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**Frank Phillips College**  
**Vocational Nursing Program**  
**VNSG 1227 – Essentials of Medication Administration**  
**FALL 2012**

**I. General Course Information**

**Course Number:** VNSG 1227

**Course Name:** ESSENTIALS OF MEDICATION ADMINISTRATION

**Credit Hours:** 2

**Instructor:** Candi Stribling RN, BSN

Work Phone: 806-457-4200, ext. 830

E-Mail: [cstribling@fpctx.edu](mailto:cstribling@fpctx.edu)

**Office Hours:** Monday, Wednesday, and Friday 0900-1500

Text and Required Materials: *The Nurse, The Math, The Meds*; Mulholland

**II. Course Description:**

This course includes various systems of measurement. Fundamentals of medication administration as well as their diagnostic, therapeutic, and curative effects as it applies to the administration of the drug will be included. This course includes nursing interventions, utilizing the nursing process related to medication administration. General principles of medication administration including determination of dosage, preparation, safe administration and documentation are included in the course content.

**III. 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. 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.

#### **IV. Differentiated Entry Level Competencies (DEL C)**

##### **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 the 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.

3. Implement plan of care within legal and ethical parameters including scope of education, in collaboration with the client and interdisciplinary health care team to assist client in meeting health care needs.

Expected Outcomes:

1. Become aware of common health practices and behaviors of clients related to developmental level, gender, cultures, belief systems, and the environment.
2. Develop methods of therapeutic communication.

3. Identify the basic physiological and psychosocial (spiritual, cultural, gender, developmental level, financial) aspects of nursing interventions.
  4. Recognize basic rights and responsibilities of clients related to health care.
  5. Recognize the fundamental principles and factors that contribute to the maintenance or restoration of health.
  6. Develop understanding of properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents.
  7. Understand the principles of safety.
  8. Identify coping mechanisms for managing stress.
  9. Identify resources available for crisis management
  10. Become familiar with the code of vocational nurse ethics, which will impact the practice of vocational nursing and health care.
  11. Become familiar with the legal parameters of vocational nursing practice.
  12. Become familiar with the available resources within the employment setting.
  13. Understand the key federal and state statutes and institutional policies regarding patient confidentiality.
  14. Become competent in performing nursing skills/procedures.
4. Implement teaching plan for client with common health problems and well-defined learning needs.  
Expected Outcomes:
    1. Identify how developmental stages may affect learning by the client.
    2. Identify situational variables, which may affect learning by the client (i.e. stress, pain, and fear).
    3. Develop teaching techniques, which will enhance and facilitate client teaching
    4. Identify methods to evaluate the client's level of learning.
    5. Determine "Links between healthy lifestyles, prevention, and cost of healthcare."
  5. Assist in the evaluation of the client's responses and outcomes to therapeutic interventions  
Expected Outcomes:
    1. Recognize common methods for measuring client health-goal attainment.
    2. Utilize basic tools for evaluating the effectiveness of specific nursing interventions.
  6. Provide direct basic care to assigned multiple clients in structured settings.  
Expected Outcomes:
    1. Become aware of institutional policies and procedures for delivery of nursing care.
    2. Become aware of the basic characteristics, trends, and issues of the health care delivery system.
    3. Recognize the basis for determining nursing care priorities in client care.
    4. Become aware of the scope of responsibility and accountability as it relates to supervision, and - collaboration.
    5. Utilize the channels of communication for decision-making processes within the work setting.
  7. Use the problem solving approach as the basis for decision making in practice.  
Expected Outcomes:
    1. Utilize a systematic problem solving process.
    2. Develop an understanding of the need for establishing priorities.
    3. Utilize work-setting resources available to assist in decision-making.
    4. Understand the ways that nursing research can improve client care.

#### **ROLE: COORDINATOR OF CARE**

1. Assist in the coordination of human and material resources for the provision of care for assigned clients  
Expected Outcome:
  1. Utilize basic principles of organizing resources necessary to provide quality care.
  2. Develop principles of problem solving, data collection, and basic time management skills
  3. Recognize the functions of team members.
  4. Recognize the cultural differences of clients.



2. Collaborate with clients and the interdisciplinary health care team to provide direct care to assigned individual clients.  
Expected Outcome:
  1. Recognize the basic structure and function of the health care delivery system.
  2. Develop an understanding of the need for effective communication techniques.
  3. Develop an understanding of the roles of all levels of nursing and other health care professionals.
  4. Understand the need for client advocacy and consumer rights and responsibilities.
3. Participate in the identification of clients needs for referral to resources that facilitate continuity of care.  
Expected Outcome:
  1. Become aware of institutional and community resources.
  2. Become aware of the roles of family dynamics and significant others support to individual client.
4. Participate in activities, which support the organizational framework of structured health care settings.  
Expected Outcome:
  1. Understand the organizational mission, vision, and values as a framework for care.
  2. Demonstrate awareness of lines of authority and accountability within structured health care settings.
  3. Recognize methods for promoting safety in the work environment.
  4. Identify the role of the VN in risk management,
  5. Identify the role of the VN in implementing established cost containment measures

**ROLE: MEMBER OF A PROFESSION:**

1. Demonstrate accountability for own nursing care.  
Expected Outcome:
  1. Become familiar with the code of ethics for the LVN.
  2. Recognize the standards of vocational nursing education.
  3. Become aware of legalities of VN practice.
  4. Recognize issues affecting the role of the VN and the delivery of care.
  5. Understand available sources of continuing education and professional development.
  6. Develop a self-evaluation process.
  7. Develop an understanding of work setting policies and procedures.
  8. Recognize professional boundaries.
2. Participate as an advocate in activities that focus on improving the health care of clients.  
Expected Outcome:
  1. Recognize the rights and responsibilities of clients regarding health care, including self-determination.
  2. Recognize the individual's responsibility for quality of nursing care.
  3. Understand the individual nurse's role in the quality improvement/quality assurance process.
  4. Recognize the responsibility for reporting to licensing and public protective agencies.
3. Demonstrate behaviors that promote the development and practice of vocational nursing.  
Expected Outcome:
  1. Become aware of the historical evolution of nursing practice.
  2. Become aware of the issues affecting the development and practice of vocational nursing, including multistate licensing.
  3. Become familiar with the role of major vocational nursing organizations, regulatory agencies, and health care organizations.
  4. Recognize the factors affecting the public image of nursing.
  5. Recognize the distinctions between LVN and RN roles.

## **V. 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. Recognize 3 systems of measurement used by healthcare professionals
2. Recognize common units of weight and volume in the metric, apothecary, and household system
3. Understand factors that affect dosage
4. Discuss types of medication dose
5. Discuss effects of medications
6. Discuss medication interactions
7. Understand adverse medication reactions
8. Understand actions necessary before preparing and administering medications
9. Interpret abbreviations and schedules in medication orders
10. Understand routes for administration of medication
11. Explain nursing responsibility for verifying and clarifying a medication order
12. Discuss different forms of oral medication
13. Understand topical administration of medications
14. Understand and discuss different types of injections and sites to be given
15. Recognize the accountability, responsibilities, and limitations of nursing practice in basic IV therapy
16. Demonstrate proper aseptic technique and relate concepts used in IV therapy for effective infection control for both nurse and client
17. Identify, manage, and prevent complications related to IV therapy
18. Calculate IV flow rates. Understand the use of flow rate devices and rationales for controlling rates
19. Properly select, assemble, and operate the equipment needed for IV therapy
20. Demonstrate successful venipuncture procedure using aseptic technique
21. Be familiar with principles and techniques of pediatric IV therapy
22. Demonstrate accurate documentation of IV therapy

## **VI. Textbook and Other Required Materials**

- A. Daniels and Smith, *Clinical Calculations, A Unified Approach 5<sup>th</sup> edition*, Delmar Publishers

## **VII. Classroom Policy and Instructor Expectations**

If you are absent on a day an exam is given, you must contact me for an appointment to make up the exam. There will be a 5 point deduction from your exam grade for each day that passes after an exam is initially given. It is your responsibility to get with me regarding any information/assignment that you missed during an absence.  
Additional assignments may be given at any time during the course.

Pop quizzes will 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.  
All FPC & FPC Vocational Nursing policies as stated in student handbooks are applicable to 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 2010-2011 Catalog.

Instructor/Student Conferences are available for special needs upon request.

**VIII. Additional/Supplemental References**

Available Student Library Materials related to the field of Nursing.

**IX. Methods of Evaluation**

At the end of the course, following the administration of the final exam the grade will be obtained as follows.

Daily Grades	20%
Major Exam Grades/Common Reader	50%
Final Exam Grade	25%
Hesi	5%

**\*\***In addition to scheduled homework an addition homework assignment will be offered for an extra 1 point towards final grade for each assignment if completed and on time.

Note: Daily grades may be pop-quizzes, article summaries, or any other assignment deemed fit to enhance your understanding, education, and respect of administering drugs.

\*If you miss a class period in which a daily grade is collected, you will automatically receive a grade "0" for that day. It is imperative you attend class regularly in order to grasp mathematical concepts, and adhere to the rules of attendance according to the Frank Phillips College Vocational Nursing Handbook and Guidelines.

**X. Attendance Requirements**

As stated in the Vocational Nursing Student Policy Handbook

**XI. 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

**XII. Correlation to Stated Mission Goals of Frank Phillips College**

- A. Provide introduction and application of medication mathematics and administration 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.

**FRANK PHILLIPS COLLEGE**

**Pharmacology**

**VNSG 1231**

**Fall 2012**

**I. General Course Information**

**Course Title:** Pharmacology

**Course Number:** VNSG 1231

**Credit Hours:** 2

**Instructor** Candi Stribling RN, BSN

Work Phone: FPC 806-457-4200 ext 830

E-Mail: [cstribling@fpctx.edu](mailto:cstribling@fpctx.edu)

**Office Hours: Monday, Wednesday, and Friday 0900-1500**

**Course Description:**

The course provides the student with knowledge and fundamentals related to classes of medications and their diagnostic, therapeutic, and curative effects on the human body. Includes nursing interventions utilizing the nursing process.

**End-of-Course Outcomes:**

Identify properties, effects, and principles of pharmacotherapeutic agents; and list common nursing interventions associated with the various pharmacotherapeutic agents.

Text and Required Materials:

Understanding Pharmacology; Workman/LaCharity/Kruchko

Recommended text: Nursing 2012 Drug Handbook Lippincott/Williams/Wilkins

**I. 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. Ore-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

## **II. Differentiated Entry Level Competencies (DELC)**

### **ROLE: PROVIDER OF CARE**

1. Assist in determining the health status and health needs of clients on interpretation of health-related data and preventative health practices in collaboration with clients, their families, and other members of the immediate health care team.

Expected Outcomes:

1. Identify four steps in a systemic process (i.e. nursing process), which include assessment, planning, implementation, and evaluation.
2. Become familiar with the basic components of nursing diagnosis (e.g. North American Nursing Diagnosis Association)
3. Use structured data collection tools and techniques of assessment of clients inclusive of interviewing.
4. Recognize the characteristics, concepts, and processes related to clients, including gross anatomy; basic psychology; psychosocial growth and development; gross psychopathology; ethical reasoning; and major cultural and spiritual beliefs and practices related to health, illness, birth, death, and dying.
5. Recognize the basic characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventative health practices.
6. Develop an understanding of common medical diagnoses, drug and other therapies and treatments.

2. Assist the formulation of goals/outcomes and a plan of care in collaboration with the client, their families, and interdisciplinary health care team members.

Expected Outcomes:

1. Develop an understanding of the dynamics of the nurse client relationship.
  2. Recognize written, verbal, and non-verbal modes of communication including information technologies.
  3. Become aware of the fundamental principles of disease prevention, promotion of health and wellness, and the restoration of health.
  4. Develop basic intervention skills designed to support the client and family during the various life stages, including death and dying.
  5. Recognize the relationship between the nursing plan of care, the plan of care of other health care professionals, and the therapeutic regimen.
  6. Develop criteria for setting priorities in planning and evaluating care for the client.
  7. Understand the steps and procedures of discharge planning.
3. Implement plan of care within legal and ethical parameters including scope of education, in collaboration with the client and interdisciplinary health care team to assist client in meeting health care needs.

Expected Outcomes:

1. Become aware of common health practices and behaviors of clients related to developmental level, gender, cultures, belief systems, and the environment.
  2. Develop methods of therapeutic communication.
  3. Identify the basic physiological and psychosocial (spiritual, cultural, gender, developmental level, financial) aspects of nursing interventions.
  4. Recognize basic rights and responsibilities of clients related to health care.
  5. Recognize the fundamental principles and factors that contribute to the maintenance or restoration of health.
  6. Develop understanding of properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents.
  7. Understand the principles of safety.
  8. Identify coping mechanisms for managing stress.
  9. Identify resources available for crisis management
  10. Become familiar with the code of vocational nurse ethics, which will impact the practice of vocational nursing and health care.
  11. Become familiar with the legal parameters of vocational nursing practice.
  12. Become familiar with the available resources within the employment setting.
  13. Understand the key federal and state statutes and institutional policies regarding patient confidentiality.
  14. Become competent in performing nursing skills/procedures.
4. Implement teaching plan for client with common health problems and well-defined learning needs.

Expected Outcomes:

1. Identify how developmental stages may affect learning by the client.
  2. Identify situational variables, which may affect learning by the client (i.e. stress, pain, and fear).
  3. Develop teaching techniques, which will enhance and facilitate client teaching
  4. Identify methods to evaluate the client's level of learning.
  5. Determine "Links between healthy lifestyles, prevention, and cost of healthcare."
5. Assist in the evaluation of the client's responses and outcomes to therapeutic interventions

Expected Outcomes:

1. Recognize common methods for measuring client health-goal attainment.
  2. Utilize basic tools for evaluating the effectiveness of specific nursing interventions.
6. Provide direct basic care to assign multiple clients in structured settings.

Expected Outcomes:

1. Become aware of institutional policies and procedures for delivery of nursing care.
  2. Become aware of the basic characteristics, trends, and issues of the health care delivery system.
  3. Recognize the basis for determining nursing care priorities in client care.
  4. Become aware of the scope of responsibility and accountability as it relates to supervision, and - collaboration.
  5. Utilize the channels of communication for decision-making processes within the work setting.
7. Use the problem solving approach as the basis for decision making in practice.

Expected Outcomes:

1. Utilize a systematic problem solving process.
2. Develop an understanding of the need for establishing priorities.
3. Utilize work-setting resources available to assist in decision-making.
4. Understand the ways that nursing research can improve client care.

## **ROLE: COORDINATOR OF CARE**

1. Assist in the coordination of human and material resources for the provision of care for assigned clients

Expected Outcome:

1. Utilize basic principles of organizing resources necessary to provide quality care.
2. Develop principles of problem solving, data collection, and basic time management skills



3. Recognize the functions of team members.
  4. Recognize the cultural differences of clients.
2. Collaborate with clients and the interdisciplinary health care team to provide direct care to assigned individual clients.

Expected Outcome:

1. Recognize the basic structure and function of the health care delivery system.
  2. Develop an understanding of the need for effective communication techniques.
  3. Develop an understanding of the roles of all levels of nursing and other health care professionals.
  4. Understand the need for client advocacy and consumer rights and responsibilities.
3. Participate in the identification of clients needs for referral to resources that facilitate continuity of care.

Expected Outcome:

1. Become aware of institutional and community resources.
  2. Become aware of the roles of family dynamics and significant others support to individual client.
4. Participate in activities, which support the organizational framework of structured health care settings.

Expected Outcome:

1. Understand the organizational mission, vision, and values as a framework for care.
  2. Demonstrate awareness of lines of authority and accountability within structured health care settings.
  3. Recognize methods for promoting safety in the work environment.
  4. Identify the role of the VN in risk management,
  5. Identify the role of the VN in implementing established cost containment measures

### **ROLE: MEMBER OF A PROFESSION:**

1. Demonstrate accountability for own nursing care.

Expected Outcome:

1. Become familiar with the code of ethics for the LVN.
  2. Recognize the standards of vocational nursing education.
  3. Become aware of legalities of VN practice.
  4. Recognize issues affecting the role of the VN and the delivery of care.
  5. Understand available sources of continuing education and professional development.
  6. Develop a self-evaluation process.

7. Develop an understanding of work setting policies and procedures.
  8. Recognize professional boundaries.
2. Participate as an advocate in activities that focus on improving the health care of clients.

Expected Outcome:

1. Recognize the rights and responsibilities of clients regarding health care, including self-determination.
  2. Recognize the individual's responsibility for quality of nursing care.
  3. Understand the individual nurse's role in the quality improvement/quality assurance process.
  4. Recognize the responsibility for reporting to licensing and public protective agencies.
3. Demonstrate behaviors that promote the development and practice of vocational nursing.

Expected Outcome:

1. Become aware of the historical evolution of nursing practice.
  2. Become aware of the issues affecting the development and practice of vocational nursing, including multistate licensing.
  3. Become familiar with the role of major vocational nursing organizations, regulatory agencies, and health care organizations.
  4. Recognize the factors affecting the public image of nursing.
  5. Recognize the distinctions between LVN and RN roles.

### **III. Objectives/Terminal Objectives**

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

1. Establish broad and multiple perspectives 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. Recognize an allergic reaction and the treatment of anaphylactic shock
2. Describe antibiotic classifications and common uses of antibiotics, as well as their effect on microorganisms
3. Describe how microorganisms are identified and antibiotics are selected
4. Describe numerous classifications of drugs and their use
5. Discuss uses for vitamins and minerals and different types of vitamins and minerals
7. Differentiate between the different types of immunity
6. Discuss immunizations for specific diseases and how they are administered
7. Understand side effects of numerous drugs
8. Assess cardiovascular status and implications of use of medications used to treat patients with cardiovascular disease
9. Discuss and exhibit critical thinking and nursing judgment;
10. Demonstrate nursing assessment of patient before, during and after medication administration
11. Understand and demonstrate nursing diagnosis related to medication regimen and precautions
12. Explain and demonstrate planning for nursing care after administering medications
13. Understand implementing nursing care for medications administered
14. Recognize and demonstrate practices of evaluation

#### **IV. Classroom Policy and Instructor Expectations**

Additional assignments may be given at any time during the course.

Major exams will be given as stated on the course schedule.

A final exam will be given at the conclusion of this course.

Changes may be made to schedule/syllabus at the Instructor's discretion to enhance the learning experience of the student.

**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 2010-2011 Catalog.

Instructor/Student Conferences are available for special needs upon request.

#### **V. Additional/Supplemental References**

Drug guide as listed in recommended textbooks: Web activity assignments

#### **VI. Methods of Evaluation**

At the end of the course, following the administration of the final exam the grade will be obtained as follows.

Assignments	20%
Major Exam Grades	50%
Final Exam Grade	25%
Hesi	5%

## **VII. Attendance Requirements**

As stated in the Vocational Nursing Student Policy Handbook

## **VII. 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

**IX. Correlation to Stated Mission Goals of Frank Phillips College**

- A. Provide knowledge and understanding of numerous drugs. Including, but not limited to, classifications, use, adverse and side effects of, administration of, etc.
- B. Provide an internet-based course that is user friendly.
- 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.

# **AGAH 2313 — Principles of Feed & Feeding**

## **Frank Phillips College**

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### **General Course Information**

Credit Hours: 3

### **Prerequisite**

N/A

### **Course Description**

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

THECB Approval Number .....26.0707.0000

### **Learning Outcomes**

Upon successful completion of this course, students will:

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

### **Methods of Evaluation**

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

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

### **Academic Honesty and Integrity**

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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

### **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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### **Cell Phones and Other Electronic Devices Procedure:**

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Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

### **Grievance Policy**

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

#### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

#### **Information:**

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

#### **Interpersonal:**

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

#### **Thinking Skills:**

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

#### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

#### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

#### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

#### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty



# AGCR 1407 — Range Management

## Frank Phillips College

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### General Course Information

Credit Hours: 4

### Prerequisite

N/A

### 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.

THECB Approval Number .....01.1106.0000

### Learning Outcomes

Upon successful completion of this course, students will:

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.
9. Describe differing grazing systems and their effectiveness.
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.

