, to 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 - 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.

1. 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.

2. 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.

3. 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.”

4. 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.

5. 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.

6. 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** - 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.

1. 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.
2. Participate in the identification of clients needs for referral to resources that facilitate continuity of care. Become aware of institutional and community resources.
   1. Become aware of the roles of family dynamics and significant others support to individual client.

3. 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 nursing care.

Expected Outcome:
   1. Become familiar with the code of ethics for the VN.
   2. Recognize the standards of vocational nursing education.
   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 on the individual in relationship to the larger society and world in which he or 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 aspects 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. Understand basic concepts of health and wellness;
2. Recognize different aspects of the health care delivery system;
3. Describe and discuss community based nursing practices;
4. List three environmental stresses on the child-bearing family;
5. Recall the contributions of persons in history to the fields of maternity and neonatal care;
6. Understand and explain diversity in families;
7. Name two international organizations concerned with maternity and child care;
8. Discuss and exhibit critical thinking and nursing judgment;
9. Demonstrate nursing assessment;
10. Understand and demonstrate nursing diagnosis;
11. Explain and demonstrate planning for nursing care;
12. Understand implementing nursing care;
13. List three federal programs that assist mothers and infants;
14. Understand professional nursing roles;
15. Define the role of the community-based nurse as a health care provider to mothers and children.
16. Exhibit and understand communication skills;
17. Understand client education;
18. Demonstrate appropriate documentation;
19. List the organizations concerned with setting standards for the nursing care of maternity and pediatric patients;
20. State the influence of the federal government on maternity and pediatric care;
21. Define key terms/vocabulary;
22. Demonstrate an understanding of responding to loss, death, and grieving;
23. Discuss and describe methods for stress and adaptation;
24. Recognize and demonstrate techniques for collecting vital signs;
25. List three environmental stresses on the child-bearing family;
26. Recall the contributions of persons in history to the fields of maternity and pediatric care;
27. Name two international organizations concerned with maternity and child care;
28. Understand and apply techniques of safety;
29. State the influence of the federal government on maternity and pediatric care;
30. Describe changes of puberty in males and females;
31. Explain the functions of the external and internal male organs in human reproduction;
32. Describe the influence of hormones in male reproductive processes;
33. Explain the functions of the external, internal and accessory female organs in human reproduction;
34. Explain the menstrual cycle and the female hormones involved in the cycle;
35. Describe the process of gametogenesis in human reproduction;
36. Explain human fertilization and implantation;
37. Describe fetal development, embryonic development, and maturation of body systems;
38. Describe the development and functions of the placenta, umbilical cord and amniotic fluid;
39. Compare fetal circulation to circulation after birth;
40. Explain the similarities and differences in the two types of twins;
41. Differentiate among the presumptive, probable, and positive signs of pregnancy;
42. List the goals of prenatal care;
43. Describe patient education related to common discomforts of pregnancy;
44. Discuss nursing support of emotional changes that occur in a family during pregnancy;
45. Identify special needs of the pregnant adolescent, the single parent and the older couple;
46. Explain the use of fetal diagnostic tests in women with complicated pregnancies;
47. Identify methods to reduce a woman’s risk for antepartum complications;
48. Discuss the management of concurrent medication conditions during pregnancy;
49. Describe environmental hazards that may adversely affect the outcome of pregnancy;
50. Describe how pregnancy affects care of the trauma victim;
51. Describe psychosocial nursing for the woman with a high-risk pregnancy and for her family;
52. Describe the four components of the birth process: powers, passage, passenger, and psyche;
53. Describe how the four P’s of labor interrelate to result in the birth of an infant;
54. Explain the normal processes of childbirth: premonitory signs, mechanisms of birth, stages and phases of labor;
55. Discuss specific cultural beliefs the nurse may encounter when providing care to a woman in labor;
56. Describe the care of the newborn immediately after birth;
57. Describe factors that influence a woman’s comfort during labor;
58. List the common types of educational classes offered to childbearing families;
59. Describe non-pharmacological methods of pain management;
60. Describe pharmacological pain management;
61. Describe factors that contribute to an abnormal labor;
62. Explain common intra-partum complications;
63. Describe how to individualize postpartum and newborn nursing care for different patients;
64. Describe specific cultural beliefs that the nurse may encounter when providing postpartum and newborn care;
65. Describe postpartum changes in maternal systems and the nursing care associated with those changes;
66. Explain the emotional needs of postpartum women and their families;
67. Describe nursing care of the normal newborn;
68. Describe nursing interventions to promote optimal infant nutrition;
69. Identify signs and symptoms that may indicate a complication in the postpartum mother or infant;
70. Plan appropriate discharge teaching;
71. Identify factors that increase a woman’s risk for developing a complication;
72. Describe additional problems that may result from the original postpartum complication;
73. Describe the medical management of postpartum complications;
74. Explain aspects of preventive health care for women;
75. Describe each menstrual disorder and its care;
76. Describe the various methods of birth control, including side effects and contraindications of each method;
77. Describe natural family planning for contraception or infertility management;
78. Describe possible causes and treatment of infertility;
79. Explain the changes that occur during the perimenopausal period and after menopause;
80. Describe normal reflexes of the neonate including approximate age of disappearance;
81. State four methods of maintaining the body temperature of a newborn;
82. State the cause and appearance of physiological jaundice in the newborn;
83. Define lanugo, vernix caseosa, Mongolian spots, milia, acrocyanosis, desquamation;
84. State the methods of preventing infection in newborns;
85. List three causes of preterm birth;
86. Describe problems caused by preterm birth;
87. Contrast the techniques for feeding preterm and full-term newborns;
88. Describe the symptoms of cold stress;
89. Describe the family reaction to preterm infants;
90. List three characteristics of the postterm infant; List and define the more common disorders of the newborn period;
91. Describe classifications of birth defects: malformations present at birth, metabolic defects, blood disorders, chromosomal abnormalities, and perinatal damage.
92. Describe home phototherapy.