### Methods of Evaluation

Category	Percentage
Assignments	40%
Exams	60%
Total	100%

### Academic Honesty and Integrity

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

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- Administrative withdrawal from the course
- Academic suspension

### **Class Attendance**

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Perryton: (806) 648-1450

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

#### **Resources:**

Allocates Time

Allocates Money

Allocates Material & Facility Resources

#### **Information:**

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

#### **Interpersonal:**

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

#### **Thinking Skills:**

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

#### **Technology:**

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

#### **Systems:**

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

#### **Basic Skills:**

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

#### **Personal Qualities:**

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

# AGRI 1121 — Livestock Judging

## Frank Phillips College

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### General Course Information

Credit Hours: 1

### Prerequisite

AGRI 2321 with a grade of C or better.

### Course Description

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

THECB Approval Number .....01.0901.52.01

### Learning Outcomes

Upon successful completion of this course, students will:

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

### Methods of Evaluation

Category	Percentage
Assignments	40%
Exams	60%
Total	100%

### Academic Honesty and Integrity

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 Perryton: (806) 648-1450

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

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

**Interpersonal:**

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

**Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

**Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

**Information:**

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

**Thinking Skills:**

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

**Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

**Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# **AGRI 1131 — The Agricultural Industry**

## **Frank Phillips College**

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### **General Course Information**

Credit Hours: 1

### **Prerequisite**

N/A

### **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.

THECB Approval Number .....01.0103.52.01

### **Learning Outcomes**

Upon successful completion of this course, students will:

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.

### **Methods of Evaluation**

Category	Percentage
Assignments	70%
Exams	30%
Total	100%

### **Academic Honesty and Integrity**

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- Administrative withdrawal from the course
- Academic suspension

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## **Grievance Policy**

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## **Important Information**

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

### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# **AGRI 1329 – Principles of Food Science**

## **Frank Phillips College**

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### **General Course Information**

Credit Hours: 3

### **Prerequisite**

N/A

### **Course Description**

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

THECB Approval Number .....01.1001.51.01

### **Learning Outcomes**

Upon successful completion of this course, students will:

1. Discuss 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.

### **Methods of Evaluation**

Category	Percentage
Assignments	30%
Exams	70%
Total	100%

### **Academic Honesty and Integrity**

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- A semester grade of F for the course

- Administrative withdrawal from the course
- Academic suspension

### **Class Attendance**

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

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

**Interpersonal:**

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

**Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

**Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

**Information:**

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

**Thinking Skills:**

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

**Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

**Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# **AGRI 1419 – Introductory Animal Science**

## **Frank Phillips College**

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### **General Course Information**

Credit Hours: 4

### **Prerequisite**

N/A

### **Course Description**

Scientific animal agriculture. An introductory course to the importance of livestock and meat industries. Selection, reproduction, nutrition, management, and marketing of beef cattle, swine, sheep, goats, and horses.

THECB Approval Number .....01.0901.51.01

### **Learning Outcomes**

Upon successful completion of this course, students will:

1. Identify major production phases, major production areas, economic impact, and future trends in the beef cattle, dairy cattle, sheep and goats, horse, swine, and poultry industries.
2. Define terms associated with the animal science industry.
3. Identify consumption trends, products and by-products of the red meat, milk, poultry, wool, and mohair industries.
4. Identify male and female organs of reproduction and describe their functions.
5. 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. Demonstrate proper care and management techniques for various species of livestock.
13. Recognize and prescribe treatment for common diseases of livestock.

## Methods of Evaluation

Category	Percentage
Assignments	40%
Exams	60%
Total	100%

### Academic Honesty and Integrity

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### Class Attendance

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

### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty



# **AGRI 2317 – Introduction Agriculture Economics**

## **Frank Phillips College**

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### **General Course Information**

Credit Hours: 3

### **Prerequisite**

N/A

### **Course Description**

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

THECB Approval Number .....01.0103.51.01

### **Learning Outcomes**

Upon successful completion of this course, students will:

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

## Methods of Evaluation

Category	Percentage
Assignments	40%
Exams	60%
Total	100%

### Academic Honesty and Integrity

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- Academic suspension

### Class Attendance

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

### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# AGRI 2321 — Livestock Evaluation I

## Frank Phillips College

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### General Course Information

Credit Hours: 3

### Prerequisite

N/A

### Course Description

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

THECB Approval Number .....01.0901.52.01

### Learning Outcomes

Upon successful completion of this course, students will:

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

### Methods of Evaluation

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

Category	Percentage
Assignments	40%
Exams	60%
Total	100%
Grading System	Grade
90% to 100%	A
80% to 89%	B
70 to 79%	C
60 to 69%	D
59% and Below	F

### **Academic Honesty and Integrity**

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

#### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

#### **Information:**

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

#### **Interpersonal:**

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

#### **Thinking Skills:**

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

#### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

#### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

#### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

#### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

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# ANTH 2351 — Cultural Anthropology

## Frank Phillips College

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### General Course Information

Credit Hours: 3

General Education Core Curriculum Course

### Prerequisite

Passage of or exemption from the Reading Section of a TSI approved test or completion of 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.

THECB Approval Number .....45.0201.53 25

### Statement of Purpose

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

### Core Objectives Required for Language, Philosophy & Culture Courses

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

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

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

## Learning Outcomes

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

1. Understand the field of anthropology, focusing on Cultural Anthropology.
2. Explore human cultural adaptation systems.
3. Investigate human diasporas, focusing on genocide, refugees, and human trafficking.
4. Explore human cultural diversity and similarities with a focus on cultural competency.
5. Question the human response to cultural change.

## Methods of Evaluation

Category	Percentage
Teamwork - Public Awareness	20%
Communication - Self-Ethnography and Writing Matters Essay	20%
Personal Responsibility - Culture Research	20%
Quizzes	20%
Final	20%
Total	100%

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### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
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Acquires & Evaluates Information  
Organizes & Maintains Information  
Uses Computers to Process Information

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

**BCIS 1405 — Business Computer Applications**  
**(Advanced Microcomputer Applications)**  
**Frank Phillips College**

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**General Course Information**

Credit Hours: 4

**Prerequisite**

N/A

**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 or 2010, Word, Excel, Access, and PowerPoint.

THECB Approval Number .....11.0202.54.04

**Learning Outcomes**

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

1. Apply proficiency using PCs.
2. Apply proficiency using Word.
3. Apply proficiency using Excel.
4. Apply proficiency using Access.
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.

**Methods of Evaluation**

**\*See instructor's online syllabus regarding additional requirements and procedures.**

Grades to be determined in accordance with the following:

Category	Percentage
Projects	50%
Participation/Attendance	20%
Assignments	30%
Total	100%
Grade Points	Grade
90-100	A
80-89	B
70-79	C
60-69	D
59 and lower	F

Discussion forum questions fall into the Participation/Attendance 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.

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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

### **Class Attendance\***

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

\*Students in the 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.

### **Cell Phones and Other Electronic Devices Procedure:**

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

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

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

### **Grievance Policy**

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.

### **Important Information**

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

### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty



# BIOL 1322 — Nutrition and Diet Therapy I

## Frank Phillips College

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### General Course Information

Credit Hours: 3

### Prerequisite

N/A

### Course Description

Study of the chemical, physical, and sensory properties of food; nutritional quality; and food use and diet applications. Topics emphasized are the basic principles of nutrition in health and disease. The modern concept of an adequate diet as it pertains to the nutritional needs of the individual.

THECB Approval Number .....19.0501.51.09

### Statement of Purpose

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

### Core Objectives Required for Life and Physical Sciences Courses

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

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

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

## Learning Outcomes

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

1. Master vocabulary and concepts for nutrition as shown by proper usage in writing assignments and oral discussions/presentations, as well as correctly answer test items,
2. Identify parts of a nutritional assessment; evaluate nutritional status in examples (clinical cases, diet analyses, chart, testing),
3. Delineate differing nutritional needs of different groups of people (testing, diet analyses),
4. Demonstrate an understanding of general human anatomy and physiology as it relates to ingestion, digestion, absorption, transportation & utilization of nutrients (quizzes, tests), and
5. Discuss the personal significance of a healthy diet (diet analyses, tests, discussions).

## Methods of Evaluation

Category	Percentage
Assignments & Quizzes	40%
Exams – 2 regular exams and a final exam	60%
Total	100%

**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.

## 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

## Class Attendance

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

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

### **Cell Phones and Other Electronic Devices Procedure:**

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### **Grievance Policy**

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### **Important Information**

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

### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# BIOL 1322 — Nutrition and Diet Therapy I

## Frank Phillips College

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### General Course Information

Credit Hours: 3

### Prerequisite

N/A

### Course Description

Study of the chemical, physical, and sensory properties of food; nutritional quality; and food use and diet applications. Topics emphasized are the basic principles of nutrition in health and disease. The modern concept of an adequate diet as it pertains to the nutritional needs of the individual.

THECB Approval Number .....19.0501.51.09

### Statement of Purpose

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### Core Objectives Required for Life and Physical Sciences Courses

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

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

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

## **Learning Outcomes**

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

1. Master vocabulary and concepts for nutrition as shown by proper usage in writing assignments and oral discussions/presentations, as well as correctly answer test items,
2. Identify parts of a nutritional assessment; evaluate nutritional status in examples (clinical cases, diet analyses, chart, testing),
3. Delineate differing nutritional needs of different groups of people (testing, diet analyses),
4. Demonstrate an understanding of general human anatomy and physiology as it relates to ingestion, digestion, absorption, transportation & utilization of nutrients (quizzes, tests), and
5. Discuss the personal significance of a healthy diet (diet analyses, tests, discussions).

## **Methods of Evaluation**

1. 40% of final grade is averaged daily grades. Tests count 35% & MyNutritionLab counts for 25% of final grade.
2. Makeup test format is instructor determined & grade earned is posted as is; no adjustment to class average.
3. Daily grades 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 grade based on case study based exercises. 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 assignments are required & valued at 25% of the grade while tests count 75%. Recommended only for course repeats.
6. **Grading scale:** A = 100 -90; B=89–80; C=79-70; D=69-60; F=59 and below.

## **Academic Honesty and Integrity**

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### **Cell Phones and Other Electronic Devices Procedure:**

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### **Grievance Policy**

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

#### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

#### **Information:**

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

#### **Interpersonal:**

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

#### **Thinking Skills:**

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

#### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

#### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

#### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

#### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# **BIOL 1406 — Biology for Science Majors I**

## **Frank Phillips College**

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### **General Course Information**

Credit Hours: 4

General Education Core Curriculum Course

### **Prerequisite**

No prerequisite.

### **Course Description**

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. Must be taken concurrently with a laboratory section.

THECB Approval Number .....26.0101.51.03

### **Statement of Purpose**

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

### **Core Objectives Required for Life and Physical Sciences Courses**

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

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

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

**Learning Outcomes:**

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

1. Levels of organization and characteristics of living organisms.
2. The chemistry of cells, including organic molecules.
3. Cell types and relationship of cell structure to function.
4. Anatomical and physiological structure of various organisms
5. Metabolic processes for acquiring and releasing energy.
6. The framework of inheritance and genetics.
7. Identification and diagnostic characteristics of the organisms that comprise the 3 domains as well as their systems and components.
8. The importance of ecological system integrity and biological diversity across all clades of life throughout the extensive range of ecosystems across planet Earth.
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. Basic laboratory techniques related to these studies (microscopy, basic chemistry, visual ID, dissections & proper use of various lab equipment).

**Methods of Evaluation**

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

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

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

**Laboratory:** Laboratory grade (40% of total grade) will be based upon practical exams, lab write-ups, quizzes, & assignments. Practicals include items such as found on lecture tests but primarily assess hands on learning. Attendance is required to turn in a lab write-up for credit. Additionally, lack of participation in group laboratory activities will receive a 10% deduction.

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

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- Academic suspension

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### **Grievance Policy**

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Allocates Material & Facility Resources

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

#### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

#### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

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

#### **Thinking Skills:**

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

#### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

#### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# **BIOL1411 — General Botany**

## **Frank Phillips College**

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### **General Course Information**

Credit Hours: 4

General Education Core Curriculum Course

### **Prerequisite**

No prerequisite.

### **Course Description**

Study of structure and function of plant cells, tissues, and organs. Includes an evolutionary survey and life histories of the following representative groups: algae, fungi, mosses, liverworts, ferns, and seed producing organisms. Plant reproductive and functional interactions with their environment and with humans. Must be taken concurrently with a laboratory section.

THECB Approval Number .....26.0301.51.03

### **Statement of Purpose**

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### **Core Objectives Required for Life and Physical Sciences Courses**

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- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

**Learning Outcomes:**

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

1. Levels of organization and characteristics of living organisms.
2. The chemistry of cells, including organic molecules.
3. Cell types and relationship of cell structure to function.
4. Anatomical and physiological structure of various organisms.
5. Metabolic processes for acquiring and releasing energy.
6. The framework of inheritance and genetics.
7. Identification and diagnostic characteristics of the organisms that comprise the 3 domains as well as their systems and components.
8. The importance of ecological system integrity and biological diversity across all clades of life throughout the extensive range of ecosystems across planet Earth.
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. Basic laboratory techniques related to these studies (microscopy, basic chemistry, visual ID, dissections & proper use of various lab equipment).

**Methods of Evaluation**

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

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

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

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

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

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

### **Academic Honesty and Integrity**

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

### **Cell Phones and Other Electronic Devices Procedure:**

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

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

### **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.

### **Important Information**

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

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

### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# **BIOL 2401 — Anatomy and Physiology I**

## **Frank Phillips College**

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### **General Course Information**

Credit Hours: 4

General Education Core Curriculum Course

### **Prerequisite**

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 of A&P I is focused on the study of vertebrate structure, cavities and regions of the human body followed by the study of the systems of the human body. Must be taken concurrently with a laboratory section. This course is designed for pre-med, nurses, physical education majors and for those who would prepare to become medical or clinical laboratory technologists.

THECB Approval Number .....26.0707.51.03

### **Statement of Purpose**

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

### **Core Objectives Required for Life and Physical Sciences Courses**

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

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

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

**Learning Outcomes:**

Upon successful completion of this course, students will:

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)

## **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.

## **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

## **Class Attendance**

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

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

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

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

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

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

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

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Perryton: (806) 648-1450

**Grievance Policy**

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College 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.

**Important Information**

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

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

### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# **BIOL 2401 — Anatomy and Physiology I**

## **Frank Phillips College**

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### **General Course Information**

Credit Hours: 4

General Education Core Curriculum Course

### **Prerequisite**

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 of A&P I is focused on the study of vertebrate structure, cavities and regions of the human body followed by the study of the systems of the human body. Must be taken concurrently with a laboratory section. This course is designed for pre-med, nurses, physical education majors and for those who would prepare to become medical or clinical laboratory technologists.

THECB Approval Number .....26.0707.51.03

### **Statement of Purpose**

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

### **Core Objectives Required for Life and Physical Sciences Courses**

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

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

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



**Learning Outcomes:**

Upon successful completion of this course, students will:

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

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

### **Academic Honesty and Integrity**

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

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### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# **BIOL 2402 — Anatomy and Physiology II**

## **Frank Phillips College**

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### **General Course Information**

Credit Hours: 4

General Education Core Curriculum Course

### **Prerequisite**

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

### **Course Description**

Study of the structure and function of human anatomy, including the neuroendocrine, integumentary, musculoskeletal, digestive, urinary, reproductive, respiratory, and circulatory systems. A&P II is a continuation of A&P I with the focus of study on the systems of the human body and their functions. Must be taken concurrently with a laboratory section.

THECB Approval Number .....26.0707.51.03

### **Statement of Purpose**

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

### **Core Objectives Required for Life and Physical Sciences Courses**

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

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

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

**Learning Outcomes:**

Upon successful completion of this course, students will:

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.

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

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Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# **BIOL 2402 — Anatomy and Physiology II**

## **Frank Phillips College**

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### **General Course Information**

Credit Hours: 4

General Education Core Curriculum Course

### **Prerequisite**

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

### **Course Description**

Study of the structure and function of human anatomy, including the neuroendocrine, integumentary, musculoskeletal, digestive, urinary, reproductive, respiratory, and circulatory systems. A&P II is a continuation of A&P I with the focus of study on the systems of the human body and their functions. Must be taken concurrently with a laboratory section.

THECB Approval Number .....26.0707.51.03

### **Statement of Purpose**

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

### **Core Objectives Required for Life and Physical Sciences Courses**

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

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

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

**Learning Outcomes:**

Upon successful completion of this course, students will:

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.

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

### **Academic Honesty and Integrity**

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- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

### **Class Attendance**

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### **Cell Phones and Other Electronic Devices Procedure:**

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

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

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

### **Grievance Policy**

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### **Important Information**

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

### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# BIOL 2421 — Microbiology for Science Majors

## Frank Phillips College

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### General Course Information

Credit Hours: 4

General Education Core Curriculum Course

### Prerequisite

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. Must be taken concurrently with a laboratory section.

THECB Approval Number .....26.0503.51.03

### Statement of Purpose

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

### Core Objectives Required for Life and Physical Sciences Courses

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

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

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

**Learning Outcomes:**

Upon successful completion of this course, students will:

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.

**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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- Academic suspension

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Allocates Money  
Allocates Material & Facility Resources

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
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Acquires & Evaluates Information  
Organizes & Maintains Information  
Uses Computers to Process Information

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# **BIOL 2421 — Microbiology for Science Majors**

## **Frank Phillips College**

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### **General Course Information**

Credit Hours: 4

General Education Core Curriculum Course

### **Prerequisite**

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### **Course Description**

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THECB Approval Number .....26.0503.51.03

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- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

**Learning Outcomes:**

Upon successful completion of this course, students will:

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.
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Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty



# **BUSI 1301 — Business Principles**

## **Frank Phillips College**

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### **General Course Information**

Credit Hours: 3

### **Prerequisite**

N/A

### **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. Topics emphasized include forms of organization, banking, credit, problems of management and personnel, business risks and the relationship of government and business, and a brief study of basic industries.

THECB Approval Number .....52.0101.51 04

### **Learning Outcomes:**

Upon successful completion of this course, students 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 characteristics of entrepreneurship and how they might be used in business.
5. Differentiate between the two main approaches employees can take to their jobs and the way their performance affects their long-term prospects.
6. Describe in detail the functions of management.
7. Identify and discuss the elements of the marketing mix.
8. Explain why linking pay to performance in a fair and equitable manner is an important source of employee motivation and commitment to a company.
9. Explain how the success of a company can be measured by financial accounts.

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- Administrative withdrawal from the course
- Academic suspension

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### **Methods of Evaluation**

#### **Face to Face**

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

#### **Online**

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

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Allocates Time  
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Allocates Material & Facility Resources

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

Frank Phillips College  
I & E Technology  
DC Circuits  
CETT 1303 (3 credit hours)

Instructor: Jim Borum

Contact Info: (806) 457-4200 Ext. 875 or 721

Time: Monday - Friday 1:00-2:30 PM

Session: Fall 2012

Course Description: A study of the fundamentals of direct current including Ohm's law, Kirchhoff's laws and circuit analysis techniques.

End-of-Course Outcomes: Apply safety techniques while working on and troubleshooting various circuits and components; interpret color codes and other descriptors used in electronics; identify various sources of electricity in DC circuits; interpret characteristics of voltage, current, resistance, and power in DC circuits; measure voltage, current, and resistance in DC circuits using measuring devices.

Text Book: None

Classroom Policy and instructor Expectations: Please come to class on time. Call beforehand if you must miss class. Each student is responsible for all material covered in assigned readings and in each class. If you miss a test, it must be made up before the next two classes meet. Class schedule and assignments are attached.

Additional Reference Materials Required: NIDA DC Training Modules

Methods of Evaluation: A=100-90%; B=80-89%; C=70-79%; D=60-69%

Test Avg. = 35%

Lab Avg. = 35%

Final = 20%

Attendance =10%

Attendance Requirements: Two absences allowed

Next Sequential Course Required: Not applicable

2 Lec; 2 Lab = 64 hours

Frank Phillips College  
I & E Technology  
AC Circuits  
CETT 1305 (3 credit hours)

Instructor: Jim Borum

Contact Info: (806) 457-4200 Ext. 875 or 721

Time: Monday - Friday 1:00-2:30 PM

Session: Fall 2012

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

End-of-Course Outcomes: Operate test equipment; identify various sources of electricity in alternating (AC) circuits; analyze AC circuits using applicable mathematical formulas; and troubleshoot various AC circuits using schematic diagrams.

Text Book: None

Classroom Policy and instructor Expectations: Please come to class on time. Call beforehand if you must miss class. Each student is responsible for all material covered in assigned readings and in each class. If you miss a test, it must be made up before the next two classes meet. Class schedule and assignments are attached.

Additional Reference Materials Required: NIDA DC Training Modules

Methods of Evaluation: A=100-90%; B=80-89%; C=70-79%; D=60-69%

Test Avg. = 35%

Lab Avg. = 35%

Final = 20%

Attendance = 10%

Attendance Requirements: Two absences allowed

Next Sequential Course Required: Not applicable

2 Lec; 2 Lab = 64 hours



Frank Phillips College  
I & E Technology  
Digital Fundamentals  
CETT 1425 (4 credit hours)

Instructor: Henry Wyckoff

Contact Info: (806) 457-4200 Ext. 721

Time: Wednesday 5:00-9:00 PM

Session: Fall 2012

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

End-of-Course Outcomes: Construct digital circuits such as combinational logic circuits, clocking and timing circuits, and troubleshoot various digital circuits using schematic diagrams.

Text Book: None

Classroom Policy and instructor Expectations: Please come to class on time. Call beforehand if you must miss class. Each student is responsible for all material covered in assigned readings and in each class. If you miss a test, it must be made up before the next two classes meet.

Additional Reference Materials Required: None at this time.

Methods of Evaluation: A=100-90%; B=80-89%; C=70-79%; D=60-69%

Test Avg. = 35%

Lab Avg. = 35%

Final = 20%

Attendance = 10%

Attendance Requirements: Two absences allowed

Next Sequential Course Required: Not applicable

2 Lec; 2 Lab = 64 hours

# **CHEM 1405 — Introductory Chemistry I**

## **Frank Phillips College**

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### **General Course Information**

Credit Hours: 4

General Education Core Curriculum Course

### **Prerequisite**

None

### **Course Description**

Survey course introducing chemistry. Topics may include inorganic, organic, biochemistry, food/physiological chemistry, and environmental/consumer chemistry. Designed for non-science and allied health students. This course emphasizes the study of scientific method, atomic and molecular structure, chemical bonds, periodic relationships of properties of elements, nuclear energy, properties of the states of matter and an introduction to hydrocarbons. Must be taken with a laboratory section.

THECB Approval Number .....40.0501.51 03

### **Statement of Purpose**

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

### **Core Objectives Required for Life and Physical Sciences Courses**

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

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

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

**Learning Outcomes:**

Upon successful completion of this course, students will:

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.

**Methods of Evaluation**

Category	Percentage
Tests	50%
Labs	25%
Homework	10%
Articles	5%
Paper	10%
Total	100%

**Academic Honesty and Integrity**

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- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

### **Class Attendance**

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

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

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

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

### **Cell Phones and Other Electronic Devices Procedure:**

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive 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

**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.

**Important Information**

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

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

### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# CHEM 1411 — General Chemistry I

## Frank Phillips College

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### General Course Information

Credit Hours: 4

General Education Core Curriculum Course

### 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. Basic laboratory experiments supporting theoretical principles presented in lecture and introduction of the scientific method, experimental design, data collection and analysis, and preparation of laboratory reports. Must be taken with a laboratory section. This course is designed for science majors including pre-med, pre-pharmacy and pre-engineering.

THECB Approval Number .....40.0501.54 03

### Statement of Purpose

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

### Core Objectives Required for Life and Physical Sciences Courses

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

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

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



## **Lecture Learning Outcomes**

Upon successful completion of this course, students will:

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.
6. Solve stoichiometric problems.
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.
13. Convert units of measure and demonstrate dimensional analysis skills.

## **Lab Learning Outcomes**

Upon successful completion of this course, students will:

1. Use basic apparatus and apply experimental methodologies used in the chemistry laboratory.
2. Demonstrate safe and proper handling of laboratory equipment and chemicals.
3. Conduct basic laboratory experiments with proper laboratory techniques.
4. Make careful and accurate experimental observations.
5. Relate physical observations and measurements to theoretical principles.
6. Interpret laboratory results and experimental data, and reach logical conclusions.
7. Record experimental work completely and accurately in laboratory notebooks and communicate experimental results clearly in written reports.
8. Design fundamental experiments involving principles of chemistry.
9. Identify appropriate sources of information for conducting laboratory experiments involving principles of chemistry.

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.
6. Solve stoichiometric problems.
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.

### Methods of Evaluation

Category	Percentage
Tests	50%
Labs	25%
Homework	10%
Articles	5%
Paper	10%
Total	100%

### Academic Honesty and Integrity

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

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

### 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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### **Cell Phones and Other Electronic Devices Procedure:**

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Perryton: (806) 648-1450

### **Grievance Policy**

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### **Important Information**

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

### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# **COSC 1301 — Introduction to Computing**

## **Frank Phillips College**

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### **General Course Information**

Credit Hours: 3

### **Prerequisite**

N/A

### **Course Description**

Overview of computer systems—hardware, operating systems, and microcomputer application software, including the Internet, word processing, spreadsheets, presentation graphics, databases, and programming concepts with emphasis on critical thinking/problem solving. 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. Course requires Microsoft Office 2007 or 2010 Professional software, which includes Word, Excel, Access and PowerPoint.

THECB Approval Number .....11.0101.51.07

### **Learning Outcomes**

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

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.

### **Methods of Evaluation**

**\*See instructor's online syllabus regarding additional requirements and procedures.**

Grades to be determined in accordance with the following:

Projects=50%, Participation/Attendance=20%, Assignments=30%

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

Discussion forum questions fall into the Participation/Attendance 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.

### **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

### **Class Attendance\***

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

\*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.

### **Cell Phones and Other Electronic Devices Procedure:**

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Perryton: (806) 648-1450

### **Grievance Policy**

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College 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.

### **Important Information**

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

### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty



# **CRIJ 1306 — Court Systems & Practices**

## **Frank Phillips College**

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### **General Course Information**

Credit Hours: 3

### **Prerequisite**

N/A

### **Course Description**

Study of the judiciary in the American criminal justice system and the adjudication processes and procedures.

THECB Approval Number .....22.0101.54.24

### **Learning Outcomes**

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

1. Identify characters of the court room.
2. Understand due process.
3. Define steps in a criminal trial.
4. Discuss punishment and sentencing phases.
5. Understand difference between probable cause and preponderance of evidence.

### **Methods of Evaluation**

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

### **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

### **Class Attendance**

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Perryton: (806) 648-1450

### **Grievance Policy**

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### **Important Information**

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

#### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

#### **Information:**

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

#### **Interpersonal:**

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

#### **Thinking Skills:**

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

#### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

#### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

#### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

#### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# **CRIJ 1306 — Court Systems & Practices**

## **Frank Phillips College**

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### **General Course Information**

Credit Hours: 3

### **Prerequisite**

N/A

### **Course Description**

Study of the judiciary in the American criminal justice system and the adjudication processes and procedures.

THECB Approval Number .....22.0101.54.24

### **Learning Objectives and Outcomes**

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

1. Identify various elements and perspectives of law
2. Understand due process
3. Identify characters involved in process
4. Steps in a criminal trial
5. Punishment and sentencing phases
6. Difference between probable cause and preponderance of evidence
7. Have knowledge of alternative resolutions and specialty courts

### **Textbooks and other required materials**

- A. Champion,D., Hartley, R. and Rabe, G. Criminal Court: Structure, Process and Issues 3<sup>rd</sup> Edition (2012),ISBN-13: 978-0-13-245779-8

### **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

### **Class Attendance**

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

as established by the instructor.

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

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

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

#### **Cell Phones and Other Electronic Devices Procedure:**

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive 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

#### **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.

### **Important Information**

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

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

#### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

#### **Information:**

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

#### **Interpersonal:**

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

#### **Thinking Skills:**

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

#### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

#### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

#### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

#### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

## Methods of Evaluation

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

In spite of the grading scale, the student's grade is subjective, meaning that the instructor can influence the student's final grade based on the student's performance, attendance, actions and preparation in class.

**Exams (30%):** As a part of CJ1306 students will be required to take FOUR (4) regular exams scheduled throughout the semester. Each exam will cover the lectures, readings and class discussions. Students will be required to take a final exam on the date provided by the college. The final exam will cover the material studied in class, in the lectures, and in the readings prior to the final exam. It will not be comprehensive. The final exam date is set by the college and cannot not be given early without permission from the Vice-President of Academic affairs. The final exam will be closed book and closed notes meaning the student may not use any form of medium for the exam

**Quizzes (20%):** There will be approximately 2-4 pop quizzes. The questions will cover the chapter that will be discussed on said evening. So be sure to read the material prior to class.

**Paper (15%):** As a part of CJ 1306 student will be required to write a 2-4 page paper. Topic will be discussed in class. The paper must be typed.

**Presentation (15%):** Students are required to give a 5-10 minute oral presentation of their paper.

**Particiaption (20%):** As a part of CJ1306 students will be required to participate in class activities and discussion.

# CSME 1310 Introduction to Haircutting and Related Theory

## Frank Phillips College

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### 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.



**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**

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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:**

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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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**

- Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- Provide a classroom setting which is conducive to learning.
- 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 1330 Orientation to Nail Technology

## Frank Phillips College

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### 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**

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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.

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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:**

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**

- Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- Provide a classroom setting which is conducive to learning.
- Provide, assist, and promote the use of learning resources in the classroom.
- Provide an opportunity to participate in and contribute to the democratic society in which we live.
- 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 1431 Principles of Nail Technology I

## Frank Phillips College

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### 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:

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- A semester grade of F for the course
- Administrative withdrawal from the course
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## **IV. Class Attendance**

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**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:

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

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### 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

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### 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. (Students will identify the rules and regulations of the school, department, and state; discuss teaching methodologies and lesson plan development.)

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.

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**

- Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- Provide a classroom setting which is conducive to learning.
- Provide, assist, and promote the use of learning resources in the classroom.
- 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 1441 Principles of Nail Technology II

## Frank Phillips College

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### 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:

**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:

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
- 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**

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

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### 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:



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 1447 Principles of Skin Care/Facials and Related Theory

## Frank Phillips College

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### 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.

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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%)

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**CSME 1505 Fundamentals of Cosmetology**  
**Frank Phillips College**

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**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:

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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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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**

- Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- Provide a classroom setting which is conducive to learning.
- Provide, assist, and promote the use of learning resources in the classroom.
- Provide an opportunity to participate in and contribute to the democratic society in which we live.
- 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 2415 Cosmetology Instructor III

## Frank Phillips College

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### **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.

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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**

- 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 2430 Nail Enhancement

## Frank Phillips College

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### 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. (Demonstrate product knowledge and the application of artificial nails and exhibit competencies as related to the state licensing examination.)

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**

- Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- Provide a classroom setting which is conducive to learning.
- Provide, assist, and promote the use of learning resources in the classroom.
- 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 2445 Instructional Theory and Clinic Operation

## Frank Phillips College

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### 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. (Covers the skills required for the completion of the Texas Department of Licensing and Regulation curriculum including the management of a lab/clinic in a cosmetology program and classroom management skills.)

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**

- Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- Provide a classroom setting which is conducive to learning.
- Provide, assist, and promote the use of learning resources in the classroom.
- 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 2541 Preparation for Texas Cosmetology Examination  
(Preparation for State Licensing Examination)  
Frank Phillips College**

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

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
- 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.
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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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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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# DFTG 1325 — Blueprint Reading and Sketching

## Frank Phillips College

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### I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: None

**Course Description:** A study of industrial blueprints. Emphasis placed on terminology, symbols, graphic description and welding processes, including systems of measurement and industry standards. Interpretation of plans and drawings used by industry.

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.

### **Learning Outcomes**

Upon successful completion of this course, students will:

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:

- 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.

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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**

Attendance = 60%

Exams = 40%

Grade Scale:

90 - 100 = A

80 - 89 = B

70 - 79 = C

Below 70 = F

Attendance Percentage		Grade
90 – 100	=	100
80 – 90	=	90
70– 80	=	80
60 – 70	=	70
0 – 60	=	50

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# ECON 2301 — Principles of Macroeconomics

## Frank Phillips College

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### General Course Information

Credit Hours: 3

General Education Core Curriculum Course

### Prerequisite

Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

### Course Description

An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy.

THECB Approval Number .....45.0601.51.25

### Statement of Purpose

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

### Core Objectives Required for Social and Behavioral Sciences Courses

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

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

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

## Learning Outcomes

Upon successful completion of this course, students will:

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

In addition, this course will 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.

## Methods of Evaluation

Group Methods of Evaluation (Econ2301)

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

### **Academic Honesty and Integrity**

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- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

### **Class Attendance**

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

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

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

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

### **Cell Phones and Other Electronic Devices Procedure:**

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

### **Grievance Policy**

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### **Important Information**

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

### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# **ECON 2302 — Principles of Microeconomics**

## **Frank Phillips College**

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### **General Course Information**

Credit Hours: 3

### **Prerequisite**

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

THECB Approval Number .....45.0601.51.25

### **Statement of Purpose**

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

### **Core Objectives Required for Social and Behavioral Sciences Courses**

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

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

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

## Learning Outcomes

Upon successful completion of this course, students will:

1. Explain the role of scarcity, specialization, opportunity cost and cost/benefit analysis in economic decision-making.
2. Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.
3. Summarize the law of diminishing marginal utility; describe the process of utility maximization.
4. Calculate supply and demand elasticities, identify the determinants of price elasticity of demand and supply, and demonstrate the relationship between elasticity and total revenue.
5. Describe the production function and the Law of Diminishing Marginal Productivity; calculate and graph short-run and long-run costs of production.
6. Identify the four market structures by characteristics; calculate and graph the profit maximizing price and quantity in the output markets by use of marginal analysis.
7. Determine the profit maximizing price and quantity of resources in factor markets under perfect and imperfect competition by use of marginal analysis.
8. Describe governmental efforts to address market failure such as monopoly power, externalities, and public goods.
9. Identify the benefits of free trade using the concept of comparative advantage.

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

1. To become familiar with the key terms, important arguments, and major concepts in economics.
2. To develop a general view of how the United States Economy operates.
3. To learn the mechanics of the market system and the forces and variables of supply and demand.
4. To develop 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.
5. To develop an understanding of idea of using tradeoffs between different economic concepts to accomplish goals and to understand why they are necessary.
6. To develop an understanding of the role of government in the establishment of fiscal policy and the complexities of budgetary policies.
7. To develop an understanding of the nature of money and the role of financial institutions in the United States.

## Methods of Evaluation

Group Methods of Evaluation (Econ2302)

Category	Percentage
Class Participation	10 %
Homework/writing/articles	20 %
Quizzes	20 %
Exams	30%
Final Exam	20 %
Total	100%

### **Academic Honesty and Integrity**

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- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

### **Class Attendance**

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### **Cell Phones and Other Electronic Devices Procedure:**

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

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

### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# EDUC 1200 — Learning Framework

## Frank Phillips College

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### General Course Information

Credit Hours: 2

### Prerequisite

30 hours of 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*)

THECB Approval Number .....42.2701.51.25

### Learning Outcomes

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

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



## Methods of Evaluation

Grades to be determined in accordance with the following:

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

## Academic Honesty and Integrity

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### **Cell Phones and Other Electronic Devices Procedure:**

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Perryton: (806) 648-1450

### **Grievance Policy**

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

### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# **EDUC 1301 — Introduction to the Teaching Profession**

## **Frank Phillips College**

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### **General Course Information**

Credit Hours: 3

### **Prerequisite**

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.

THECB Approval Number .....13.0101.51.09

### **Learning Outcomes**

The purpose of this course is to provide students with a) information about the teaching profession and b) opportunities to observe professional teachers in their teaching environments.

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.
14. Identify challenges of school reform.
15. Identify and evaluate the influence of curriculum.

### **Methods of Evaluation**

Category	Percentage
On-line and lab assignments	30%
Observation Time (16 hours) and Journal	30%
Class participation/Projects	30%
Notebook Organization and Completion	10%
Total	100%

### **Academic Honesty and Integrity**

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- Administrative withdrawal from the course
- Academic suspension

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### **Grievance Policy**

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### **Important Information**

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

### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

Frank Phillips College  
Industrial Manufacturing Technology  
Survey of the National Electrical Code  
ELPT 1331 (3 credit hours)

Instructor: Thomas M. Skaggs

Contact Info: (806) 457-4200 Ext. 875 or Ext. 777

Time: Thursday 5:00 PM to 9:00 PM

Session: Fall 2011

Course Description: An overview of the purpose, content, format, rules, and calculations of the National Electrical Code, hereafter referred to as the NEC.

Objectives: This course will introduce you to the NEC and upon completion of this course you should be able to:

- Understand and demonstrate knowledge of electrical safety.
- Understand and demonstrate knowledge of the NEC.
- Understand and demonstrate knowledge of different types of conductors.
- Understand and demonstrate knowledge of proper grounding procedures.
- Understand and demonstrate knowledge of different types of boxes and fittings.
- Apply the NEC to installations.

Text: National Electrical Code Book 2008 Edition (possession optional)

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

Attendance Requirements: Two absences will be allowed.



Additional Reference Materials: You will be given a handout listing several supplemental reference materials but you will NOT be required to have them.

Methods of Evaluation: A = 100 – 90%; B = 80 – 89%; C = 70 – 79%; D = 60 – 69%

- Lab/Classroom Participation and Homework = 40%
- Mid Term Test = 25%
- Final Test = 25%
- Attendance and Punctuality = 10%

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

Frank Phillips College  
Industrial Manufacturing Technology  
Electrical Power Distribution  
ELPT 2339 (3 credit hours)

Instructor: Thomas M. Skaggs

Contact Info: (806) 457-4200 Ext. 875, or 777; Instructor Cell Phone: (806)395-1145

Time: Thursday 5:00 PM to 9:00 PM

Session: Fall 2012

Course Description: This course will familiarize the students with electrical power distribution starting with basic AC theory, electrical safety, electrical power generation, and electrical power distribution from the point of generation to the end users.

Objectives: This course will introduce you to the NEC and upon completion of this course you should be able to:

- Understand and demonstrate knowledge of basic AC theory.
- Understand and demonstrate knowledge of electrical safety.
- Understand and demonstrate knowledge of the electrical power generation industry.
- Understand and demonstrate knowledge of the electrical power distribution industry in the United States, including methods and materials.

Text: No text book required at this time. Study materials will be made up of on-line reference materials, handouts, class lectures, and labs. Students will need internet access and materials for taking notes and documenting any lab exercises.

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

Attendance Requirements: Two unexcused absences are allowed before it effects your grade.

Methods of Evaluation: A = 100 – 90%; B = 80 – 89%; C = 70 – 79%; D = 60 – 69%

- Lab/Classroom Participation and Homework = 40%
- Mid Term Test = 25%
- Final Test = 25%
- Attendance and Punctuality = 10%

Make up work: Instructor will be available for you to do make up work every week either before or after class. If you need to make up work that you have missed, it will be YOUR responsibility to set up a time with the instructor to do the work.

Frank Phillips College  
Pump & Engine Technology  
Basic Mechanical Skills for Energy  
ENER 1330 (3 credit hours)

Instructor: Ernie Williams

Contact Info: (806) 457-4200 Ext. 875 or 138

Time: Tues. 5:00-9:00 PM

Session: Fall 2012

Course Description: Basic mechanical skills using hand and power tools in an industrial environment. Topics include tool use and maintenance, lubrication, measuring, threads and fasteners, bench works, basic mechanical drawings, and basic shop calculations (English and metric). Also addresses rigging procedures to include chain falls, jacks, cable, fulcrum, port-a-power, and come-alongs.