I. Textbook and Other Required Materials

Introduction to Maternity and Pediatric Nursing, Student Study Guide; Leifer; Saunders, 6th ed, 2011.
II. **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 individual instructor.  
Unannounced quizzes may be given during any regularly scheduled class.  
Major exams will be given as stated on the syllabus.  
A final exam will be given at the conclusion of this course.  

**In order to take the final exam, the student must have a major exam grade average of 75.**  
**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.  

III. **Additional/Supplemental References**  
Available Student Library Materials related to the Medical-Surgical Field.  

IV. **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, or workbook assignments: 25%  
Major Exam Grades: 50%  
Final Exam Grade: 25%  

Frank Phillips College Vocational Nursing Program Grade Scale:  
A - 92-100  
B - 83-91  
C - 75-82  
D - 60-74  
F - Below 60  

An appointment must be made with your instructor within the next day to arrange make up exam time and location. Ten (10) points will be deducted every day that arrangements are not made. The makeup exam will be pencil and paper at the instructors’ discretion. An appointment may be made with the instructor to review the examination for ONE week after the classroom review of the examination.  

Ten (10) points will be deducted for everyday that a daily quiz, additional assignments, or workbook assignments are late.  

V. **Attendance Requirements**  
As stated in the Vocational Nursing Student Policy Handbook. Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class.  

VI. **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/Customer
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
A. Provide introduction and application of nursing skills with emphasis on the nursing process and scientific principles of nursing;
B. Provide a classroom setting conducive to learning;
C. Provide, assist, and promote the use of learning resources in the classroom;
D. Participate in and contribute to the medical field in which we practice; and
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.
<table>
<thead>
<tr>
<th>THEORY OBJECTIVES</th>
<th>CLINICAL OBJECTIVES</th>
<th>LEARNING ACTIVITIES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define each key term listed</td>
<td>Contrast present-day concepts of maternity and newborn care with those of the past</td>
<td>Text: <em>Introduction to Maternity &amp; Pediatric Nursing 6th Edition</em> Leifer, 2011</td>
<td>Daily grades from study guide assignment</td>
</tr>
<tr>
<td>List three environmental stresses on the childbearing family</td>
<td>Discuss how culture affects childbirth and newborn care</td>
<td>Chapter 1 Powerpoint presentation with lecture</td>
<td></td>
</tr>
<tr>
<td>List four reasons why statistics are important</td>
<td>List the five steps of the nursing process</td>
<td>ASSIGNMENTS:</td>
<td></td>
</tr>
<tr>
<td>Recall the contributions of persons in history to the fields of maternity and newborn care</td>
<td>Contrast a nursing care plan with a clinical pathway</td>
<td>Read assigned chapter and complete corresponding chapter in study guide as directed</td>
<td></td>
</tr>
<tr>
<td>Name two international organizations concerned with maternity and newborn care</td>
<td>Discuss the role of critical thinking in the nursing process and in clinical judgment</td>
<td>Research services in your community for organizations and programs for women and newborns</td>
<td></td>
</tr>
<tr>
<td>List three federal programs that assist mother and infants</td>
<td></td>
<td>Research the diversity of cultures in your community and relate those differences as to how they affect maternity and newborn healthcare</td>
<td></td>
</tr>
</tbody>
</table>
### THEORY OBJECTIVES

- Define key terms/vocabulary
- Describe changes of puberty in males and females
- Explain the functions of the external and internal male organs in human reproduction
- Describe the influence of hormones in male reproductive processes
- Explain the functions of the external, internal, and accessory female organs in human reproduction
- Explain the menstrual cycle and the female hormones involved in the cycle
- Discuss the importance of the pelvic bones to the birth process

### CLINICAL OBJECTIVES

- Label figures of the male anatomy in workbook
- Discuss functions of external and internal male organs
- Label figures of female anatomy in workbook
- Discuss functions of external, internal, and accessory female organs
- Demonstrate knowledge of hormonal influences of the menstrual cycle

### LEARNING ACTIVITIES

- Label figures of the male anatomy in workbook
- Discuss functions of external and internal male organs
- Label figures of female anatomy in workbook
- Discuss functions of external, internal, and accessory female organs
- Demonstrate knowledge of hormonal influences of the menstrual cycle