End-of-Course Outcomes: Use basic hand, hand power, and stationary power tools; select appropriate Bill of Materials (BOM); interpret basic mechanical drawings and perform associated calculations; apply measuring tools; perform bench work including part layout, drilling, reaming, tapping, press fitting, location of hole centers; perform preventative maintenance on tools; describe basic lubrication practices; demonstrate basic rigging procedures; and employ good housekeeping, environmental awareness, safety procedures, sensory skills, and preventative maintenance.

Text: None

Classroom Policy and instructor Expectations: Please come to class on time. Call beforehand if you must miss class. Each student is responsible for all material covered in assigned readings and in each class. If you miss a test, it must be made up before the next two classes meet. Class schedule and assignments are attached.

Additional Reference Materials Required: Use DEPCO Tolerance and Quality Training Manual.

Methods of Evaluation: A=100-90%; B=80-89%; C=70-79%; D=60-69%

Test Avg. = 35%

Lab Avg. = 35%

Final = 20 %

Attendance =10%

Attendance Requirements: Two absences allowed

Next Sequential Course Required: Not applicable

2 Lec; 2 Lab = 64 hours

Frank Phillips College  
Pump & Engine Technology  
Industrial Equipment Maintenance  
IEIR 1343 (3 credit hours)

Instructor: Ernie Williams

Contact Info: (806) 457-4200 Ext. 875 or 138

Time: Thurs. 5:00-9:00 PM

Session: Fall 2012

Course Description: Maintenance and repair of power transmission systems involving gear, V-belt, and chain drives with emphasis on both plain and anti-friction bearings. Introduces theory of various types of pumps and compressors. Laboratory activities include maintenance, repair, and overhaul procedures used on common process pumps and compressors.

End-of-Course Outcomes: Maintain and repair power transmission systems involving gear, V-belt, and chain drives; describe positive displacement and centrifugal pumping systems and compressors; and identify symptoms, causes, and cures for mechanical problems. Demonstrate maintenance, repair, and overhaul procedures on common process pumps and compressors; and apply industrial safety standards.

Text Book: None

Classroom Policy and instructor Expectations: Please come to class on time. Call beforehand if you must miss class. Each student is responsible for all material covered in assigned readings and in each class. If you miss a test, it must be made up before the next two classes meet. Class schedule and assignments are attached.

Additional Reference Materials Required: Use DEPCO Mechanical Training Manual.

Methods of Evaluation: A=100-90%; B=80-89%; C=70-79%; D=60-69%

Test Avg.	= 35%
Lab Avg.	= 35%
Final	= 20 %
Attendance	=10%

Attendance Requirements: Two absences allowed

Next Sequential Course Required: Not applicable

2 Lec; 2 Lab = 64 hours

# ENGL 0311 — Basic English

## Frank Phillips College

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### General Course Information

Credit Hours: 3

College-Preparatory Course

### Prerequisite

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

Intense review of grammatical principles with emphasis on correct usage, spelling, sentence structure, punctuation, and application of writing skills.

THECB Approval Number .....32.0108.53 12

### Statement of Purpose

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

### Core Objectives Required for Communication Courses

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

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

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



**Learning Outcomes:**

Upon successful completion of this course, students will:

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

**Methods of Evaluation**

Category	Percentage
Lab	20%
Exams	65%
Daily Grades	15%
Total	100%

**Academic Honesty and Integrity**

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

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

**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.

### **Lab Attendance**

Students enrolled in English 0311 are required to spend 30 hours of directed study in the Academic Readiness Center (ARC) or TRIO per semester. Attendance must be electronically documented by using the FPC student ID card.

### **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

### **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.

### **Important Information**

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

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

#### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

#### **Interpersonal:**

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

#### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

#### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

#### **Information:**

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

#### **Thinking Skills:**

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

#### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

#### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# ENGL 0312 — Intermediate Writing Skills

## Frank Phillips College

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### General Course Information

Credit Hours: 3

### Prerequisite

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

A course designed to develop writing skills. Focus is on rhetorical principles, pre-writing, organization, and structure of paragraphs and essays.

THECB Approval Number .....32.0108.53.12

### Statement of Purpose

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

### Core Objectives Required for Communication Courses

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

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

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

## **Learning Outcomes**

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

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

## **Methods of Evaluation**

Category	Percentage
Compositions	50%
Lab Assignments	20%
Homework Assignments	20%
Daily Grades	10%
Total	100%

## **Academic Honesty and Integrity**

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

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

## **Class Attendance**

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

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

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

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

### **Cell Phones and Other Electronic Devices Procedure:**

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive 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

### **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.

### **Important Information**

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

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

### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# ENGL 0315 — Basic Reading

## Frank Phillips College

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### General Course Information

Credit Hours: 3

### Prerequisite

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

A guided reading program using multifunctional instructional materials to develop skills and fluency in vocabulary, comprehension, and reading speed. Continuous testing and immediate scoring give the student evaluation of his/her progress.

THECB Approval Number .....32.0108.52.12

### Statement of Purpose

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

### Core Objectives Required for Communication Courses

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

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

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



## Learning Outcomes

Upon successful completion of this course, students will:

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

## Methods of Evaluation

Category	Percentage
Reading/Tests	50%
Lab (2+hours per week)	25%
Vocabulary	15%
Daily Work/Attendance	10%
Total	100%

## Academic Honesty and Integrity

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

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

## Class Attendance

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

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

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

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

### **Cell Phones and Other Electronic Devices Procedure:**

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive 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

### **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.

**Important Information**

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

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

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

**Interpersonal:**

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

**Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

**Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

**Information:**

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

**Thinking Skills:**

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

**Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

**Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty



# ENGL 0316 — Reading Techniques

## Frank Phillips College

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### General Course Information

Credit Hours: 3

### Prerequisite

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

A program using multifunctional instructional materials to improve reading proficiency, comprehension, and general study skills. A program to help develop skills for reading college-level textbooks in all disciplines.

THECB Approval Number .....32.0108.52.12

### Statement of Purpose

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

### Core Objectives Required for Communication Courses

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

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

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

**Learning Outcomes:**

Upon successful completion of this course, students will:

1. Further develop study skills;
2. Recognize new learning strategies by identifying individual learning styles;
3. Master effective vocabulary through use in context, definitions, and sentence skills;
4. Apply pre- and post- reading strategies;
5. Recognize the building block relationships among topics, main ideas, and supporting details;
6. Annotate while reading and to create summaries from annotations;
7. Use outlines and/or concept maps to show relationships among ideas in a passage;
8. Recognize fundamental and complex thought patterns and signal words identifying these patterns; and
9. Recognize the connection between reading and writing.

**Methods of Evaluation**

Category	Percentage
Exams/Projects	50%
Lab (2 hours per week)	25%
Vocabulary	15%
Attendance	10%
Total	100%

**Academic Honesty and Integrity**

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

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

**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

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#### **Grievance Policy**

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

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

**Interpersonal:**

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

**Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

**Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

**Information:**

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

**Thinking Skills:**

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

**Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

**Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty





# ENGL 1301 — Composition I

## Frank Phillips College

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### General Course Information

Credit Hours: 3

General Education Core Curriculum Course

### Prerequisite

Passage of or exemption from the Writing and Reading sections of a TSI approved test or completion of ENGL 0312 and ENGL 0316 with grades of C or better.

### Course Description

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

THECB Approval Number .....23.1301.51 12

### Statement of Purpose

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

### Core Objectives Required for Communication Courses

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

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

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

## Learning Outcomes

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

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

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

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

## Methods of Evaluation

Category	Percentage
Formal Composition/ Projects	70%
Weekly/ Daily Assignments and Activities	10%
Style Book	20%
Total	100%

### **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

### **Class Attendance**

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### **Grievance Policy**

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### **Important Information**

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

### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

## ENGL 1302 — Composition II

### Frank Phillips College

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#### **General Course Information**

Credit Hours: 3

General Education Core Curriculum Course

#### **Prerequisite**

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

#### **Course Description**

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

THECB Approval Number ..... 23.1301.51.12

#### **Statement of Purpose**

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

#### **Core Objectives Required for Communication Courses**

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

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

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

#### **Learning Outcomes:**

Upon successful completion of this course, students will:

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

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

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

### **Methods of Evaluation**

Category	Percentage
Daily/ Weekly Assignments and Activities	20%
Formal Writing	70%
Final Project	10%
Total	100%

### **Academic Honesty and Integrity**

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

#### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

#### **Information:**

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

#### **Interpersonal:**

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

#### **Thinking Skills:**

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

#### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

#### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

#### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

#### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# ENGL 2311 — Technical and Business Writing

## Frank Phillips College

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### General Course Information

Credit Hours: 3

### Prerequisite

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

### Course Description

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

THECB Approval Number .....23.1303.51.12

### Statement of Purpose

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### Core Objectives Required for Communication Courses

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- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making

## Learning Outcomes

Upon successful completion of this course, students will:

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

## Methods of Evaluation

Category	Percentage
Total	100%

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### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
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Organizes & Maintains Information  
Uses Computers to Process Information

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# ENGL 2332 — World Literature I

## Frank Phillips College

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### General Course Information

Credit Hours: 3

General Education Core Curriculum Course

### Prerequisite

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

### Course Description

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

THECB Approval Number .....16.0104.52.13

### Statement of Purpose

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

### Core Objectives Required for Language, Philosophy & Culture Courses

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

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

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

## Learning Outcomes

Upon successful completion of this course, students will:

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

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

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

## Methods of Evaluation

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

## Academic Honesty and Integrity

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

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Perryton: (806) 648-1450

### **Grievance Policy**

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### **Important Information**

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

#### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

#### **Information:**

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

#### **Interpersonal:**

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

#### **Thinking Skills:**

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

#### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

#### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

#### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

#### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# ENGL 2333 — World Literature II

## Frank Phillips College

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### General Course Information

Credit Hours: 3

General Education Core Curriculum Course

### Prerequisite

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

### Course Description

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

THECB Approval Number .....16.0104.52.13

### Statement of Purpose

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

### Core Objectives Required for Language, Philosophy & Culture Courses

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

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

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

### Learning Outcomes

Upon successful completion of this course, students will:

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

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

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

### Methods of Evaluation

Category	Percentage
Formal Paper(s)	30%
Project(s)	60%
Daily Grades	10%
Total	100%

### Academic Honesty and Integrity

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- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

### **Class Attendance**

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

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

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

### **Cell Phones and Other Electronic Devices Procedure:**

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### **Grievance Policy**

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### **Important Information**

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

#### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

#### **Information:**

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

#### **Interpersonal:**

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

#### **Thinking Skills:**

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

#### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

#### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

#### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

#### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

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

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**General Course Information**

Credit Hours: 1

**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.

This is an orientation course designed to initiate the student in best practices for a successful college career. Topics emphasized include time management, study skills, drug and alcohol abuse, and career and life planning. All first semester freshmen must enroll in the course during their first semester of college. A grade of C or better is required, or the student must repeat the course.

THECB Approval Number .....32.0101.52.12

**Learning Outcomes**

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

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

## Methods of Evaluation

**It is a requirement of this class to acquire a plagiarism certificate and a degree plan to pass. If you do not submit both to your instructor by the end of the class, you will receive an F for the class. You will be given class time to complete both of these assignments. All FYIS students must take a computer proficiency exam during the semester. If a failing grade is achieved, enrollment into the basic computing course is mandatory.**

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

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

### Academic Honesty and Integrity

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

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension



### **Class Attendance**

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

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.

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

#### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

#### **Information:**

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

#### **Interpersonal:**

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

#### **Thinking Skills:**

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

#### **Technology:**

Selects Technology  
Applies Technology

#### **Systems:**

Understands Systems  
Monitors & Corrects Performance

Maintains & Troubleshoots Technology

**Basic Skills:**

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Improves & Designs Systems

**Personal Qualities:**

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

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

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**General Course Information**

Credit Hours: 1

**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.

This is an orientation course designed to initiate the student in best practices for a successful college career. Topics emphasized include time management, study skills, drug and alcohol abuse, and career and life planning. All first semester freshmen must enroll in the course during their first semester of college. A grade of C or better is required, or the student must repeat the course.

THECB Approval Number .....32.0101.52.12

**Learning Outcomes**

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

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

## **Methods of Evaluation**

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### **Grade Points**

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

### **Academic Honesty and Integrity**

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

#### **Resources:**

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

#### **Interpersonal:**

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

#### **Technology:**

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

#### **Basic Skills:**

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

#### **Information:**

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

#### **Thinking Skills:**

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

#### **Systems:**

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

#### **Personal Qualities:**

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

# GOVT 2305 Advanced — Federal Government

## Frank Phillips College

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### General Course Information

Credit Hours: 3

General Education Core Curriculum Course

### Prerequisite

Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

### Course Description

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

THECB Approval Number .....45.1002.51.25

### Statement of Purpose

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

### Core Objectives Required for Government/Political Science Courses

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

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

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

### Learning Outcomes

Upon successful completion of this course, students will:



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

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.

### **Methods of Evaluation**

Category	Percentage
Exam	25%
Final	25%
Reading Quiz	20%
Article Review	20%
Participation	10%
Total	100%

### **Academic Honesty and Integrity**

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- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

### **Class Attendance**

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### **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

Perryton: (806) 648-1450

### **Grievance Policy**

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### **Important Information**

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### **Late Work**

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### **Make-Up Exams and Work**

**NO STUDENTS WILL BE ALLOWED TO MAKE UP ANY ASSIGNMENT, OR EXAM, UNLESS THE STUDENT HAS BEEN EXCUSED FOR THE FOLLOWING REASONS:**

A. SCHOOL FUNCTIONS AS DEFINED BY FRANK PHILLIPS COLLEGE

B. DEATH OF AN IMMEDIATE FAMILY MEMBER, (MOM, DAD, BROTHER, SISTER, WIFE, HUSBAND, CHILD)

C. IF THE STUDENT IS SICK; OUT FOR SICKNESS, AND OR BOTH, THE STUDENT MUST PRESENT A DOCTOR'S NOTE UPON RETURN TO CLASS FOR THE ABSENCES TO BE EXCUSED....(ORIGINAL COPIES ONLY). ANY ABSENCES NOT COVERED BY THE ORIGINAL DOCTOR'S NOTE WILL NOT BE EXCUSED.

Faculty reserves the right to change the syllabus and class calendar to fit the needs of the class.

# GOVT 2305 — Federal Government

## Frank Phillips College

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### General Course Information

Credit Hours: 3

General Education Core Curriculum Course

### Prerequisite

Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

### Course Description

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

THECB Approval Number .....45.1002.51.25

### Statement of Purpose

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

### Core Objectives Required for Government/Political Science Courses

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

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

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

## Learning Outcomes

Upon successful completion of this course, students will:

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

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 its 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.

## Methods of Evaluation

Category	Percentage
Exams	40%
Final	20%
Quizzes	20%
Article Review	20%
Total	100%

### **Academic Honesty and Integrity**

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- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

### **Class Attendance**

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

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

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### **Cell Phones and Other Electronic Devices Procedure:**

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### **Grievance Policy**

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### **Important Information**

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### **Late Work**

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### **Make-Up Exams and Work**

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**The instructor reserves the right to change the syllabus and class calendar to fit the needs of the class.**

# GOVT 2306 — Texas Government

## Frank Phillips College

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### General Course Information

Credit Hours: 3

General Education Core Curriculum Course

### Prerequisite

Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

### Course Description

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

THECB Approval Number .....45.1002.51.25

### Statement of Purpose

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

### Core Objectives Required for Government/Political Science Courses

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

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

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



## Learning Outcomes

Upon successful completion of this course, students will:

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

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 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.

## Methods of Evaluation

Category	Percentage
Exam	40%
Final	20%
Reading Quizzes	20%
Article Review	20%
Total	100%

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# **HIST 1301 – United States History I**

## **Frank Phillips College**

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### **General Course Information**

Credit Hours: 3

General Education Core Curriculum Course

### **Prerequisite**

Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

### **Course Description**

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

THECB Approval Number .....54.0102.51.25

### **Statement of Purpose**

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

### **Core Objectives Required for American History Courses**

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

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

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

## **Learning Outcomes**

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

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.
  - a. Explain the birth of the American government based on Paine's Common Sense, the Declaration of Independence, and the United States Constitution.
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.

## Methods of Evaluation

Face to Face Classes	Percentage
Assignments	30%
Research Papers	15%
Project	15%
Exams	40%
Internet Classes	Percentage
Participation	40%
Homework	40%
Midterm	10%
Final	10%
Hybrid Classes	Percentage
Weekly Assignments	30%
Research Papers	20%
Homework	30%
Final	20%
Dual-Credit Classes	Percentage
Exam I	20%
Exam II	20%
Homework	20%
Research Paper	20%
Final Exam	20%

## Academic Honesty and Integrity

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

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

**Interpersonal:**

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

**Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

**Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

**Information:**

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

**Thinking Skills:**

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

**Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

**Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty



# HIST 1302 — United States History II

## Frank Phillips College

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### General Course Information

Credit Hours: 3

General Education Core Curriculum Course

### Prerequisite

Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

### Course Description

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

THECB Approval Number .....54.0102.51.25

### Statement of Purpose

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

### Core Objectives Required for American History Courses

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

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

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

## Learning Outcomes

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

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. 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.

## Methods of Evaluation

Face to Face Classes	Percentage
Weekly Assignments	30%
Research Papers	15%
Project	15%
Exams	40%
Internet Classes	Percentage
Participation	40%
Homework	40%
Midterm	10%
Final	10%
Hybrid Classes	Percentage
Weekly Assignments	30%
Research Papers	20%
Homework	30%
Final	20%
Dual-Credit Classes	Percentage
Exam I	20%
Exam II	20%
Homework	20%
Research Paper	20%
Final Exam	20%

## Academic Honesty and Integrity

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- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

## Class Attendance

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absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

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#### **Cell Phones and Other Electronic Devices Procedure:**

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

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Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

#### **Grievance Policy**

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

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

**Interpersonal:**

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

**Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

**Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

**Information:**

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

**Thinking Skills:**

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

**Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

**Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# HITT 1305 — Medical Terminology I

## Frank Phillips College

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### General Course Information

Credit Hours: 3

### Prerequisite

N/A

### Course Description

Introduction to the practical application of medical terminology. Study of word origin and structure through the introduction of prefixes, suffixes, root words, plurals, abbreviations and symbols, surgical procedures, medical specialties, and diagnostic procedures.

THECB Approval Number .....51.0707.0000

### Learning Outcomes

Upon successful completion of this course, students will:

1. Identify, pronounce, and spell medical terms;
2. Use terms in context;
3. Build and analyze medical terms; and
4. Use medical references as resource tools.

### Methods of Evaluation

Category	Percentage
15 Assignments	70%
Final Exam	30%
Total	100%

### Academic Honesty and Integrity

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- Administrative withdrawal from the course
- Academic suspension

### **Class Attendance**

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

#### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

#### **Information:**

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

#### **Interpersonal:**

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

#### **Thinking Skills:**

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

#### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

#### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

#### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

#### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty



# HUMA 1315 — Fine Arts Appreciation

## Frank Phillips College

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### General Course Information

Credit Hours: 3

General Education Core Curriculum Course

### Prerequisite

N/A

### Course Description

Understanding purposes and processes in the visual and musical arts including evaluation of selected works.

THECB Approval Number .....50.0101.51.26

### Statement of Purpose

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

### Core Objectives Required for Creative Arts Courses

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

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

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

## **Learning Outcomes**

Upon successful completion of this course, students will:

1. Evaluate the change and evolution of aesthetic standards.
2. Outline and critique attributes that make a work of art influential through time and across genres.
3. Deconstruct the cultural and historical context of a piece of art.
4. Produce artistic work and critique personal artistic process.
5. Create personal aesthetic criteria for various artistic texts and consciously apply these criteria.

## **Methods of Evaluation**

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

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

Category	Percentage
Projects	45
Final Exam	15
Journals	20
Daily Grades	20
Total	100%

## **Academic Honesty and Integrity**

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Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

**Interpersonal:**

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

**Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

**Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

**Information:**

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

**Thinking Skills:**

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

**Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

**Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

Frank Phillips College  
I & E Technology  
Introduction to Instrumentation  
INTC 1305 (3 credit hours)

Instructor: Jack Stanley & Henry Wyckoff

Contact Info: (806) 457-4200 Ext. 875 or Ext.721

Time: Monday 1:00–5:00 PM or 5:00-9:00 PM

Session: Fall 2012

Course Description: A survey of the instrumentation field and the professional requirements of the instrumentation technician.

End-of-Course Outcomes: Identify the role and responsibilities of an instrumentation technician; explain applications of instrumentation in various industries; and discuss safety procedures. Upon completing this course, you should be able to:

- Interpret instrumentation drawings
- Understand ladder logic and read electrical/electronic schematics
- Understand Boolean Algebra
- Understand and use elements, transmitters, transducers and displacers
- Understand and use control valves, actuators and positioners
- Perform continuity check per loop and verify mechanical installation
- Troubleshoot a control loop
- Commission analog and digital loop
- Tune analog and digital control loop
- Identify and apply instrumentation circuitry

- Identify electrical systems for installation
- Understand and troubleshoot relays and timers
- Identify and use switches, photoelectric devices

Text Book: None

Classroom Policy and instructor Expectations: Please come to class on time. Call beforehand if you must miss class. Each student is responsible for all material covered in assigned readings and in each class. If you miss a test, it must be made up before the next two classes meet.

Additional Reference Materials Required: None at this time.

Methods of Evaluation: A=100-90%; B=80-89%; C=70-79%; D=60-69%

Test Avg. = 50%

Lab Avg. = 10%

Final = 20%

Attendance =10%

Attendance Requirements: Two absences allowed

Next Sequential Course Required: Not applicable

2 Lec; 2 Lab = 64 hours

Frank Phillips College  
I & E Technology  
Instrumentation Calibration  
INTC 1356 (3 credit hours)

Instructor: Jack Stanley

Contact Info: (806) 457-4200 Ext. 875

Time: Wednesday 5:00-9:00 PM

Session: Fall 2012

Course Description: A survey of the instrumentation field and the professional requirements of the instrumentation technician.

End-of-Course Outcomes: Identify the role and responsibilities of an instrumentation technician; explain applications of instrumentation in various industries; and discuss safety procedures. Upon completing this course, you should be able to:

- Measure and bend tubing and piping
- Install, support and layout tubing and piping
- Understand and demonstrate temperature calibration procedures
- Understand and demonstrate flow calibration procedures
- Understand and demonstrate vibration calibration procedures
- Understand and demonstrate level calibration procedures
- Understand and demonstrate pressure calibration procedures
- Understand and demonstrate valve calibration procedures
- Understand and demonstrate controller calibration procedures
- Performs final calibration checks, simulate and prove loop

- Identify and use troubleshoot insertion-mounted instruments
- Troubleshoot in-line mounted instruments
- Understand and demonstrate recorder calibration procedures
- Understand and use filters, regulators and dryers

Text Book: None

Classroom Policy and instructor Expectations: Please come to class on time. Call beforehand if you must miss class. Each student is responsible for all material covered in assigned readings and in each class. If you miss a test, it must be made up before the next two classes meet.

Additional Reference Materials Required: None at this time.

Methods of Evaluation: A=100-90%; B=80-89%; C=70-79%; D=60-69%

Test Avg. = 40%

Lab Avg. = 30%

Final = 20%

Attendance =10%

Attendance Requirements: Two absences allowed

Next Sequential Course Required: Not applicable

2 Lec; 2 Lab = 64 hours



INTC 1391 – Special Topics in Industrial Manufacturing Technology  
Course Syllabus  
Henry Wyckoff  
[hwycckoff@fpctx.edu](mailto:hwycckoff@fpctx.edu)  
457-4200 Ext. 721  
Fall 2012

## Special Topics in Industrial Manufacturing Technology

**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.

**Hours:**

3 lecture hours

**Textbooks:**

None required at this time

**Supplies:**

The student will be completing an independent research paper that will need to be presented in a report cover or securely stapled.

**Course Objectives:**

Student will research a predetermined “topic” throughout the semester and will present a final research paper on or before a specified date.

**Grading Policy:**

Research topic submission	10%
Research Paper	<u>90%</u>
	100%

**Instructor Attendance Policy:**

If you fail to complete the required components of the class (submission of topic, final research paper) and do not officially drop the course by deadline, you will receive an "F" for the course.

**Course Calendar:**

INMT 1391: Special Topics Course Calendar

Student will be required to submit research topic to instructor no later than September 9<sup>th</sup>, 2011.

Presentation or research assignment must be turned in no later than November 1<sup>st</sup>, 2011

**\*\***Course calendar may be altered due to holidays, inclement weather, campus closings, and/or special events.

**Additional Information:**

A cover sheet consisting of student's name, semester and year, course name and section number should be added to the front of the research assignment. The cover sheet is not included in the number of pages required for the research assignment.

Formatting requirements for the paper are as follows:

Needs to be 5 pages on length, typed in Times New Roman, 12-point font, double spaced, 1 inch margins (top, bottom, and sides)

Frank Phillips College  
I & E Technology  
Distributed Control and Programmable Logic  
INTC 2336 (3 credit hours)

Instructor: Henry Wyckoff

Contact Info: (806) 457-4200 Ext. 721

Time: Monday 5:00-9:00 PM

Session: Fall 2012

Course Description: Overview of distributed control systems including configuration of programmable logic controllers, smart transmitters, and field communicators. Functions of digital systems in a process control environments.

Objectives: This course will introduce you to the fundamentals distributed control systems and programmable logic controllers. Upon completing this course, you should be able to:

- Understand and program programmable logic controllers.
- Understand number system and logic.
- Troubleshoot programmable logic controller systems.
- Understand input/output devices and modules.
- Develop a programmable logic control system.
- Maintenance and troubleshoot distributed control systems.
- Understand expansion and data networks.

Text Book: None

Classroom Policy and instructor Expectations: Please come to class on time. Call beforehand if you must miss class. Each student is responsible for all material covered in assigned readings and in each class. If you miss a test, it must be made up before the next two classes meet.

Additional Reference Materials Required: None at this time.

Methods of Evaluation: A=100-90%; B=80-89%; C=70-79%; D=60-69%

Test Avg. = 35%

Lab Avg. = 35%

Final = 20%

Attendance =10%

Attendance Requirements: Two absences allowed

Next Sequential Course Required: Not applicable

2 Lec; 2 Lab = 64 hours

Frank Phillips College  
I & E Technology Internship  
INTC-2388  
Jack Stanley  
[jstanley@fpctx.edu](mailto:jstanley@fpctx.edu)  
457-4200 Ext. 875  
Fall 2012

Time: TBA

**Course Description:**

An experience, external to the college for an advanced student in a specialized field involving a written agreement between the educational institution and a business or industry. Mentored and supervised by a workplace employee, the student achieves objectives that are developed and documented by the college and that are directly related to specific occupational outcomes. This may be a paid or unpaid experience. This course may be repeated if topics and learning outcomes vary.

**Objectives:**

Upon completion of this course, students shall be able to:

- Understand and master the theory, concepts, and skills involving tools, materials, equipment, procedures, regulations, laws, and interactions within and among political, economic, and legal; systems associated with the occupation, business, or industry.
- Demonstrate ethical behavior, safety practice, interpersonal and teamwork skills.
- Demonstrate communication in the applicable language of the occupation, business or industry.

**Text:**

None required at this time

**Class Policy/Instructor Expectations:**

It is the responsibility of each student to secure suitable employment, which relates to the student's area of study. The student is expected to go to work each day as assigned by their employer, arrive on time, and do the work assigned to the best of their ability. Each student is responsible for maintaining their own log sheet, and obtaining their immediate supervisor's signature on the log at the end of each work week. The log sheets must be returned to the instructor either bi-weekly or monthly as agreed upon by the student and the instructor. If the student is dismissed from work, he or she must secure a suitable place of employment within one week time or the student will receive a grade of "F" for the course. In the case of a lay off or injury that prevents the student

from carrying out their work assignments, the student will be allowed to take an incomplete for the class, but must complete the assignment the following semester or a grade of "F" will be assigned. At the end of the semester all log sheets and the supervisor's evaluation must be returned to your instructor. The supervisor's evaluation should be filed out and discussed with the student prior to its return.

**Method of Evaluation:**

A=100% - 90%

B= 89% - 80%

C= 79%- 70%

D=69% - 60%

Log Entries	=	60%
Supervisor's evaluations	=	<u>40%</u>
		100%

**Attendance Requirements:**

Two absences are allowed

# MATH 0301 — Basic Math

## Frank Phillips College

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### General Course Information

Credit Hours: 3

### Prerequisite

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

An introductory course designed to identify deficiencies and provide a review of fundamental operations in mathematics. Based on the individual student's identified need. Topics include arithmetic operations on fractions, decimals, and integers; solving problems with proportions and percents; descriptive statistics; and basic geometric figures.

THECB Approval Number .....32.0104.51.19

### Statement of Purpose

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

### Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

### Learning Outcomes

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

1. 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.

### **Methods of Evaluation**

Category	Percentage
Homework, class work, labs, and quizzes	25%
Major Exams	50%
Final Exam	25%
Total	100%

### **Academic Honesty and Integrity**

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### **Cell Phones and Other Electronic Devices Procedure:**

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

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

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

### **Grievance Policy**

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.

**Important Information**

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

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

**Interpersonal:**

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

**Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

**Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

**Information:**

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

**Thinking Skills:**

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

**Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

**Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty



# MATH 0302 — Elementary Algebra and Geometry

## Frank Phillips College

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### General Course Information

Credit Hours: 3

### Prerequisite

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

Algebraic expressions, linear equations and models, exponents, and polynomials, factoring, algebraic fractions, graphing, systems of linear equations, radicals, points, parallel and perpendicular lines, planes, space angles, triangles, congruent triangles, space figures, volume, surface, area, reasoning skills.

THECB Approval Number .....32.0104.51.19

### Statement of Purpose

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

### Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

### Learning Outcomes

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

1. Develop the basic tools of algebra needed for further courses in mathematics;
2. Show that mathematics is useful in many disciplines using applications;
3. Evaluate algebraic expressions;
4. Convert phrases to algebraic expressions;

5. Graph and order real numbers on the number line;
6. Find absolute values and opposites of real numbers;
7. Add, subtract, multiply, and divide real numbers;
8. Use and identify properties of real numbers;
9. Combine algebraic expressions;
10. Solve linear equations;
11. Solve linear inequalities;
12. Use integer exponents;
13. Do arithmetic operations on polynomials;
14. Factor polynomials;
15. Simplify rational expressions;
16. Use the rectangular coordinate system to do simple graphing;
17. Evaluate and estimate square roots and other basic radicals;
18. Identify and calculate the measures of adjacent, vertical, and complementary angles;
19. Investigate properties of parallel and perpendicular lines;
20. Work with congruent and similar triangles; and
21. Solve systems of equations in two variables.

### **Methods of Evaluation**

Category	Percentage
Homework, class work, labs, and quizzes	25%
Major Exams	50%
Final Exam	25%
Total	100%

### **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

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

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

**Interpersonal:**

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

**Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

**Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

**Information:**

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

**Thinking Skills:**

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

**Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

**Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty





# MATH 0303 — Intermediate College Algebra

## Frank Phillips College

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### General Course Information

Credit Hours: 3

### Prerequisite

Completion of MATH 0302 with a grade of C or better or placement by an approved TSI test. (Does not count toward a degree.)

### Course Description

This course is designed for students who have insufficient preparation for college algebra or who have been out of high school for several years and need a review of algebraic fundamentals. 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.

THECB Approval Number .....32.0104.52.19

### Statement of Purpose

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

### Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

## Learning Outcomes

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

1. Develop 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.

## Methods of Evaluation

Category	Percentage
Homework	25%
Major Exams	50%
Final Exam	25%
Total	100%

## Academic Honesty and Integrity

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- Administrative withdrawal from the course
- Academic suspension

## Class Attendance

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**Grievance Policy**

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

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

**Interpersonal:**

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

**Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

**Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
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**Information:**

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

**Thinking Skills:**

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

**Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

**Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# MATH 1314 — College Algebra

## Frank Phillips College

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### General Course Information

Credit Hours: 3

General Education Core Curriculum Course

### Prerequisite

Completion of MATH 0303 with a grade of C or better or placement by an approved TSI test.

### Course Description

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

THECB Approval Number .....27.0101.54.19

### Statement of Purpose

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### Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

### Learning Outcomes:

Upon successful completion of this course, students will:

1. Demonstrate and apply knowledge of properties of functions, including domain and range, operations, compositions, and inverses.
2. Recognize and apply polynomial, rational, radical, exponential and logarithmic functions and solve related equations.

3. Apply graphing techniques.
4. Evaluate all roots of higher degree polynomial and rational functions.
5. Recognize, solve and apply systems of linear equations using matrices.

### **Methods of Evaluation**

Category	Percentage
Face-to face Classes	
Exams	70%
Daily Work	30%
Total	100%
Category	Percentage
Dual-credit Classes	
Exams	70%
Daily Work	30%
Total	100%

### **Academic Honesty and Integrity**

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- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

### **Class Attendance**

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

### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty



# MATH 1316 — Plane Trigonometry

## Frank Phillips College

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### General Course Information

Credit Hours: 3

General Education Core Curriculum Course

### Prerequisite

One unit of plane geometry, and two units of high school algebra. Passage of the Math Section of a TSI approved test or completion of MATH 0303 with a grade of C or better.

### Course Description

In-depth study and applications of trigonometry including definitions, identities, inverse functions, solutions of equations, graphing, and solving triangles. Additional topics such as vectors, polar coordinates and parametric equations may be included.

THECB Approval Number .....27.0101.53.19

### Statement of Purpose

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### Core Objectives Required for Mathematics Courses

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Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

### Learning Outcomes

Upon successful completion of this course, students will:

1. Compute the values of trigonometric functions for key angles in all quadrants of the unit circle measured in both degrees and radians.
2. Graph trigonometric functions and their transformations.
3. Prove trigonometric identities.

4. Solve trigonometric equations.
5. Solve right and oblique triangles.
6. Use the concepts of trigonometry to solve applications.

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.
6. Solve trigonometric equations.
7. Construct graphs involving the trigonometric functions.
8. Examine the inverse trigonometric functions.

### Methods of Evaluation

Category	Percentage
Face-to-face Classes	
Exams	80%
Daily Work	20%
Total	100%
Category	Percentage
Dual-Credit Classes	
Exams	30%
Daily Work	10%
Quizzes	60%
Total	100%

### Academic Honesty and Integrity

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- Administrative withdrawal from the course
- Academic suspension

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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.

### **Important Information**

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

#### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

#### **Interpersonal:**

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

#### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

#### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening& Speaking

#### **Information:**

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

#### **Thinking Skills:**

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

#### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

#### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty



# MATH 2312 — Pre-Calculus Math

## Frank Phillips College

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### General Course Information

Credit Hours: 3

General Education Core Curriculum Course

### Prerequisite

Passage of Math Section of a TSI approved test, two years of high-school algebra, one year of high-school geometry, and one semester of high-school trigonometry.

### Course Description

In-depth combined study of algebra, trigonometry, and other topics for calculus readiness. Applications of algebra and trigonometry to the study of elementary functions and their graphs including polynomial, rational, exponential, logarithmic and trigonometric functions. May include topics from analytical geometry.

THECB Approval Number .....27.0101.58.19

### Statement of Purpose

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### Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

### Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate and apply knowledge of properties of functions.
2. Recognize and apply algebraic and transcendental functions and solve related equations.

3. Apply graphing techniques to algebraic and transcendental functions.
4. Compute the values of trigonometric functions for key angles in all quadrants of the unit circle measured in both degrees and radians.
5. Prove trigonometric identities.
6. Solve right and oblique triangles.

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

1. Construct graphs of trigonometric functions using polar coordinates.
2. Graph functions, including rational functions and relations.
3. Apply operations on complex numbers.
4. Solve exponential and logarithmic equations and graph exponential and logarithmic functions.
5. Graph a system of parametric equations.
6. Describe vectors in component form and in terms of length and direction.  
And demonstrate various calculations with vectors such as addition, subtraction, multiplication of scalar, dot product and cross product.
7. Construct models and solve applied problems using vectors.
8. Sketch the graphs of various conics and create using different conic graphs.
9. Evaluate arithmetic and geometric sequences.

### Methods of Evaluation

Category	Percentage
Face-to-face Classes	
Exams	75%
Daily Work	25%
Total	100%
Category	Percentage
Dual-Credit Classes	
Assignments	10%
Exams	30%
Quizzes	60%
Total	100%

### Academic Honesty and Integrity

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- Administrative withdrawal from the course
- Academic suspension

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Perryton: (806) 648-1450



### **Grievance Policy**

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### **Important Information**

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

#### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

#### **Information:**

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

#### **Interpersonal:**

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

#### **Thinking Skills:**

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

#### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

#### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

#### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

#### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# MATH 2413 — Calculus I

## Frank Phillips College

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### General Course Information

Credit Hours: 4

General Education Core Curriculum Course

### Prerequisite

Completion of MATH 1316 with a grade of C or better or co-requisite of MATH 1316.

### Course Description

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

THECB Approval Number .....27.0101.59.19

### Statement of Purpose

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

### Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
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- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

### Learning Outcomes

Upon successful completion of this course, students will:

1. Develop solutions for tangent and area problems using the concepts of limits, derivatives, and integrals.

2. Draw graphs of algebraic and transcendental functions considering limits, continuity, and differentiability at a point.
3. Determine whether a function is continuous and/or differentiable at a point using limits.
4. Use differentiation rules to differentiate algebraic and transcendental functions.
5. Identify appropriate calculus concepts and techniques to provide mathematical models of real-world situations and determine solutions to applied problems.
6. Evaluate definite integrals using the Fundamental Theorem of Calculus.
7. Articulate the relationship between derivatives and integrals using the Fundamental Theorem of Calculus.

### Methods of Evaluation

Category	Percentage
Face-to-face Classes	
Exams	75%
Lab	25%
Total	100%
Category	Percentage
Dual-Credit Classes	
Exams	75%
Lab	25%
Total	100%

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

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

**Interpersonal:**

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

**Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

**Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

**Information:**

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

**Thinking Skills:**

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

**Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

**Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# MATH 1324 — Mathematics of Modern Business I

## Frank Phillips College

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### General Course Information

Credit Hours: 3

General Education Core Curriculum Course

### Prerequisite

Placement by an approved TSI test or completion of MATH 0303 with a grade of C or better.

### Course Description

Topics from college algebra (linear equations, quadratic equations, functions and graphs, inequalities), mathematics of finance (simple and compound interest, annuities), linear programming, matrices, systems of linear equations, applications to management, economics, and business.

THECB Approval Number .....27.0301.52.19

### Statement of Purpose

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### Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

### Learning Outcomes:

Upon successful completion of this course, students will:

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.

### Methods of Evaluation

Category	Percentage
Face-to-face Classes	
Exams	75%
Daily Work	25%
Total	100%

### Academic Honesty and Integrity

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#### **Cell Phones and Other Electronic Devices Procedure:**

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

### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

**MATH 1350**  
**Advanced Mathematics I for Elementary Education Teachers**  
**Frank Phillips College**

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**General Course Information**

Credit Hours: 3

**Prerequisite**

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. This course is appropriate for early childhood education majors.

THECB Approval Number .....27.0101.56.19

**Statement of Purpose**

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**Learning Outcomes:**

Upon successful completion of this course, students will:

1. Recognize the NCTM standards and the TEKS.
2. Recognize the connection between fractions, rational numbers, decimals and percents.
3. Define and use ratios and proportions.