### ASSESSMENT

- Chapter 2 Powerpoint presentation with lecture
- ASSIGNMENTS: Read assigned chapter and complete corresponding chapter in study guide as directed
- Role-play teaching the opposite sex about hormonal changes during puberty.
- Daily grades from study guide assignment
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Define key terms/vocabulary</td>
<td>List the progression of fertilization to implantation</td>
<td>Chapter 3 Powerpoint presentation with lecture</td>
<td>Daily grades from study guide assignment</td>
</tr>
<tr>
<td>Describe the process of gametogenesis in human reproduction</td>
<td>Identify significant development events in the embryo and fetus</td>
<td>ASSIGNMENTS: Read assigned chapter and complete corresponding chapter in study guide as directed</td>
<td>EXAM 1 50 Questions, Multiple Choice over information from Chapters 1, 2, &amp; 3</td>
</tr>
<tr>
<td>Explain human fertilization and implantation</td>
<td>Demonstrate understanding of placental and umbilical cord development</td>
<td>Examine fetal development charts in the classroom</td>
<td></td>
</tr>
<tr>
<td>Describe embryonic development</td>
<td>Demonstrate understanding of fetal circulation by completing a progression chart</td>
<td></td>
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<tr>
<td>Describe fetal development and maturation of body systems</td>
<td>Contrast differences in the two types of twins</td>
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<tr>
<td>THEORY OBJECTIVES</td>
<td>CLINICAL OBJECTIVES</td>
<td>LEARNING ACTIVITIES</td>
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<tr>
<td>Define key terms/vocabulary</td>
<td>Calculate the expected date of delivery and duration of pregnancy</td>
<td>Chapter 4 Powerpoint presentation with lecture</td>
<td>Daily grades from study guide assignment</td>
</tr>
<tr>
<td>Differentiate among the presumptive, probable, and positive signs of pregnancy</td>
<td>Discuss prenatal care for a normal pregnancy</td>
<td>ASSIGNMENTS: Read assigned chapter and complete corresponding chapter in study guide as directed</td>
<td></td>
</tr>
<tr>
<td>List the goals of prenatal care</td>
<td>Explain the nurse’s role in prenatal care</td>
<td>Acquire information about W.I.C. or similar support agency for the pregnant woman and newborn</td>
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</tr>
<tr>
<td>Describe the patient education related to common discomforts of pregnancy</td>
<td>Describe the physiological changes during pregnancy</td>
<td>Interview (with permission) a mother and father about feelings during pregnancy</td>
<td></td>
</tr>
<tr>
<td>Discuss nursing support of emotional changes that occur in a family during pregnancy</td>
<td>Identify nutritional needs for pregnancy and lactation</td>
<td>Share (if desired) personal experience or information concerning feelings during pregnancy</td>
<td></td>
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<tr>
<td>Identify special needs of the pregnant adolescent, the single parent, and the older couple</td>
<td>Describe interventions significant to the pregnant woman during each trimester</td>
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<td>Discuss importance and limitations of exercise during pregnancy</td>
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<td>THEORY OBJECTIVES</td>
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<tr>
<td>Define each key term/vocabulary</td>
<td>List complications and treatments for:</td>
<td>Chapter 5 Powerpoint presentation with lecture</td>
<td>Daily grades from study guide assignment</td>
</tr>
<tr>
<td>Explain the use of fetal diagnostic tests in women with complicated pregnancies</td>
<td>Hyperemesis gravidarum</td>
<td>ASSIGNMENTS: Read assigned chapter and complete corresponding chapter in study guide as directed</td>
<td></td>
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<tr>
<td>Identify methods to reduce a woman’s risk for antepartum complications</td>
<td>Abortion</td>
<td></td>
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<tr>
<td>Discuss the management of concurrent medical conditions during pregnancy</td>
<td>Ectopic Pregnancy</td>
<td></td>
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<tr>
<td>Describe environmental hazards that may adversely affect the outcome of pregnancy</td>
<td>Hydatidiform Mole</td>
<td></td>
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<tr>
<td>Describe how pregnancy affects care of the trauma victim</td>
<td>Placenta Previa</td>
<td></td>
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<tr>
<td>Describe psychosocial nursing for the woman with a high-risk pregnancy and for her family</td>
<td>Abruptio Placentae</td>
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<tr>
<td>THEORY OBJECTIVES</td>
<td>CLINICAL OBJECTIVES</td>
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<tr>
<td>Define key terms/vocabulary</td>
<td>Recognize and relate common nursing responsibilities during birth</td>
<td>Chapter 6 Powerpoint presentation with lecture</td>
<td>Daily grades from study guide assignment</td>
</tr>
<tr>
<td>Describe the four components of the birth process: Powers; passage, passenger, and psyche</td>
<td>Observe a vaginal delivery in the clinical setting</td>
<td>ASSIGNMENTS: Read assigned chapter and complete corresponding chapter in study guide as directed</td>
<td>EXAM 2 50 Questions Multiple Choice over information from Chapters 4, 5, &amp; 6</td>
</tr>
<tr>
<td>Describe how the four P’s of labor interrelate to result in the birth of an infant</td>
<td>Time contractions and manage fetal monitor</td>
<td>Participation of a simulation in the lab involving birthing process using NOELLE.</td>
<td></td>
</tr>
<tr>
<td>Explain the normal processes of childbirth: Premonitory signs, mechanisms of birth, and stages and phases of labor</td>
<td>Compare manual findings with monitor</td>
<td></td>
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<tr>
<td>Discuss specific cultural beliefs the nurse may encounter when providing care to a woman in labor</td>
<td>Compare false labor with true labor</td>
<td></td>
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<tr>
<td>Describe the care of the newborn immediately after birth</td>
<td>Compare the advantages and disadvantages for each type of childbearing setting: hospital, free-standing, birth-center, and home</td>
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<td></td>
<td>Determine appropriate nursing care for the intra-partum patient: include false labor, VBAC, C-section</td>
<td></td>
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<td>THEORY OBJECTIVES</td>
<td>CLINICAL OBJECTIVES</td>
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<tr>
<td>Define key terms/vocabulary</td>
<td>Explain the factors that influence pain during delivery</td>
<td>Chapter 7 Powerpoint presentation with lecture</td>
<td>Daily grades from study guide assignment</td>
</tr>
<tr>
<td>Describe factors that influence a woman’s comfort during labor</td>
<td>Discuss the advantages and limitations of non-pharmacological pain management during labor</td>
<td>ASSIGNMENTS: Read assigned chapter and complete corresponding chapter in study guide as directed</td>
<td></td>
</tr>
<tr>
<td>List the common types of classes offered to childbearing families</td>
<td>Discuss advantages and limitations of pharmacological pain management</td>
<td>Practice labor breathing techniques for relaxation used in childbirth</td>
<td></td>
</tr>
<tr>
<td>Describe non-pharmacological methods of pain management</td>
<td>Explain the nurses’ role in non-pharmacological and pharmacological pain management</td>
<td></td>
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<tr>
<td>Describe pharmacological pain management</td>
<td>Explain the nurses’ role during administration of anesthetics</td>
<td></td>
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<td>THEORY OBJECTIVES</td>
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<tr>
<td>Define key terms/vocabulary</td>
<td>Explain the nurse’s role for each obstetric procedure</td>
<td>Chapter 8 Powerpoint presentation with lecture</td>
<td>Daily grades from study guide assignment</td>
</tr>
<tr>
<td>Describe each obstetric procedure discussed in this chapter</td>
<td>Discuss nursing interventions when abnormal labor occurs</td>
<td>ASSIGNMENTS: Read assigned chapter and complete corresponding chapter in study guide as directed</td>
<td></td>
</tr>
<tr>
<td>Describe factors that contribute to an abnormal labor</td>
<td>Determine the nurse’s role in the event of intrapartum complications:</td>
<td>Participation of a simulation in the lab involving complications of the birthing process using NOELLE.</td>
<td></td>
</tr>
<tr>
<td>Explain each intra-partum complication discussed in this chapter</td>
<td>Powers</td>
<td></td>
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<tr>
<td></td>
<td>Problems with the fetus</td>
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<td></td>
<td>Problems with the pelvis and soft tissues</td>
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<td></td>
<td>Psyche</td>
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<td></td>
<td>Abnormal duration of labor</td>
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<td>Premature rupture of membrane</td>
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<td></td>
<td>Preterm labor</td>
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<td></td>