4. Recognize algebraic reasoning and representation.
5. Draw and interpret a variety of graphical representations of data.
6. Calculate and interpret the measures of central tendency and variability for a set of data.
7. Calculate empirical probabilities, permutations and combinations.
8. Define the basic figures of geometry along with their properties.
9. Explain the measurement process and the concept of a unit measurement.
10. Calculate the perimeter, area, surface area, and volume for a variety of figures.
11. Prove the congruence or similarity of a given pair of triangles.

### **Methods of Evaluation**

Category	Percentage
Homework	25%
Exams	50%
Final Exam	25%
Total	100%
Grade Scale	
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

### **Exams:**

There are exams that will be given. Makeup exams will be given at the discretion of the instructor. Please contact your instructor before the exam to arrange a makeup exam. Please keep in mind that makeup exams are relatively more difficult than regular exams.

**Positively no exam grades will be dropped.**

**Note:** Cheating on tests or quizzes will result in an automatic 0 on the test.

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Allocates Time  
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**Information:**

Acquires & Evaluates Information  
Organizes & Maintains Information  
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**Technology:**

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**Systems:**

Understands Systems  
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Improves & Designs Systems

**Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

**Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# PHED 1124 — Freshman Body Conditioning I

## Frank Phillips College

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### General Course Information

Credit Hours: 1

### Prerequisite

N/A

### Course Description

Instruction and participation in physical and/or recreational activities. The physical education activity courses are designed to give the students multiple choices that suit their physical goals in health and wellness or recreational preferences. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number .....36.0108.51.23

### Learning Outcomes

Upon successful completion of this course, students will:

1. Develop an overall improved cardiovascular fitness level that will reduce body fat levels;
2. Develop an overall improved cardiovascular fitness level that will increase lean body mass;
3. Develop an overall fitness level that will lower the resting heart rate;
4. Develop an overall fitness level that will improve the circulatory system;
5. Develop an overall fitness level that will enhance the daily lifestyle; and
6. Develop an overall fitness level that will promote wellness and health.

### Methods of Evaluation

Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to document.

Category	Percentage
Midterm Exam	10%
Final Exam	10%
Journal Log	80%
Total	100%

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

#### **Resources:**

Allocates Time

Allocates Money

Allocates Material & Facility Resources

#### **Information:**

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

#### **Interpersonal:**

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

#### **Thinking Skills:**

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

#### **Technology:**

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

#### **Systems:**

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

#### **Basic Skills:**

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

#### **Personal Qualities:**

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty



# **PHED 1134 – Rodeo Events I**

## **Frank Phillips College**

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### **General Course Information**

Credit Hours: 1

### **Prerequisite**

N/A

### **Course Description**

A course dealing with the participation in varsity rodeo sports through regularly scheduled practices and NIRA rodeos.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number .....36.0108.51.23

### **Learning Outcomes**

Upon successful completion of this course, students will:

1. Be prepared to compete in rodeo events at the college level.
2. Improve their strength and flexibility through weight lifting and aerobic activity.
3. Acquire knowledge about common injuries associated with the sport of rodeo.
4. Acquire knowledge of methods to prevent injuries.
5. Exhibit through practice safety procedures involved with rodeo animals and events.

### **Methods of Evaluation**

Category	Percentage
Assignments	40%
Exams	60%
Total	100%

### **Academic Honesty and Integrity**

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- A grade of 0 for the test or assignment

- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

### **Class Attendance**

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

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

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### **Cell Phones and Other Electronic Devices Procedure:**

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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

### **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.

### **Important Information**

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

#### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

#### **Information:**

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

#### **Interpersonal:**

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

#### **Thinking Skills:**

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

#### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

#### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

#### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

#### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# PHED 1144 — Freshman Varsity Athletics I

## Frank Phillips College

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### General Course Information

Credit Hours: 1

### Prerequisite

N/A

### Course Description

Instruction and participation in varsity athletic activities. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number .....36.0108.51.23

### Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate an overall knowledge of the selected varsity athletic event in both physical actions and mental comprehension;
2. Develop new skills and techniques; and
3. Understand the importance of teamwork.

### Methods of Evaluation

Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to learn new skills and techniques and demonstrating overall knowledge of the varsity athletic event in their physical actions and mental comprehension.

Category	Percentage
Midterm Exam	10%
Final Exam	10%
Participation	80%
Total	100%

### Academic Honesty and Integrity

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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

### **Class Attendance**

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

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

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### **Cell Phones and Other Electronic Devices Procedure:**

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

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Perryton: (806) 648-1450

### **Grievance Policy**

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### **Important Information**

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

#### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

#### **Interpersonal:**

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

#### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

#### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

#### **Information:**

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

#### **Thinking Skills:**

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

#### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

#### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# **PHED 1146 — Freshman Cheerleading I**

## **Frank Phillips College**

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### **General Course Information**

Credit Hours: 1

### **Prerequisite**

N/A

### **Course Description**

Instruction and participation in varsity athletic activities. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number .....36.0108.51.23

### **Learning Outcomes**

Upon successful completion of this course, students will:

1. Demonstrate an overall knowledge of the selected varsity athletic event in both physical actions and mental comprehension;
2. Develop new skills and techniques; and
3. Understand the importance of teamwork.

### **Methods of Evaluation**

Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to learn new skills and techniques and demonstrating overall knowledge of the varsity athletic event in their physical actions and mental comprehension.

Category	Percentage
Midterm Exam	10%
Final Exam	10%
Participation	80%
Total	100%

### **Academic Honesty and Integrity**

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without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

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- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

### **Class Attendance**

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### **Cell Phones and Other Electronic Devices Procedure:**

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Perryton: (806) 648-1450

### **Grievance Policy**

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### **Important Information**

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

#### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

#### **Information:**

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

#### **Interpersonal:**

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

#### **Thinking Skills:**

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

#### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

#### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

#### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

#### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

**PHED 1321 — Coaching/Sports/Athletics I**  
**(Theory of Coaching)**  
**Frank Phillips College**

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**General Course Information**

Credit Hours: 3

**Prerequisite**

N/A

**Course Description**

Study of the history, theories, philosophies, rules, terminology of competitive sports.  
Includes coaching techniques.

THECB Approval Number .....31.0505.51.23

**Learning Outcomes**

Upon successful completion of this course, students will:

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.

**Methods of Evaluation**

Category	Percentage
Assignments	40%
Exams	60%
Total	100%

**Academic Honesty and Integrity**

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- Administrative withdrawal from the course
- Academic suspension

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Perryton: (806) 648-1450

### **Grievance Policy**

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### **Important Information**

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

#### **Resources:**

Allocates Time

Allocates Money

Allocates Material & Facility Resources

#### **Information:**

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

#### **Interpersonal:**

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

#### **Thinking Skills:**

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

#### **Technology:**

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

#### **Systems:**

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

#### **Basic Skills:**

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

#### **Personal Qualities:**

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

# **PHED 1338 — Concepts of Physical Fitness**

## **Frank Phillips College**

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### **General Course Information**

Credit Hours: 3

### **Prerequisite**

N/A

### **Course Description**

Concepts and use of selected physiological variables of fitness, individual testing and consultation, and the organization of sports and fitness programs.

THECB Approval Number .....31.0501.51.23

### **Learning Outcomes**

Upon successful completion of this course, students will:

1. Develop the knowledge of how to improve cardiovascular fitness level that will reduce body fat levels;
2. Develop the knowledge of how to improve cardiovascular fitness level that will increase lean body mass;
3. Develop the knowledge of how to lower the resting heart rate;
4. Develop the knowledge of how to improve the circulatory system;
5. Develop the knowledge of how to enhance the daily lifestyle; and
6. Develop the knowledge of how to improve promote wellness and health.

### **Methods of Evaluation**

Category	Percentage
Participation	50%
Midterm Exam	20%
Final Exam	20%
Exercise Plan	10%
Total	100%

### **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

### **Class Attendance**

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Perryton: (806) 648-1450

### **Grievance Policy**

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

#### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

#### **Information:**

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

#### **Interpersonal:**

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

#### **Thinking Skills:**

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

#### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

#### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

#### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

#### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# PHED 2124 — Sophomore Body Conditioning III

## Frank Phillips College

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### General Course Information

Credit Hours: 1

### Prerequisite

N/A

### Course Description

Instruction and participation in physical and/or recreational activities. The physical education activity courses are designed to give the students multiple choices that suit their physical goals in health and wellness or recreational preferences. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number .....36.0108.51.23

### Learning Outcomes

Upon successful completion of this course, students will:

1. Develop an overall improved cardiovascular fitness level that will reduce body fat levels;
2. Develop an overall improved cardiovascular fitness level that will increase lean body mass;
3. Develop an overall fitness level that will lower the resting heart rate;
4. Develop an overall fitness level that will improve the circulatory system;
5. Develop an overall fitness level that will enhance the daily lifestyle; and
6. Develop an overall fitness level that will promote wellness and health.

### Methods of Evaluation

Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to document.

Category	Percentage
Midterm Exam	10%
Final Exam	10%
Journal Log	80%
Total	100%

### Academic Honesty and Integrity

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

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- Academic suspension

### **Class Attendance**

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Perryton: (806) 648-1450

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

#### **Resources:**

Allocates Time

Allocates Money

Allocates Material & Facility Resources

#### **Information:**

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

#### **Interpersonal:**

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

#### **Thinking Skills:**

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

#### **Technology:**

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

#### **Systems:**

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

#### **Basic Skills:**

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

#### **Personal Qualities:**

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

## PHED 2134 – Rodeo Events III

### Frank Phillips College

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#### General Course Information

Credit Hours: 1

#### Prerequisite

N/A

#### Course Description

A course dealing with the participation in varsity rodeo sports through regularly scheduled practices and NIRA rodeos.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number .....36.0108.51.23

#### Learning Outcomes

Upon successful completion of this course, students will:

1. Be prepared to compete in rodeo events at the college level.
2. Improve their strength and flexibility through weight lifting and aerobic activity.
3. Acquire knowledge about common injuries associated with the sport of rodeo.
4. Acquire knowledge of methods to prevent injuries.
5. Exhibit through practice safety procedures involved with rodeo animals and events.

#### Methods of Evaluation

Category	Percentage
Assignments	90%
Exams	10%
Total	100%

#### Academic Honesty and Integrity

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- A grade of 0 for the test or assignment

- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

### **Class Attendance**

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

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

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### **Cell Phones and Other Electronic Devices Procedure:**

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

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Perryton: (806) 648-1450

### **Grievance Policy**

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### **Important Information**

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

#### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

#### **Interpersonal:**

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

#### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

#### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

#### **Information:**

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

#### **Thinking Skills:**

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

#### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

#### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# PHED 2144 — Sophomore Varsity Athletics III

## Frank Phillips College

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### General Course Information

Credit Hours: 1

### Prerequisite

N/A

### Course Description

Instruction and participation in varsity athletic activities. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number .....36.0108.51.23

### Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate an overall knowledge of the selected varsity athletic event in both physical actions and mental comprehension;
2. Develop new skills and techniques; and
3. Understand the importance of teamwork.

### Methods of Evaluation

Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to learn new skills and techniques and demonstrating overall knowledge of the varsity athletic event in their physical actions and mental comprehension.

Category	Percentage
Midterm Exam	10%
Final Exam	10%
Participation	80%
Total	100%

### Academic Honesty and Integrity

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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

### **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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Perryton: (806) 648-1450

### **Grievance Policy**

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

#### **Resources:**

Allocates Time

Allocates Money

Allocates Material & Facility Resources

#### **Information:**

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

#### **Interpersonal:**

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

#### **Thinking Skills:**

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

#### **Technology:**

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

#### **Systems:**

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

#### **Basic Skills:**

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

#### **Personal Qualities:**

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty



# PHED 2146 — Sophomore Cheerleading III

## Frank Phillips College

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### General Course Information

Credit Hours: 1

### Prerequisite

N/A

### Course Description

Instruction and participation in varsity athletic activities. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number .....36.0108.51.23

### Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate an overall knowledge of the selected varsity athletic event in both physical actions and mental comprehension;
2. Develop new skills and techniques; and
3. Understand the importance of teamwork.

### Methods of Evaluation

Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to learn new skills and techniques and demonstrating overall knowledge of the varsity athletic event in their physical actions and mental comprehension.

Category	Percentage
Midterm Exam	10%
Final Exam	10%
Participation	80%
Total	100%

### Academic Honesty and Integrity

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- Administrative withdrawal from the course
- Academic suspension

### **Class Attendance**

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

#### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

#### **Information:**

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

#### **Interpersonal:**

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

#### **Thinking Skills:**

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

#### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

#### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

#### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

#### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# PHYS 1401 — College Physics I

## Frank Phillips College

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### General Course Information

Credit Hours: 4

General Education Core Curriculum Course

### 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 sequence, with laboratories, that includes study of mechanics, sound, heat, and waves. This course is designed for students preparing for further study in science and related areas including: medicine, pharmacy, optometry, physical therapy, and secondary education.

THECB Approval Number .....40.0801.53.03

### Statement of Purpose

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

### Core Objectives Required for Life and Physical Sciences Courses

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

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

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

**Learning Outcomes:**

Upon successful completion of this course, students will:

1. Model physical phenomena with mathematical systems.
2. Interpret and communicate technical information.
3. Work with other students in a team investigation.
4. Understand some logical or scientific systems.
5. Visualize and Diagram physical processes.

**Methods of Evaluation**

Students' successful completion of required assignments as well as participation in classroom learning activities will be the basis for assessing progress toward course objectives.

Category	Percentage
Homework assignments	10%
Laboratory Grade	30%
Exams	50%
Semester Exam	10%
Total	100%

The majority of your evaluation comes through traditional methods; however, participation in laboratory exercises and class discussion will also contribute to your grade.

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- Administrative withdrawal from the course
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## **Scans/Or Core Competencies That Will Be Addressed in the Class**

### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# PHYS 1404 — Solar System

## Frank Phillips College

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### General Course Information

Credit Hours: 4

General Education Core Curriculum Course

### Prerequisite

N/A

### Course Description

This course is the study of the sun and its solar system, including its origin. Also includes a laboratory and other topics such as stars, nebulae, galaxies, cosmology, the foundations of astronomy, the Copernican Revolution and astronomical tools.

THECB Approval Number .....40.0201.52.03

### Statement of Purpose

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### Core Objectives Required for Life and Physical Sciences Courses

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

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

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



**Learning Outcomes:**

Upon successful completion of this course, students will:

1. Model physical phenomena with mathematical systems.
2. Interpret and communicate technical information.
3. Work with other students in a team investigation.
4. Understand some logical or scientific systems.
5. Visualize and Diagram physical processes.

**Methods of Evaluation**

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Category	Percentage
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Laboratory Grade	30%
Exams	50%
Semester Exam	10%
Total	100%

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Perryton: (806) 648-1450

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### **Important Information**

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

### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# PHYS 1415 — Physical Science I

## Frank Phillips College

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### General Course Information

Credit Hours: 4

General Education Core Curriculum Course

### Prerequisite

N/A

### Course Description

Course is designed for non-majors and surveys topics from physics, chemistry, geology, astronomy, and meteorology, with an emphasis on physical phenomena. Topics include the scientific method and a survey of mechanics, matter, heat, optics, electricity, and magnetism.

THECB Approval Number .....40.0101.51.03

### Statement of Purpose

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

### Core Objectives Required for Life and Physical Sciences Courses

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

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

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

**Learning Outcomes:**

Upon successful completion of this course, students will:

1. Model physical phenomena with mathematical systems
2. Interpret and communicate technical information
3. Work with other students in a team investigation
4. Understand some logical or scientific systems
5. Visualize and Diagram physical processes

**Methods of Evaluation**

Students' successful completion of required assignments as well as participation in classroom learning activities will be the basis for assessing progress toward course objectives.

Category	Percentage
Homework assignments	10%
Laboratory Grade	30%
Exams	50%
Semester Exam	10%
Total	100%

The majority of your evaluation comes through traditional methods; however, participation in laboratory exercises and class discussion will also contribute to your grade.

**Academic Honesty and Integrity**

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- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

**Class Attendance**

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

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

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

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

### **Cell Phones and Other Electronic Devices Procedure:**

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

### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# PHYS 2425 — University Physics I

## Frank Phillips College

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### General Course Information

Credit Hours: 4

General Education Core Curriculum Course

### Prerequisite

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

Fundamental principles of physics, using calculus, for science, computer science, mathematics, and engineering majors; the principles and applications of classical mechanics, including harmonic motion, physical systems and thermodynamics; and emphasis on problem solving. This course sequence emphasizes the study of kinematics, dynamics, energy, momentum, waves sound, heat and thermodynamics. Must be taken with a laboratory section which includes basic laboratory experiments, experimental design, data collection and analysis, and preparation of laboratory reports.

THECB Approval Number .....40.0101.54.03

### Statement of Purpose

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### Core Objectives Required for Life and Physical Sciences Courses

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

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

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



## Lecture Learning Outcomes

Upon successful completion of this course, students will:

1. Determine the components of linear motion (displacement, velocity, and acceleration), and especially motion under conditions of constant acceleration.
2. Solve problems involving forces and work.
3. Apply Newton's laws to physical problems.
4. Identify the different types of energy.
5. Solve problems using principles of conservation of energy.
6. Define the principles of impulse, momentum, and collisions.
7. Use principles of impulse and momentum to solve problems.
8. Determine the location of the center of mass and center of rotation for rigid bodies in motion.
9. Discuss rotational kinematics and dynamics and the relationship between linear and rotational motion.
10. Solve problems involving rotational and linear motion.
11. Define equilibrium, including the different types of equilibrium.
12. Discuss simple harmonic motion and its application to real-world problems.
13. Solve problems involving the First and Second Laws of Thermodynamics.

## Lab Learning Outcomes

Upon successful completion of this course, students will:

1. Prepare laboratory reports that clearly communicate experimental information in a logical and scientific manner.
2. Conduct basic laboratory experiments involving classical mechanics.
3. Relate physical observations and measurements involving classical mechanics to theoretical principles.
4. Evaluate the accuracy of physical measurements and the potential sources of error in the measurements.
5. Design fundamental experiments involving principles of classical mechanics.
6. Identify appropriate sources of information for conducting laboratory experiments involving classical mechanics.

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

### Methods of Evaluation

Students' successful completion of required assignments as well as participation in classroom learning activities will be the basis for assessing progress toward course objectives.

Category	Percentage
Homework assignments	10%
Laboratory Grade	30%
Exams	50%
Semester Exam	10%
Total	100%

The majority of your evaluation comes through traditional methods; however, participation in laboratory exercises and class discussion will also contribute to your grade.

### Academic Honesty and Integrity

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- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

### Class Attendance

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Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day,

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

### **Cell Phones and Other Electronic Devices Procedure:**

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### **Grievance Policy**

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

### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# PSYC 2301 — General Psychology

## Frank Phillips College

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### General Course Information

Credit Hours: 3

General Education Core Curriculum Course

### Prerequisite

Passage of or exemption from the Reading Section of a TSI approved test or completion of 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. Preparatory to all other courses in psychology.

THECB Approval Number .....42.0101.51.25

### Statement of Purpose

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

### Core Objectives Required for Social and Behavioral Sciences Courses

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

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

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

## Learning Outcomes

Upon successful completion of this course, students will:

1. Define psychology and understand its study as a branch of empiricism.
2. Examine the components of the scientific method and their application to varied research strategies.
3. Contrast the current theoretical perspectives concerning the central nervous system's relationship to human behavior and cognition.
4. Evaluate the effects of early environmental and social interactions upon subsequent human behavior.
5. Identify and classify the physiological structures of human sensory perception.
6. Compare the current theories concerning human perception.
7. Identify the states of consciousness and classify their analogous behaviors.
8. Define and demonstrate operant conditioning and learning.
9. Name and define the different types of memory.
10. Differentiate between the current theoretical perspectives concerning memory, recall, and forgetting.
11. Define and differentiate between cognition, intelligence and creativity.
12. Evaluate the current philosophical debate concerning the existence of intuition.
13. List and classify the physiological structures of the human body involved in motivation and emotion.
14. Name and appraise the past and present theories of emotion.
15. List and examine components of personality as defined by psychologists.
16. Define and evaluate the ideas that comprise psychoanalytic theory.
17. Differentiate between mental health and mental illness, and explain the role of life stressors in the development of mental illness.
18. Write core features of disordered behavior.
19. Use the classification system of mental disorders.
20. Classify and contrast the various theories of therapy for mental disorders, including, but not limited to psychoanalysis, humanistic therapies, behaviorist therapies, cognitive therapies, group therapies, and medical/pharmacological therapies.
21. Distinguish between individual psychology and social psychology and apply the tenets of social psychology to group behavior.