<td>Uterine inversion</td>
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<td>Amniotic fluid embolism</td>
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<td>THEORY OBJECTIVES</td>
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</tr>
<tr>
<td>Define key terms/vocabulary</td>
<td>Describe nursing care of the postpartum woman in the hospital</td>
<td>Chapter 9 Powerpoint presentation with lecture</td>
<td>Daily grades from study guide assignment</td>
</tr>
<tr>
<td>Describe how to individualize postpartum and newborn nursing care for different patients</td>
<td>Describe the different phases of lochia</td>
<td>ASSIGNMENTS: Read assigned chapter and complete corresponding chapter in study guide as directed</td>
<td></td>
</tr>
<tr>
<td>Describe specific cultural beliefs that the nurse may encounter when providing postpartum and newborn care</td>
<td>Modify nursing assessments and interventions for the woman who has a cesarean birth</td>
<td></td>
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<tr>
<td>Describe postpartum changes in maternal systems and the nursing care associated with those changes</td>
<td>Perform a newborn assessment</td>
<td></td>
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<tr>
<td>Explain the emotional needs of postpartum women and their families</td>
<td>Contrast the advantages and disadvantages associated with breastfeeding vs formula feeding</td>
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<tr>
<td>Describe nursing care of the normal newborn</td>
<td>Participate in discharge teaching with a staff nurse</td>
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<tr>
<td>Describe nursing interventions to promote optimal infant nutrition</td>
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<tr>
<td>Identify signs and symptoms that may indicate a complication in the postpartum mother or infant</td>
<td></td>
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<td>Plan appropriate discharge teaching</td>
<td></td>
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<td>THEORY OBJECTIVES</td>
<td>CLINICAL OBJECTIVES</td>
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<tr>
<td>Define key terms/vocabulary</td>
<td>Describe signs and symptoms and nursing care for:</td>
<td>Chapter 10 Powerpoint presentation with lecture</td>
<td></td>
</tr>
<tr>
<td>Identify factors that increase a woman’s risk for developing each complication</td>
<td>- Shock</td>
<td>ASSIGNMENTS: Read assigned chapter and complete corresponding chapter in study guide as directed</td>
<td></td>
</tr>
<tr>
<td>Describe additional problems that may result from the original postpartum complication</td>
<td>- Hemorrhage; early and late Thromboembolic disorders</td>
<td></td>
<td>Daily grades from study guide assignment</td>
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<tr>
<td>Describe the medical management of postpartum complications</td>
<td>- Puerperal infection</td>
<td></td>
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<td></td>
<td>- Mastitis</td>
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<td>- Sub-involution of the uterus</td>
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<td></td>
<td>- Disorders of the mood</td>
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<td>THEORY OBJECTIVES</td>
<td>CLINICAL OBJECTIVES</td>
<td>LEARNING ACTIVITIES</td>
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</tr>
<tr>
<td>Define key terms/vocabulary</td>
<td>Describe the nurse’s role for preventative breast care, vaginal exams</td>
<td>Chapter 11 Powerpoint presentation with lecture</td>
<td>Daily grades from study guide</td>
</tr>
<tr>
<td>Explain aspects of preventative health care for women</td>
<td>Discuss the nurses’ role in teaching and caring for the woman with a menstrual disorder</td>
<td>ASSIGNMENTS: Read assigned chapter and complete corresponding chapter in study guide as directed</td>
<td>assignment</td>
</tr>
<tr>
<td>Describe each menstrual disorder and its care</td>
<td>Explain each gynecological infection in terms of cause, transmission, treatment, and care</td>
<td>Locate “lumps” on breast model</td>
<td></td>
</tr>
<tr>
<td>Describe the various methods of birth control, including side effects and contradictions of each method</td>
<td>Explain the medical and nursing care of women who are nearing or have completed menopause</td>
<td>Optional: share personal/clinical experiences related to the childbearing family.</td>
<td></td>
</tr>
<tr>
<td>Describe natural family planning for contraception or infertility management</td>
<td>Discuss the medical and nursing care of women with pelvic floor dysfunction or problems related to benign growths in the reproductive tract.</td>
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<td>Describe possible causes that occur during the perimenopausal period after menopause</td>
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<td>THEORY OBJECTIVES</td>
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<tr>
<td>Define key terms/vocabulary</td>
<td>Demonstrate physical assessment of the newborn including vital signs</td>
<td>Chapter 12 Powerpoint presentation with lecture</td>
<td>Daily grades from study guide assignment</td>
</tr>
<tr>
<td>Describe normal reflexes of the neonate including approximate age of disappearance</td>
<td>Demonstrate care of the umbilical cord stump</td>
<td>ASSIGNMENTS: Read assigned chapter and complete corresponding chapter in study guide as directed</td>
<td>30 question quiz over information in video</td>
</tr>
<tr>
<td>State the four methods of maintaining the body temperature of a newborn</td>
<td>Review methods of managing heat loss</td>
<td>Practice assessment of the normal newborn</td>
<td>EXAM 4 50 Questions Multiple Choice over information from Chapters 10, 11, &amp; 12</td>
</tr>
<tr>
<td>State the cause and appearance of physiological jaundice in the newborn</td>
<td>Discuss acrocyanosis</td>
<td>VIDEO: Physical Assessment of the Neonate</td>
<td></td>
</tr>
<tr>
<td>Define lanugo, vernix caseosa, Mongolian spots, milia, Acrocyanosis, desquamation</td>
<td>Demonstrate use of radiant warmer and isolette</td>
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<tr>
<td>State the methods of preventing infection in newborns</td>
<td>Observe and compare stools of breast-fed and formula fed newborns</td>
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<tr>
<td>THEORY OBJECTIVES</td>
<td>CLINICAL OBJECTIVES</td>
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<tr>
<td>Define key terms/vocabulary</td>
<td>Differentiate between preterm and low-birth weight newborns</td>
<td>Chapter 13 Powerpoint presentation with lecture</td>
<td></td>
</tr>
<tr>
<td>List three causes of preterm birth</td>
<td>Identify goals associated with problems caused by preterm birth</td>
<td>ASSIGNMENTS: Read assigned chapter and complete corresponding chapter in study guide as directed</td>
<td></td>
</tr>
<tr>
<td>Describe problems caused by preterm birth</td>
<td>Describe methods of maintaining thermoregulation</td>
<td>Practice methods of thermoregulation</td>
<td>Daily grades from study guide assignment</td>
</tr>
<tr>
<td>Contrast the techniques for feeding preterm and full term newborns</td>
<td>Discuss ways to help facilitate maternal-infant bonding for a preterm newborn</td>
<td>VIDEO: Gestational Age Assessment</td>
<td>31 question quiz over information in video</td>
</tr>
<tr>
<td>THEORY OBJECTIVES</td>
<td>CLINICAL OBJECTIVES</td>
<td>LEARNING ACTIVITIES</td>
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<tr>
<td>Define key terms/vocabulary</td>
<td>Outline care for hydrocephalus</td>
<td>Chapter 14 Powerpoint presentation with lecture</td>
<td>Daily grades from study guide assignment</td>
</tr>
<tr>
<td>List and define the more common disorders of the newborn period</td>
<td>Discuss prevention of neural tube abnormalities</td>
<td>ASSIGNMENTS: Read assigned chapter and complete corresponding chapter in study guide as directed</td>
<td>EXAM 5 50 Questions Multiple Choice over information from Chapters 13 &amp; 14</td>
</tr>
<tr>
<td>Describe classifications of birth defects</td>
<td>Outline the care of the infant with spina bifida</td>
<td>Discuss experiences (optional) associated with congenital malformation</td>
<td>EXAM 6 (Final) 100 Questions Comprehensive Multiple Choice over all material assigned during course</td>
</tr>
<tr>
<td>Malformations present at birth</td>
<td>Discuss dietary needs of PKU</td>
<td></td>
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<tr>
<td>Metabolic defects</td>
<td>Describe symptoms of ICP, nursing care</td>
<td></td>
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<tr>
<td>Blood disorders</td>
<td>Differentiate between cleft lip and cleft palate</td>
<td></td>
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<tr>
<td>Chromosomal abnormalities</td>
<td>Discuss signs and assessment of hip dislocation</td>
<td></td>
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<tr>
<td>Perinatal damage</td>
<td>Discuss care of an infant with Down Syndrome</td>
<td></td>
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<tr>
<td>Describe home phototherapy</td>
<td>Outline cause and treatment of Erythroblastosis fetalis</td>
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<td></td>
<td>Devise a plan of care for an infant receiving phototherapy</td>
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</table>