## Methods of Evaluation

Students' successful completion of required projects and examinations as well as participation in classroom learning activities are the basis for assessing progress toward course objectives.

Category	Percentage
"Daily Grade" - Reading quizzes, attendance, and web-based exercises	20%
Learning Portfolio Project	20%
Four Periodic Examinations	40%
Final Examination	20%
Total	100%

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- Administrative withdrawal from the course
- Academic suspension

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

### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# PSYC 2314 — Lifespan Growth & Development (Child)

## Frank Phillips College

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### General Course Information

Credit Hours: 3

General Education Core Curriculum Course

### Prerequisite

Completion of PSYC 2301 or its equivalent with a grade of C or better.

### Course Description

Study of the relationship of the physical, emotional, social and mental factors of growth and development of children and throughout the lifespan. (Special emphasis on childhood.)

THECB Approval Number .....42.2703.51.25

### Statement of Purpose

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### Core Objectives Required for Social and Behavioral Sciences Courses

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

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

## **Learning Outcomes**

Upon successful completion of this course, students will:

1. 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.

## **Methods of Evaluation**

Students' successful completion of required projects and examinations as well as participation in classroom learning activities is the basis for assessing progress toward course objectives.

Category	Percentage
Daily participation-average (including attendance and online exercises)	30%
Evaluation of Child Care/Parenting Book	20%
Three Periodic Examinations (other than the Final)	30%
Final Examination (comprehensive)	20%
Total	100%

## **Academic Honesty and Integrity**

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### **Grievance Policy**

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

### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

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

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

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

### **Thinking Skills:**

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

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# PSYC 2319 — Social Psychology

## Frank Phillips College

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### General Course Information

Credit Hours: 3

### Prerequisite

Completion of PSYC 2301 with a C or better.

### Course Description

Study of individual behavior within the social environment. May include topics such as the socio-psychological processes, attitudes formation and change, interpersonal relations, and group processes. (Cross-listed as SOCI 2326. Students may enroll for either Psychology or Sociology credit.)

THECB Approval Number .....42.2707.51.25

### Statement of Purpose

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

### Core Objectives Required for Social and Behavioral Sciences Courses

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

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

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

## Learning Outcomes

Upon successful completion of this course, students will:

1. Identify Social Psychology as a separate branch of empiricism dedicated to the study of the way people's thoughts, feelings, and behaviors are influenced by the real or imagined presence of others;
2. Compare and contrast Social Psychology with the other social sciences;
3. Name and give examples of the origin of human construals as related to two basic human motives: the need to be accurate and the need to feel good about ourselves;
4. Distinguish between automatic thinking and controlled social cognition;
5. Define causal attribution and explain its relationship to understanding and predicting social behavior;
6. Name and give examples of the three functions of the self as they pertain to social interaction;
7. Relate the human need to maintain a stable, positive self-image to the common experience of cognitive dissonance;
8. Estimate the degree to which their attitudes are shaped by social experience;\
9. Explain conformity and group behaviors as results of social influence;
10. Evaluate the relative merits of various theories concerning human attraction;
11. Hypothesize as to the motives and social circumstances that contribute to prosocial behaviors;
12. Define and give examples of aggression in social contexts; and
13. Analyze various theories concerning the ubiquitous nature and causes of prejudice.

## Methods of Evaluation

Students' successful completion of required projects and examinations as well as participation in classroom learning activities are the basis for assessing progress toward course objectives.

Category	Percentage
Daily 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%
Total	100%

## Academic Honesty and Integrity

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- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

### **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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### **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

### **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.

### **Important Information**

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

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

#### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

#### **Information:**

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

#### **Interpersonal:**

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

#### **Thinking Skills:**

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

#### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

#### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

#### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

#### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty



# **SOCI 1301 — Introduction to Sociology**

## **Frank Phillips College**

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### **General Course Information**

Credit Hours: 3

General Education Core Curriculum Course

### **Prerequisite**

Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

### **Course Description**

An introduction to the concepts and principles used in the study of group life, social institutions, and social processes. Course includes studying human society; human behavior and personality as a product of group life; community organizations; social change and current social problems.

THECB Approval Number .....45.1101.51.25

### **Statement of Purpose**

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

### **Core Objectives Required for Social and Behavioral Sciences Courses**

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

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

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

## **Learning Outcomes**

Upon successful completion of this course, students will:

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.

## **Methods of Evaluation**

Students' successful completion of required projects and examinations as well as participation in classroom learning activities is the basis for assessing progress toward course objectives.

Category	Percentage
Assignments, quizzes and other daily grades	15%
Attendance/Participation	10%
Four Periodic Examinations	60%
Final Examination	15%
Total	100%

## **Academic Honesty and Integrity**

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- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

## **Class Attendance**

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

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

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#### **Cell Phones and Other Electronic Devices Procedure:**

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

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

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#### **Grievance Policy**

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.

### **Important Information**

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

#### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

#### **Interpersonal:**

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

#### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

#### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

#### **Information:**

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

#### **Thinking Skills:**

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

#### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

#### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

## **SOCI 2326 — Social Psychology**

### **Frank Phillips College**

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#### **General Course Information**

Credit Hours: 3

#### **Prerequisite**

Completion of PSYC 2301 with a C or better.

#### **Course Description**

Study of individual behavior within the social environment. May include topics such as the socio-psychological processes, attitudes formation and change, interpersonal relations, and group processes. (Cross-listed as SOCI 2326. Students may enroll for either Psychology or Sociology credit.)

THECB Approval Number .....42.2707.51.25

#### **Statement of Purpose**

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#### **Core Objectives Required for Social and Behavioral Sciences Courses**

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

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

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

## Learning Outcomes

Upon successful completion of this course, students will:

1. Identify Social Psychology as a separate branch of empiricism dedicated to the study of the way people's thoughts, feelings, and behaviors are influenced by the real or imagined presence of others;
2. Compare and contrast Social Psychology with the other social sciences;
3. Name and give examples of the origin of human construals as related to two basic human motives: the need to be accurate and the need to feel good about ourselves;
4. Distinguish between automatic thinking and controlled social cognition;
5. Define causal attribution and explain its relationship to understanding and predicting social behavior;
6. Name and give examples of the three functions of the self as they pertain to social interaction;
7. Relate the human need to maintain a stable, positive self-image to the common experience of cognitive dissonance;
8. Estimate the degree to which their attitudes are shaped by social experience;\
9. Explain conformity and group behaviors as results of social influence;
10. Evaluate the relative merits of various theories concerning human attraction;
11. Hypothesize as to the motives and social circumstances that contribute to prosocial behaviors;
12. Define and give examples of aggression in social contexts; and
13. Analyze various theories concerning the ubiquitous nature and causes of prejudice.

## Methods of Evaluation

Students' successful completion of required projects and examinations as well as participation in classroom learning activities are the basis for assessing progress toward course objectives.

Category	Percentage
Daily 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%
Total	100%

## Academic Honesty and Integrity

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- Administrative withdrawal from the course
- Academic suspension

### **Class Attendance**

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### **Grievance Policy**

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### **Important Information**

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

#### **Resources:**

Allocates Time

Allocates Money

Allocates Material & Facility Resources

#### **Information:**

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

#### **Interpersonal:**

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

#### **Thinking Skills:**

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

#### **Technology:**

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

#### **Systems:**

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

#### **Basic Skills:**

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

#### **Personal Qualities:**

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty



# SPCH 1311 — Introduction to Speech Communication

## Frank Phillips College

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### General Course Information

Credit Hours: 3

General Education Core Curriculum Course

### Prerequisite

N/A

### Course Description

Theories and practice of communication in interpersonal, small group, and public speech. A broad-based study of the basic principles of the process of human communication with special application to public speaking.

THECB Approval Number .....23.1304.51.12

### Statement of Purpose

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

### Core Objectives Required for Communication Courses

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

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

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

## Learning Outcomes

Upon successful completion of this course, students will:

1. Understand the communication process both in an interpersonal situation and a public speaking setting.
2. Understand the basic principles of speech communication and the respective responsibilities of speakers and listeners.
3. Develop a positive orientation toward speechmaking and presentations before an audience.
4. Learn the basic aspects of speech preparation.
5. Develop the ingredients necessary for quality presentations before a group, including language, delivery, nonverbal communication, and visual aids.
6. Differentiate and deliver specific types of speeches.
7. Improve listening skills.

## Methods of Evaluation

Points Possible	Assignment
50	Speech in a Bag
50	Birthday News
100	Informative Speech
150	Intercultural Group Speech with Power Point
100	Persuasive Speech with Power Point
100	Memo Assignment
100	Mid-Term Exam
100	Final Exam
50	Common Experience Assignment
100	Weekly Reflections
100	Attendance

Letter grades will be assigned on the following basis:

Grade	Points
A	900-1000
B	800-899
C	700-799
D	600-699
F	599 and below

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- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course

- Academic suspension

### **Class Attendance**

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### **Grievance Policy**

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### **Important Information**

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

#### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

#### **Interpersonal:**

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

#### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

#### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

#### **Information:**

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

#### **Thinking Skills:**

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

#### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

#### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty

# SPCH 1318 — Interpersonal Communication

## Frank Phillips College

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### General Course Information

Credit Hours: 3

General Education Core Curriculum Course

### Prerequisite

N/A

### Course Description

Theories and exercises in verbal and nonverbal communication with focus on interpersonal relationships.

THECB Approval Number .....23.1304.54.12

### Statement of Purpose

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

### Core Objectives Required for Communication Courses

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

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

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



## Learning Outcomes

Upon successful completion of this course, students will:

1. Improve listening skills.
2. Learn to better control communication apprehension.
3. Improve writing skills.
4. Understand the influence of self-concept on effective communication.
5. Gain theoretical knowledge of the influence of power in interpersonal communication.
6. Better understand the effect of the perceptual process in information processing.
7. Understand some of the theories about relational repair.
8. Acquire knowledge of the functional effects of both verbal and non-verbal messages.

## Methods of Evaluation

Points Possible	Assignment
100	Introductory Presentation with visual aid
200	Relationship Journal
	Relationship Analysis Paper (50pts)
	Journal Reflection (50 pts)
	Journal Entries (100 pts)
100	Analyzing Celebrity Relationships
150	Analyzing Relationships from the Movies
150	Intercultural Group Assignment
50	Analyzing Public Information
100	Mid-Term Exam
100	Final Exam
50	Common Experience Assignment
100	Attendance

Letter grades will be assigned on the following basis:

Grade	Points
A	950-1100
B	800-945
C	700-849
D	600-749
F	599 and below

## Academic Honesty and Integrity

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

- A grade of 0 for the test or assignment
- A semester grade of F for the course

- Administrative withdrawal from the course
- Academic suspension

### **Class Attendance**

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

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

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

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

### **Cell Phones and Other Electronic Devices Procedure:**

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive 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

### **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.

### **Important Information**

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

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

#### **Resources:**

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

#### **Interpersonal:**

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

#### **Technology:**

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

#### **Basic Skills:**

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

#### **Information:**

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

#### **Thinking Skills:**

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

#### **Systems:**

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

#### **Personal Qualities:**

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty



**Frank Phillips College**  
**VNSG 1329**  
**Spring 2013**

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**I. General Course Information**

**Course Number:** VNSG 1329

**Course Title:** Medical Surgical Nursing I

**Course Instructor** Regina Walsh RN

**Credit Hours:** 3

**E-mail:** [rwalsh@fpctx.edu](mailto:rwalsh@fpctx.edu)

**Course Description:** Application of the nursing process to the care of adult patients experiencing medical-surgical conditions in the health-illness continuum. A variety of health care settings are utilized. The student will identify the components of the health-illness continuum; identify prevalent medical-surgical conditions affecting the adult; and utilize the nursing process to assist in developing a plan of care for selected medical-surgical conditions.

**Course Learning Outcomes:** The student will describe the underlying principles of selected nursing skills and their relationship to client health status and emotional status. The student will demonstrate satisfactory performance of selected nursing skills utilizing principles of safety; and identify the nursing process used to solve basic client care problems across the life span utilizing appropriate medical terminology.

A series of basic intellectual competencies - - reading, writing, speaking, listening, critical thinking, and computer literacy – are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

**READING:** Reading at the college level means the ability to analyze and interpret a variety of printed materials—books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

**WRITING:** Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and

organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

**SPEAKING:** Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, large groups, and through the media.

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

**CRITICAL THINKING:** Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.

**COMPUTER LITERACY:** Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

## **II. Differentiated Entry Level Competencies (DELC)**

### **ROLE: PROVIDER OF CARE**

1. Assist in determining the health status and health needs of clients on interpretation of health-related data and preventative health practices in collaboration with clients, their families, and other members of the immediate health care team.

Expected Outcomes:

1. Identify four steps in a systemic process (i.e. nursing process), which include assessment, planning, implementation, and evaluation.
2. Become familiar with the basic components of nursing diagnosis (e.g. North American Nursing Diagnosis Association)
3. Use structured data collection tools and techniques of assessment of clients inclusive of interviewing.
4. Recognize the characteristics, concepts, and processes related to clients, including gross anatomy; basic psychology; psychosocial growth and development; gross psychopathology; ethical reasoning; and major cultural and spiritual beliefs and practices related to health, illness, birth, death, and dying.
5. Recognize the basic characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventative health practices.

6. Develop an understanding of common medical diagnoses, drug and other therapies and treatments.
2. Assist the formulation of goals/outcomes and a plan of care in collaboration with the client, their families, and interdisciplinary health care team members.

Expected Outcomes:

1. Develop an understanding of the dynamics of the nurse client relationship.
  2. Recognize written, verbal, and non-verbal modes of communication including information technologies.
  3. Become aware of the fundamental principles of disease prevention, promotion of health and wellness, and the restoration of health.
  4. Develop basic intervention skills designed to support the client and family during the various life stages, including death and dying.
  5. Recognize the relationship between the nursing plan of care, the plan of care of other health care professionals, and the therapeutic regimen.
  6. Develop criteria for setting priorities in planning and evaluating care for the client.
  7. Understand the steps and procedures of discharge planning.
3. Implement plan of care within legal and ethical parameters including scope of education, in collaboration with the client and interdisciplinary health care team to assist client in meeting health care needs.

Expected Outcomes:

1. Become aware of common health practices and behaviors of clients related to developmental level, gender, cultures, belief systems, and the environment.
2. Develop methods of therapeutic communication.
3. Identify the basic physiological and psychosocial (spiritual, cultural, gender, developmental level, financial) aspects of nursing interventions.
4. Recognize basic rights and responsibilities of clients related to health care.
5. Recognize the fundamental principles and factors that contribute to the maintenance or restoration of health.
6. Develop understanding of properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents.
7. Understand the principles of safety.
8. Identify coping mechanisms for managing stress.
9. Identify resources available for crisis management
10. Become familiar with the code of vocational nurse ethics, which will impact the practice of vocational nursing and health care.
11. Become familiar with the legal parameters of vocational nursing practice.
12. Become familiar with the available resources within the employment setting.
13. Understand the key federal and state statutes and institutional policies regarding patient confidentiality.
14. Become competent in performing nursing skills/procedures.

4. Implement teaching plan for client with common health problems and well-defined learning needs.

Expected Outcomes:

1. Identify how developmental stages may affect learning by the client.
2. Identify situational variables, which may affect learning by the client (i.e. stress, pain, and fear).
3. Develop teaching techniques, which will enhance and facilitate client teaching
4. Identify methods to evaluate the client's level of learning.
5. Determine "Links between healthy lifestyles, prevention, and cost of healthcare."

5. Assist in the evaluation of the client's responses and outcomes to therapeutic interventions

Expected Outcomes:

1. Recognize common methods for measuring client health-goal attainment.
2. Utilize basic tools for evaluating the effectiveness of specific nursing interventions.

6. Provide direct basic care to assigned multiple clients in structured settings.

Expected Outcomes:

1. Become aware of institutional policies and procedures for delivery of nursing care.
2. Become aware of the basic characteristics, trends, and issues of the health care delivery system.
3. Recognize the basis for determining nursing care priorities in client care.
4. Become aware of the scope of responsibility and accountability as it relates to supervision, and - collaboration.
5. Utilize the channels of communication for decision-making processes within the work setting.

7. Use the problem solving approach as the basis for decision making in practice.

Expected Outcomes:

1. Utilize a systematic problem solving process.
2. Develop an understanding of the need for establishing priorities.
3. Utilize work-setting resources available to assist in decision-making.
4. Understand the ways that nursing research can improve client care.

## **ROLE: COORDINATOR OF CARE**

1. Assist in the coordination of human and material resources for the provision of care for assigned clients

Expected Outcome:



1. Utilize basic principles of organizing resources necessary to provide quality care.
  2. Develop principles of problem solving, data collection, and basic time management skills
  3. Recognize the functions of team members.
  4. Recognize the cultural differences of clients.
2. Collaborate with clients and the interdisciplinary health care team to provide direct care to assigned individual clients.

Expected Outcome:

1. Recognize the basic structure and function of the health care delivery system.
    2. Develop an understanding of the need for effective communication techniques.
    3. Develop an understanding of the roles of all levels of nursing and other health care professionals.
    4. Understand the need for client advocacy and consumer rights and responsibilities.
  3. Participate in the identification of clients needs for referral to resources that facilitate continuity of care.
- Expected Outcome:
1. Become aware of institutional and community resources.
    2. Become aware of the roles of family dynamics and significant others support to individual client.
  4. Participate in activities, which support the organizational framework of structured health care settings.

Expected Outcome:

1. Understand the organizational mission, vision, and values as a framework for care.
  2. Demonstrate awareness of lines of authority and accountability within structured health care settings.
  3. Recognize methods for promoting safety in the work environment.
  4. Identify the role of the VN in risk management,
  5. Identify the role of the VN in implementing established cost containment measures

#### **ROLE: MEMBER OF A PROFESSION:**

1. Demonstrate accountability for own nursing care.

Expected Outcome:

1. Become familiar with the code of ethics for the LVN.
  2. Recognize the standards of vocational nursing education.
  3. Become aware of legalities of VN practice.

4. Recognize issues affecting the role of the VN and the delivery of care.
  5. Understand available sources of continuing education and professional development.
  6. Develop a self-evaluation process.
  7. Develop an understanding of work setting policies and procedures.
  8. Recognize professional boundaries.
2. Participate as an advocate in activities that focus on improving the health care of clients.

Expected Outcome:

1. Recognize the rights and responsibilities of clients regarding health care, including self-determination.
  2. Recognize the individual's responsibility for quality of nursing care.
  3. Understand the individual nurse's role in the quality improvement/quality assurance process.
  4. Recognize the responsibility for reporting to licensing and public protective agencies.
3. Demonstrate behaviors that promote the development and practice of vocational nursing.

Expected Outcome:

1. Become aware of the historical evolution of nursing practice.
2. Become aware of the issues affecting the development and practice of vocational nursing, including multistate licensing.
3. Become familiar with the role of major vocational nursing organizations, regulatory agencies, and health care organizations.
4. Recognize the factors affecting the public image of nursing.
5. Recognize the distinctions between LVN and RN roles.