FALL, 2011
I. General Course Information
Danna Hysmith, LVN
VNSG 1402
APPLIED NURSING SKILLS
Credit Hours: 4
Main Campus Office: 806-457-4200 ext. 608
Office Hours: Monday-Thursday 8:00a.m to 4:00p.m
Email: dhysmith@fpctx.edu
Pre-requisite: Anatomy & Physiology I & II

Course Description: An introduction to the nursing profession and its responsibilities. Includes legal and ethical issues in nursing practice; an introduction to and application of primary nursing skills. Emphasis on utilization of the nursing process and related scientific principles.

End-of-Course Outcomes: Describe the underlying principles of selected nursing skills and their relationship to client health status; 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.

BASIC INTELLECTUAL COMPETENCIES:
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, to 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.

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.
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

Instructors are encouraged to write behavioral objectives, which can be measured in some manner.

All Frank Phillips College courses work together to meet the following objectives:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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. Understand the origins and the history of nursing to begin the nursing career;
2. Discuss the healthcare delivery system & legal & ethical aspects of nursing;
3. Understand basic human needs for health & wellness;
4. Recognize community health practices & transcultural healthcare;
5. Discuss characteristics of the family & the family structure;
6. Recognize & understand the structure & function of the human body and its organ systems & functions;
7. Understand basic nutrition & transcultural and social aspects of nutrition;
8. Understand client education;
9. Understand & apply techniques for infection control and medical asepsis;
10. Recognize & demonstrate techniques for collecting vital signs;
11. Describe & discuss the purpose of the physical exam & techniques used with each physical assessment skill;
12. Understand & describe fluids, electrolyte, & acid-base balance;
13. Discuss the role that a caring nurse plays in building patient relationships;
14. Understand & discuss spiritual health;
15. Understand & describe health care need of the family;
16. Recognize & discuss principles for caring & responding to loss, death, & grieving;
17. Understanding managing patient care;
18. Describe techniques in activity & exercise;
19. Understand & apply techniques for safety and proper use of body mechanics;
20. Explain the importance of hygiene;
21. Describe & discuss oxygenation;
22. Explain & identify urinary elimination problems & techniques;
23. Explain & identify bowel elimination problems & techniques;
24. Describe mobility & immobility;
25. Describe skin integrity & wound care;
26. Describe & discuss sensory alterations;
27. Recognize different areas of care of a surgical patient.
28. Discuss advancement and leadership in nursing.

IV. Textbook and Other Required Materials

B. Recommended: Hill & Howlett, Successful in Practical/Vocational Nursing, 6th Edition
C. Common Reading: Dances with Wolves

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 individual instructor.
Pop quizzes will be given during any regularly scheduled class.
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 2009-2011 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. 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, or workbook assignments: 25%
Major Exam Grades 50%
Final Exam Grade 25%

Frank Phillips College Vocational Nursing Program Grade Scale:
A – 92-100
B – 83-91
C – 75-82
VIII. Attendance Requirements
As stated in the Vocational Nursing Student Policy Handbook

IX. Scans/Or Core Competencies That Will Be Addressed in the Class
Instructors should delete those competencies that do not apply and number or bullet those that do apply.

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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
- Responsibility
- Self-Esteem
X.  Correlation to Stated Mission Goals of Frank Phillips College
   A. Provide introduction and application of nursing skills with emphasis on the nursing process and scientific principles of nursing;
   B. Provide a classroom setting conducive to learning;
   C. Provide, assist, and promote the use of learning resources in the classroom;
   D. Participate in and contribute to the medical field in which we practice; and
   E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

XI. 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 initial contact, please follow the procedures described in the Frank Phillips College Catalogue on pages 45 and 46. 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.

Danna Hysmith, LVN
VNSG 1402
(806)-457-4200 ext 608
E-mail: dhysmith@fpctx.edu

Office Hours:
I am on campus on Mondays-Thursdays from 8:00am-4:00pm and Fridays 8:30am-11:30am
I. General Course Information

Credit Hours:
Prerequisite and/or Co-requisite:

Course Description: Fundamental principles of Gas Metal Arc Welding (GMAW). Includes setup and safe use of GMAW equipment as well as instruction in various basic weld joints.

Approval Number …………………………………………………48.058 0000

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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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, the following objectives that are specific to Fundamental of Gas Metal Arc (MIG) Welding will be met:

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 Duel Shield wires.
7. Perform FCAW Flux Cored Arc Welding

III. 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
IV. 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.

V. 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 zeros 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

VI. 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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
- Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College
   A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
   B. Provide a classroom setting which is conducive to learning.
   C. Provide, assist, and promote the use of learning resources in the classroom.
   D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
   E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation
   Attendance = 60%
   Exams = 40%

   Grade Scale:
   
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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.
I. General Course Information
Credit Hours: 2  
Prerequisite and/or Co-requisite: None

Course Description: An introduction to oxy-fuel welding and cutting equipment. Includes equipment safety, setup, and maintenance.

Approval Number: 48.0508.0000

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.

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II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
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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 learning outcomes that follow:

**Learning Outcomes.**

1. Develop understanding of hazards associated with oxygen/acetylene equipment and demonstrate it 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.

III. 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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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
VI. 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
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Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:
- Selects Technology
- Applies Technology
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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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
B. Provide a classroom setting which is conducive to learning.
C. Provide, assist, and promote the use of learning resources in the classroom.
D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

NOTE: Safety Exam must be completed to 100% correct prior to lab exercises.
Attendance = 60%
Exams = 40%

Grade Scale:

90-100 = A
80-89 = B
70-79 = C
60-69 = D
Below 60 = F

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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.
I. General Course Information
Credit Hours: 2
Prerequisite and/or Co-requisite: None

Course Description: Fundamental principles of Gas Tungsten Arc Welding (GTAW). Includes setup and safe use of GTAW equipment as well as instruction in flat positions on joint designs.

Approval Number: 48.0508.0000

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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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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

Learning Outcomes.

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).

III. Academic Honesty and Integrity

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IV. 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.

V. **Cell Phones and Other Electronic Devices Procedure:**
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VI. 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
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Systems:
- Understands Systems
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Technology:
- Selects Technology
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Basic Skills:
- Reading
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Personal Qualities:
- Responsibility
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VII. Correlation to Stated Mission Goals of Frank Phillips College
   A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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   C. Provide, assist, and promote the use of learning resources in the classroom.
   D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
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VIII. 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 Catalogue. 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.

IX. Methods of Evaluation

Attendance = 60%
Exams = 40%

**Grade Scale:**

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Attendance Percentage Grade

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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.
I. **General Course Information**  
Credit Hours: 3  
Prerequisite and/or Co-requisite: 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.

Approval Number ................................................................. 48.0508.0000

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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 learning outcomes that follow:

Utilize various welding processes to cut out art shapes and forms and join individual components to fabricate artistic objects.

III. Academic Honesty and Integrity

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**Welding Program Attendance Requirements**

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resolved at the instructor/student level, and learning to communicate your
concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation – Not Applicable

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Exams = 40%

Grade Scale:

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you may use one of the computer lab sites on campus for your class work.
I. General Course Information

Credit Hours: 3
Prerequisite and/or Co-requisite: 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.

Approval Number........................................................................................................................................48.0508.0000

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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 learning outcomes that follow:

   End-of-Course Outcomes
   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. Be able to utilize shortcut methods to simplify Layout & Fabrication process.

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I. General Course Information

Credit Hours: 3
Prerequisite and/or Co-requisite: None

Course Description: A study of ferrous and non-ferrous metals from the ore to the finished product. Emphasis on metal alloys, heat treating, hard surfacing, welding techniques, forging, foundry process and mechanical properties of metal including hardness, weldability, machinability and ductility.

Approval Number........................................................................................................48.0508.0000

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II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

   End-of-Course Outcomes
   1. Examine production techniques for ferrous and non-ferrous metals.
   2. Identify mechanisms used to strengthen metals.
   3. Analyze metal testing methods.
   4. Breakdown metals into grain structure and crystal formation.
   5. Understanding of metallurgical changes resulting from heating and cooling (work with phase change diagrams) during heat treatment.
   6. Discuss metal coatings, claddings and case hardening.
   7. Differentiate ferrous metals from non-ferrous metals.
   8. Distinguish stainless steel from carbon steel.

III. Academic Honesty and Integrity

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Welding Program Attendance Requirements*
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**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**
- Acquires & Evaluates Information
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**Personal Qualities:**
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Self-Management
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VII. Correlation to Stated Mission Goals of Frank Phillips College
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IX. Methods of Evaluation
Attendance = 60%
Exams = 40%

Grade Scale:

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rvF11
I. General Course Information
Credit Hours: 3
Prerequisite and/or Co-requisite: None

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. This course was designed to be repeated multiple times to improve student proficiency.

Approval Number ........................................................................................ 48.0508.0000

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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.

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II. Outcomes/Terminal Outcomes

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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 learning outcomes that follow:

Learning Outcomes
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.

III. Academic Honesty and Integrity

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Information:
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VII. Correlation to Stated Mission Goals of Frank Phillips College
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Frank Phillips College Catalogue. 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.

IX. Methods of Evaluation

Note: Safety Exam must be completed to 100% correct prior to lab exercises.
Grading to be based on difficulty of skill level of tasks outlined at beginning of
enrollment in special topics class. Tasks are to be set forth by instructor and
student outline. Students must complete minimum clock hours in study and lab as

Attendance = 60%
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Grade Scale:

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I. General Course Information

Credit Hours: 4
Prerequisite and/or Co-requisite: None

Course Description: An introduction to shielded metal arc welding process. Emphasis placed on power sources, electrode selection, oxy-fuel cutting, and various joint designs. Instruction provided in SMAW fillet welds in various positions.

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8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

   Learning Outcomes
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 join designs and preparation procedures.
4. Perform SMAW process utilizing most common rod in all positions.

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may use one of the computer lab sites on campus for your class work.
I. General Course Information
Credit Hours: 4
Recommended Prerequisite: WLDG 1457 Intermediate Shield Metal Welding or Industrial Equivalent experience. (See Instructor)

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.

Approval Number.................................................................48.0508.0000

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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, to 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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

Learning Outcomes
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.

III. 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
IV. **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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**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***
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V. **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.

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VI. 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
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Systems:
- Understands Systems
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Technology:
- Selects Technology
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Basic Skills:
- Reading
- Writing
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- Mathematics
- Listening
- Speaking

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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
VII. Correlation to Stated Mission Goals of Frank Phillips College
   A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
   B. Provide a classroom setting which is conducive to learning.
   C. Provide, assist, and promote the use of learning resources in the classroom.
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IX. Methods of Evaluation
   Evaluation Testing and Grade Distribution:
   - Class discussion, verbal exam, familiarization 10 pts
   - Lab exercises/ Pipe Prep/Set up 10 pts
   - Lab exercise 2G Pipe Weld 20 pts
   - Lab exercise 5G Pipe Weld Uphill Root 20 pts
   - Lab exercise 5G Pipe Weld Downhill Root 20 pts
   - Final Exam Bend Test 20 pts

   Total Points Possible 100

   Attendance = 60%
   Exams = 40%

   Grade Scale:

<table>
<thead>
<tr>
<th>Grade</th>
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<tr>
<td>90 - 100 = A</td>
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   Attendance Percentage  Grade
   |            |     |
   | 90 – 100   | 100 |
   | 80 – 90    |  90 |
   | 70– 80     |  80 |
   | 60 – 70    |  70 |
   | 0 – 60     |  50 |

rvF11
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I. General Course Information

Credit Hours: 4
Recommended Prerequisite: WLDG 1428 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.

Approval Number........................................................................................................48.0508.0000

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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 learning outcomes that follow:

Learning Outcomes
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

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Basic Skills:
Reading
Writing
Arithmetic
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Speaking

Thinking Skills:
Creative Thinking
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Personal Qualities:
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Self-Esteem
Sociability
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   Phillips College Catalogue. 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.

IX. 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

   Attendance = 60%
   Exams = 40%

   Grade Scale:

   90 - 100   = A
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   Attendance Percentage   Grade
   90 – 100    = 100
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I. General Course Information

Credit Hours: 4
Recommended Prerequisite: WLDG 1204 Fundamentals of Oxy-Fuel Welding

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.

Approval Number..............................................................................................48.0508.0000

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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 learning outcomes that follow:

Learning Outcomes
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.

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may use one of the computer lab sites on campus for your class work.
I. General Course Information

Credit Hours: 4
Recommended Prerequisite: WLDG 1457, 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.

Approval Number........................................................................................................48.0508.0000

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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.
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II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

   Learning Outcomes
   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.

III. Academic Honesty and Integrity

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VI. 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

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Negotiates to Arrive at a Decision
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Systems:
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Technology:
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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

Personal Qualities:
Responsibility
Self-Esteem
Sociability
VII. Correlation to Stated Mission Goals of Frank Phillips College
   A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
   B. Provide a classroom setting which is conducive to learning.
   C. Provide, assist, and promote the use of learning resources in the classroom.
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IX. Methods of Evaluation

   **Evaluation Testing and Grade Distribution:**
   
<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Discussion</td>
<td>10</td>
</tr>
<tr>
<td>Visual Welding Exam</td>
<td>10</td>
</tr>
<tr>
<td>Lab Exercise Repairs</td>
<td>20</td>
</tr>
<tr>
<td>Lab Exercise Chrome Weld</td>
<td>20</td>
</tr>
<tr>
<td>Lab Exercise Nickle Weld</td>
<td>20</td>
</tr>
<tr>
<td>Lab Exercise Stainless Weld</td>
<td>20</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>100</td>
</tr>
</tbody>
</table>

Attendance = 60%
Exams = 40%

**Grade Scale:**

- 90 - 100 = A
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<table>
<thead>
<tr>
<th>Attendance Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100</td>
<td>100</td>
</tr>
<tr>
<td>80 – 90</td>
<td>90</td>
</tr>
<tr>
<td>70 – 80</td>
<td>80</td>
</tr>
<tr>
<td>60 – 70</td>
<td>70</td>
</tr>
<tr>
<td>0 – 60</td>
<td>50</td>
</tr>
</tbody>
</table>
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.
I. General Course Information
Credit Hours: 4
Prerequisite: WLDG 1202 Fundamentals of Gas Metal Arc Welding (GMAW)

Course Description: Advanced topics in Gas Metal Arc Welding (GMAW). Includes welding in various positions and directions.

 Approval Number...............................................................48.0508.0000

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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 learning outcomes that follow:

Learning Outcomes
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.

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- Resources:
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- Information:
  - Acquires & Evaluates Information
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- Interpersonal:
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- Systems:
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- Technology:
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- Basic Skills:
  - Reading
  - Writing
  - Arithmetic
  - Mathematics
  - Listening
  - Speaking

- Thinking Skills:
  - Creative Thinking
  - Decision Making
  - Problem Solving
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- Personal Qualities:
  - Responsibility
  - Self-Esteem
  - Sociability
VII. Correlation to Stated Mission Goals of Frank Phillips College

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IX. Methods of Evaluation

Evaluation Testing and Grade Distribution:

<table>
<thead>
<tr>
<th>Lab 1</th>
<th>Equipment Setup</th>
<th>20 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab 2</td>
<td>Weld Fillet weld</td>
<td>20 points</td>
</tr>
<tr>
<td>Lab 3</td>
<td>Weld V-groove weld</td>
<td>20 points</td>
</tr>
<tr>
<td>Lab 4</td>
<td>Perform proper maintenance of welder</td>
<td>20 points</td>
</tr>
<tr>
<td>Lab 5</td>
<td>Properly clean and secure work area</td>
<td>20 points</td>
</tr>
</tbody>
</table>

Attendance = 60%
Exams = 40%

Grade Scale:

| 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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I. General Course Information
   Credit Hours: 4
   Recommended Prerequisite: WLDG 1206

   Course Description: Advanced topics in GTAW welding, including welding in various positions and directions.

   Approval Number: 48.0508.0000

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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 learning outcomes that follow:

   Learning Outcomes
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.

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IX. 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

Attendance = 60%
Exams = 40%

Grade Scale:

90 - 100 = A
80 - 89 = B
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60 - 69 = D
Below 60 = F

Attendance Percentage Grade
90 – 100 = 100
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WLDG 2452 Advanced Flux Core Arc Welding
Frank Phillips College

I. General Course Information
Credit Hours: 4
Prerequisite: WLDG 1202 Fundamentals of Gas Metal Arc Welding (GMAW)

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.

Approval Number.................................................................48.0508.0000

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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. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or 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 aspects 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 learning outcomes that follow:

Learning Outcomes
   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.

III. 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
IV. 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.

V. 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 zeros 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

VI. 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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty
VII. Correlation to Stated Mission Goals of Frank Phillips College
   A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
   B. Provide a classroom setting which is conducive to learning.
   C. Provide, assist, and promote the use of learning resources in the classroom.
   D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
   E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. 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 Catalogue. 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.

IX. 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

   Attendance = 60%
   Exams = 40%

   Grade Scale:
   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

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.
I. General Course Information

Credit Hours: 4
Recommended Prerequisite: WLDG 1435

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.

Approval Number...........................................................................................................48.0508.0000

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, to 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.
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All Frank Phillips College courses work together to meet the following learning outcomes:

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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 learning outcomes that follow:

Learning Outcomes
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).

III. Academic Honesty and Integrity

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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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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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
- Responsibility
VII. Correlation to Stated Mission Goals of Frank Phillips College

A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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IX. Methods of Evaluation

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Attendance = 60%
Exams = 40%

Grade Scale:

- 90 - 100 = A
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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.
I. **General Course Information**

Credit Hours: 4  
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.

Approval Number........................................................................................................48.0508.0000

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II. Outcomes/Terminal Outcomes

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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 learning outcomes that follow:

Learning Outcomes
1. To provide experience and on the job training through a cooperative agreement with a Welding, construction, or fabrication employer.
2. To 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.

III. Academic Honesty and Integrity

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IV. **Class Attendance***
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**Welding Program Attendance Requirements***
This is a cooperative working agreement between the employee and the employer. Students will be expected to attend work subject to the employer’s policy. It is the responsibility of the student to notify the employer and instructor concerning any absence and to make up any work that may have been associated with the absence. Excessive absenteeism could lead to termination from the job. 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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Personal Qualities:
Responsibility
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VII. Correlation to Stated Mission Goals of Frank Phillips College
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IX. 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
86 – 100 = 40
72 – 85 = 30
65 – 71 = 20
51 – 64 = 10
0 – 50 = 0

Grade Scale:
90 - 100 = A
80 - 89 = B
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WLDG 2506 – Intermediate Pipe Welding  
Frank Phillips College

I. General Course Information

Credit Hours: 5  
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.

Approval Number: 48.0508.0000

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

Learning Outcomes
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.

III. 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
IV. **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.

V. **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 zeros 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

VI. 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

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

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

Personal Qualities:
- Responsibility
VII. Correlation to Stated Mission Goals of Frank Phillips College
   A. Provide general college academic courses for students who plan to enter
      senior colleges and universities with junior standing.
   B. Provide a classroom setting which is conducive to learning.
   C. Provide, assist, and promote the use of learning resources in the classroom.
   D. Provide an opportunity to participate in and contribute to the democratic
      society in which we live.
   E. Acquire skills, facts, values, and attitudes necessary to function and
      contribute to our society.

VIII. 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 Catalogue. 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.

IX. 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

   Attendance = 60%
   Exams = 40%

   Grade Scale:
   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
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.