### **III. Objectives/Terminal Objectives**

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

1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he/she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspect of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and

8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific objectives that follow (\*\*please note that specific applications and objectives for each component are listed in the nursing handbook under the course name):

1. Describe how the nursing process is used by the LPN/LVN to prioritize client care based on Maslow's hierarchy of needs.
2. Explain the importance of ethical and legal performance in nursing practice and decision making.
3. Discuss the basic concepts and attributes of culturally diverse clients and families and how it influences nursing care.
4. Identify alternative and complementary therapies and related safety issues.
5. Discuss the common causes, signs and symptoms, treatment, and client education for fluid and electrolyte imbalances.
6. Identify the rationale for use of IV therapy including IV solutions and methods of administration.
7. Discuss infectious diseases, the chain of infection, immunity, diagnosis, treatment, and safety precautions for health care.
8. Explain the pathophysiology, etiology, signs and symptoms, categories, and treatment for shock.
9. Explain the physiology of pain, its effects and methods for effective management both pharmacologic and non-pharmacologic.
10. Describe the variety of treatment methods for cancer and their nursing implications and nursing interventions.
11. Explain the process for the surgical client from admission through discharge including nursing interventions.
12. Explain emergent conditions, prioritizing, assessment, and interventions essential to nursing care.
13. Identify the uniqueness of the gerontological client associated with physical, mental, and emotional changes and special needs of the client and family.
14. Describe the psychosocial, growth and development, and the physiological needs of the client across the life span.
15. Identify common, overt, actual, and potential primary healthcare needs of the client related to the cardiovascular, respiratory, hematopoietic and lymphatic systems.
16. Explain the expected physical changes & discuss nursing interventions the nurse would provide for a patient at the end of life. Discuss choices that are available to patients at the end of their life as well as communicating to the dying patient & their families.
17. Discuss the etiologies, signs, & symptoms of immune system disorders. Explain data to be collected and the type of nursing care to be provided for a patient with immune disorders.
18. Identify the prognosis, preventive measures, & a teaching plan for patients with HIV and acquired immunodeficiency syndrome (AIDS).

#### **IV. Textbook and Other Required Materials**

deWit, Susan and Candice Kumagai., Medical and Surgical Nursing-Concepts and Practice 2<sup>nd</sup> edition 2013,(2009)Saunders/Elsevier

deWit, Susan and Candice Kumagai., Medical and Surgical Nursing-Concepts and Practice Student Workbook 2<sup>nd</sup> edition 2013,(2009)Saunders/Elsevier

#### **V. Classroom Policy and Instructor Expectations**

Additional assignments may be given at any time during the course.  
Workbook assignments may be graded at any time at the discretion of the instructor.  
Pop quizzes will be given during regularly scheduled classes.  
Major exams will be given as stated on the class schedule.  
A final exam will be given at the conclusion of this course.

In order to continue in the nursing program, a final grade average of 75 must be obtained.

#### **NONDISCRIMINATION ON A BASIS OF DISABILITY**

Refer to the Frank Phillips College 2008-2009 Catalog.

Instructor/Student Conferences are available for special needs upon request.

#### **VI. Additional/Supplemental References**

Available student library materials related to the Medical Surgical field.

#### **VII. Attendance Requirements**

As stated in the Vocational Nursing Student Policy Handbook

#### **VIII. Methods of Evaluation**

At the end of the course, following the administration of the final exam, the grade will be obtained as follows:

Daily Quizzes, additional assignments, workbook	25%
Major Exam Grades	50%
Final Exam Grades	20%
HESI	5%

**Frank Phillips College Vocational Nursing Program Grade Scale:**

A – 91.5-100  
B – 82.5-91.4  
C – 74.5-82.4  
D – 60-74.4  
F – 0-59

**IX. Correlation to Stated Mission Goals of Frank Phillips College**

Provide introduction and application of medical surgical nursing with emphasis on the disease processes;

Provide, assist, and promote the use of learning resources;

Participate and contribute to the medical surgical field in which we practice; and

Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

**Regina Walsh RN**

**VNSG 1329**

**(806) 457-4200 ext 608**

**E-mail: [rwalsh@fpctx.edu](mailto:rwalsh@fpctx.edu)**

**Office Hours:**

**I am in my Monday, Wednesday and Friday 0900-1500. On Tuesday and Thursday Clinical Days I will be available 0630-1530.**

**Frank Phillips College**  
**VNSG 1332**  
**Spring 2013**

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**I. General Course Information**

**Course Number:** VNSG 1332

**Course Title:** Medical Surgical Nursing II

**Course Instructor:** Peggy Quinn RN

**Credit Hours:** 3

**E-mail:** [pquinn@fpctx.edu](mailto:pquinn@fpctx.edu)

**Course Description:** Medical Surgical Nursing II is a continuation of Medical Surgical Nursing I with application of the nursing process to the care of the adult patient experiencing medical-surgical conditions along the health-illness continuum in a variety of health care settings.

**End-of-course Outcomes:** Explain the components of the health-illness continuum; assess prevalent medical-surgical conditions affecting the adult client; and utilizing the nursing process to assist in developing a plan of care for selected medical-surgical conditions.

**READING:** Reading at the college level means the ability to analyze and interpret a variety of printed materials—books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

**WRITING:** Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

**SPEAKING:** Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, large groups, and through the media.

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

**CRITICAL THINKING:** critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.

**COMPUTER LITERACY:** Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

## **II. Differentiated Entry Level Competencies (DEL C)**

### **ROLE: PROVIDER OF CARE**

1. Assist in determining the health status and health needs of clients on interpretation of health-related data and preventative health practices in collaboration with clients, their families, and other members of the immediate health care team.

Expected Outcomes:

1. Identify four steps in a systemic process (i.e. nursing process), which include assessment, planning, implementation, and evaluation.
  2. Become familiar with the basic components of nursing diagnosis (e.g. North American Nursing Diagnosis Association)
  3. Use structured data collection tools and techniques of assessment of clients inclusive of interviewing.
  4. Recognize the characteristics, concepts, and processes related to clients, including gross anatomy; basic psychology; psychosocial growth and development; gross psychopathology; ethical reasoning; and major cultural and spiritual beliefs and practices related to health, illness, birth, death, and dying.
  5. Recognize the basic characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventative health practices.
  6. Develop an understanding of common medical diagnoses, drug and other therapies and treatments.
2. Assist the formulation of goals/outcomes and a plan of care in collaboration with the client, their families, and interdisciplinary health care team members.

Expected Outcomes:

1. Develop an understanding of the dynamics of the nurse client relationship.
2. Recognize written, verbal, and non-verbal modes of communication including information technologies.
3. Become aware of the fundamental principles of disease prevention, promotion of health and wellness, and the restoration of health.
4. Develop basic intervention skills designed to support the client and family during the various life stages, including death and dying.
5. Recognize the relationship between the nursing plan of care, the plan of care of other health care professionals, and the therapeutic regimen.
6. Develop criteria for setting priorities in planning and evaluating care for the client.
7. Understand the steps and procedures of discharge planning.

3. Implement plan of care within legal and ethical parameters including scope of education, in collaboration with the client and interdisciplinary health care team to assist client in meeting health care needs.

Expected Outcomes:

1. Become aware of common health practices and behaviors of clients related to developmental level, gender, cultures, belief systems, and the environment.
  2. Develop methods of therapeutic communication.
  3. Identify the basic physiological and psychosocial (spiritual, cultural, gender, developmental level, financial) aspects of nursing interventions.
  4. Recognize basic rights and responsibilities of clients related to health care.
  5. Recognize the fundamental principles and factors that contribute to the maintenance or restoration of health.
  6. Develop understanding of properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents.
  7. Understand the principles of safety.
  8. Identify coping mechanisms for managing stress.
  9. Identify resources available for crisis management
  10. Become familiar with the code of vocational nurse ethics, which will impact the practice of vocational nursing and health care.
  11. Become familiar with the legal parameters of vocational nursing practice.
  12. Become familiar with the available resources within the employment setting.
  13. Understand the key federal and state statutes and institutional policies regarding patient confidentiality.
  14. Become competent in performing nursing skills/procedures.
4. Implement teaching plan for client with common health problems and well-defined learning needs.

Expected Outcomes:

1. Identify how developmental stages may affect learning by the client.
  2. Identify situational variables, which may affect learning by the client (i.e. stress, pain, and fear).
  3. Develop teaching techniques, which will enhance and facilitate client teaching
  4. Identify methods to evaluate the client's level of learning.
  5. Determine "Links between healthy lifestyles, prevention, and cost of healthcare."
5. Assist in the evaluation of the client's responses and outcomes to therapeutic interventions

Expected Outcomes:

1. Recognize common methods for measuring client health-goal attainment.
  2. Utilize basic tools for evaluating the effectiveness of specific nursing interventions.
6. Provide direct basic care to assigned multiple clients in structured settings.

Expected Outcomes:



1. Become aware of institutional policies and procedures for delivery of nursing care.
2. Become aware of the basic characteristics, trends, and issues of the health care delivery system.
3. Recognize the basis for determining nursing care priorities in client care.
4. Become aware of the scope of responsibility and accountability as it relates to supervision, and - collaboration.
5. Utilize the channels of communication for decision-making processes within the work setting.
7. Use the problem solving approach as the basis for decision making in practice.

Expected Outcomes:

1. Utilize a systematic problem solving process.
2. Develop an understanding of the need for establishing priorities.
3. Utilize work-setting resources available to assist in decision-making.
4. Understand the ways that nursing research can improve client care.

## **ROLE: COORDINATOR OF CARE**

1. Assist in the coordination of human and material resources for the provision of care for assigned clients

Expected Outcome:

1. Utilize basic principles of organizing resources necessary to provide quality care.
2. Develop principles of problem solving, data collection, and basic time management skills
3. Recognize the functions of team members.
4. Recognize the cultural differences of clients.

2. Collaborate with clients and the interdisciplinary health care team to provide direct care to assigned individual clients.

Expected Outcome:

1. Recognize the basic structure and function of the health care delivery system.
2. Develop an understanding of the need for effective communication techniques.
3. Develop an understanding of the roles of all levels of nursing and other health care professionals.
4. Understand the need for client advocacy and consumer rights and responsibilities.

3. Participate in the identification of clients needs for referral to resources that facilitate continuity of care.

Expected Outcome:

1. Become aware of institutional and community resources.
2. Become aware of the roles of family dynamics and significant others support to individual client.

4. Participate in activities, which support the organizational framework of structured health care settings.

Expected Outcome:

1. Understand the organizational mission, vision, and values as a framework for care.
2. Demonstrate awareness of lines of authority and accountability within structured health care settings.
3. Recognize methods for promoting safety in the work environment.
4. Identify the role of the VN in risk management,
5. Identify the role of the VN in implementing established cost containment measures

### **ROLE: MEMBER OF A PROFESSION:**

1. Demonstrate accountability for own nursing care.

Expected Outcome:

1. Become familiar with the code of ethics for the LVN.
2. Recognize the standards of vocational nursing education.
3. Become aware of legalities of VN practice.
4. Recognize issues affecting the role of the VN and the delivery of care.
5. Understand available sources of continuing education and professional development.
6. Develop a self-evaluation process.
7. Develop an understanding of work setting policies and procedures.
8. Recognize professional boundaries.

2. Participate as an advocate in activities that focus on improving the health care of clients.

Expected Outcome:

1. Recognize the rights and responsibilities of clients regarding health care, including self-determination.
2. Recognize the individual's responsibility for quality of nursing care.
3. Understand the individual nurse's role in the quality improvement/quality assurance process.
4. Recognize the responsibility for reporting to licensing and public protective agencies.

3. Demonstrate behaviors that promote the development and practice of vocational nursing.

Expected Outcome:

1. Become aware of the historical evolution of nursing practice.
2. Become aware of the issues affecting the development and practice of vocational nursing, including multistate licensing.
3. Become familiar with the role of major vocational nursing organizations, regulatory agencies, and health care organizations.
4. Recognize the factors affecting the public image of nursing.
5. Recognize the distinctions between LVN and RN roles.

### **III. Objectives/Terminal Objectives**

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

1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he/she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspect of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific objectives that follow (\*\*please note that specific applications and objectives for each component are listed in the nursing handbook under the course name):

1. Identify common, overt, actual, and potential primary healthcare needs of the client related to the following systems:
  - a. Gastrointestinal System
  - b. Liver, Gallbladder, and Pancreas
  - c. Urinary and Renal Systems
  - d. Endocrine System
  - e. Reproductive System
  - f. Musculoskeletal System
  - g. Neurological System
  - h. Sensory Systems
  - i. Integumentary System
2. Identify common medical/surgical diagnoses, treatment modalities, nursing interventions and client teaching including preventive measures for disorders of the following body systems:
  - a. Gastrointestinal System
  - b. Liver, Gallbladder, and Pancreas
  - c. Urinary and Renal Systems
  - d. Endocrine System
  - e. Musculoskeletal System
  - f. Neurological System
  - g. Integumentary System
  - h. Emergency and Disaster Management
3. Identify pharmacological agents and related nursing interventions for the following body systems:
  - a. Gastrointestinal System
  - b. Liver, Gallbladder, and Pancreas

- c. Urinary and Renal Systems
  - d. Endocrine System
  - e. Musculoskeletal System
  - f. Neurological System
  - g. Integumentary System
  - h. Emergency and Disaster Management
4. Demonstrate competency in dosage calculations.

#### **IV. Textbook and Other Required Materials**

**Medical-Surgical Nursing** by Susan deWit, (2009) Elsevier/Saunders  
**Medical-Surgical Nursing Student Learning Guide** by Susan deWit (2009),  
Elsevier/Saunders

**Davis's Drug Guide for Nurses** 11<sup>th</sup> edition, by F.A Davis, Deglin/Vallerand

#### **V. COURSE POLICIES AND INSTRUCTOR EXPECTATIONS**

Additional assignments may be given at any time during the course.  
Workbook assignments may be graded at any time at the discretion of the instructor.  
Pop quizzes will be given during regularly scheduled classes.  
Major exams will be given as stated on the class schedule.  
A final exam will be given at the conclusion of this course.

**IN ORDER TO CONTINUE IN THE NURSING PROGRAM, A FINAL GRADE OF 75  
MUST BE OBTAINED.**

#### **NONDISCRIMINATION ON A BASIS OF DISABILITY**

Refer to the Frank Phillips College 2009-2010 Catalog.  
Instructor/Student Conferences are available for special needs upon request.

#### **VI. ADDITIONAL/SUPPLEMENTAL REFERENCES**

Available Student Library Materials related to the Medical Surgical field.

#### **VII. ATTENDANCE REQUIREMENTS**

As stated in the Vocational Nursing Student Policy Handbook

#### **VIII. METHODS OF EVALUATION**

<b>Daily Quizzes, additional assignments/participation:</b>	<b>20 %</b>
<b>Major Exam Grades:</b>	<b>50 %</b>
<b>Final Exam:</b>	<b>25 %</b>

**Frank Phillips College Vocational Nursing Program Grade Scale:**

- A – 92-100
- B – 83-91
- C – 75-82
- D – 60-74
- E – 0-59

**Correlation to Stated Mission Goals of Frank Phillips College**

- a. Provide introduction and application of medical surgical nursing with emphasis on the disease processes;
- b. Provide, assist, and promote the use of learning resources;
- c. Participate and contribute to the medical surgical field in which we practice; and
- d. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

**Grievance Policy**

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Frank Phillips College 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.

Tricia Jones RN  
VNSG 1332  
(806)- 457-4200 ext 830  
E-mail: [tjones@fpctx.edu](mailto:tjones@fpctx.edu)

**Office Hours:**

I am on campus on Mondays from 8:00am-4:00pm, Tues-Friday are clinical days & I am at the Pampa Hospital from 6:30am-3:00pm

**Frank Phillips College  
Vocational Nursing Program  
Syllabus-Fall 2013**

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**I. General Course Information**

**Course Number:** VNSG 1230

**Course Title:** Maternal Neonatal Nursing

**Credit Hours:** 2

**Course Instructor:** Nursing Faculty

**Work Phone:** FPC 806-457-4200

**Email:**

**Office Hours:** Monday-Wednesday-Friday 9:00am- 3:00pm

**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.

**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.
14. Become competent in performing nursing skills/procedures.

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.
3. Become aware of legalities of VN practice.
4. Recognize issues affecting the role of the VN and the delivery of care.
5. Understand available sources of continuing education and professional development.
6. Develop a self-evaluation process.
7. Develop an understanding of work setting policies and procedures.
8. Recognize professional boundaries.

2. Participate as an advocate in activities that focus on improving the health care of clients.

Expected Outcome:

1. Recognize the rights and responsibilities of clients regarding health care, including self-determination.
2. Recognize the individual's responsibility for quality of nursing care.
3. Understand the individual nurse's role in the quality improvement/quality assurance process.
4. Recognize the responsibility for reporting to licensing and public protective agencies.

3. Demonstrate behaviors that promote the development and practice of vocational nursing.

Expected Outcome:

1. Become aware of the historical evolution of nursing practice.
2. Become aware of the issues affecting the development and practice of vocational nursing, including multistate licensing.
3. Become familiar with the role of major vocational nursing organizations, regulatory agencies, and health care organizations.
4. Recognize the factors affecting the public image of nursing.
5. Recognize the distinctions between LVN and RN roles.

### **III. Objectives/Terminal Objectives**

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

1. Establish broad and multiple perspectives 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*, Leifer; Saunders, 6th ed, 2011.

*Introduction to Maternity and Pediatric Nursing*, Student Study Guide; Leifer; Saunders, 6<sup>th</sup> 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:	20%
Major Exam Grades	50%
Final Exam Grade	25%
HESI	5%

**Students must maintain an Exam average of 74.45 to sit for the FINAL and HESI**

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/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 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.

**Frank Phillips College  
Vocational Nursing Program**

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**I. General Course Information**

**Fall 2012**

**VNSG 1226**

**GERONTOLOGY**

**Credit Hours: 2**

**Instructor: Peggy Quinn, R.N.**

**Email: [pquinn@fpctx.edu](mailto:pquinn@fpctx.edu)**

**Office Hours: Monday-Wednesday-Friday 9:00am to 3:00pm**

**Office Phone: 806-457-4200 ext. 610**

**Course Description:** Overview of the normal physical, psychosocial, and cultural aspects of the aging process. Addresses common disease processes of aging. Exploration of attitudes toward care of the older adult.

**End-of –Course Outcomes:** Describe the normal aspects of aging; discuss common disease processes associated with aging; and identify common attitudes related to care of the older adult.

**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. More-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**

### **PROVIDER OF CARE**

1. Assist in determining the health status and health needs of clients based on interpretations of health-related data & preventive health practices, in collaboration with clients, their families, and other members of the health care team.
  - a. Four steps in a systematic process (i.e. nursing process) which includes assessment, planning, implementation, and evaluation.
  - b. Basic components of nursing diagnosis (e.g. North American Nursing Diagnosis Association).
  - c. Structured data collection tools and techniques of assessment of clients inclusive of interviewing.
  - d. Characteristics, concepts, and processes related to clients, including gross anatomy; basic physiology; psychopathology; ethical reasoning; and major cultural and spiritual belief and practices related to health, illness birth, death, and dying.
  - e. Basic characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventive health practices.
  - f. Common medical diagnoses, drug and other therapies and treatments.
2. Assist in the formulation of goals/outcomes and a plan of care in collaboration with the client, their families, and interdisciplinary health care team members.
  - a. Dynamics of the nurse-client relationship.
  - b. Written verbal and non-verbal modes of communication including information technologies.
  - c. Fundamental principles of disease prevention, health promotion/restoration for clients.
  - d. Basic interventions to support the client and family during life stages, including end-of-life care.
  - e. Relationships between the nursing plan of care, the therapeutic regimen, the plan of interdisciplinary health care team members, and cost factors.
  - f. Criteria for setting priorities in planning and evaluating care.
  - g. Steps and procedures in discharge planning process.
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.

- a. Common health practices and behaviors of clients related to developmental level, gender, cultures, belief systems, and the environment.
- b. Methods of therapeutic communication.
- c. Basic rights and responsibilities of clients related to health care.
- d. Basic physiological and psychosocial (spiritual, cultural, gender, developmental level, financial) aspects of nursing interventions.
- e. Fundamental principles and factors that contribute to the maintenance or restoration of health.
- f. Properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents.
- g. Basic principles of safety.
- h. Coping mechanisms for managing stress and identifying resources for crisis management.
- i. Code of vocational nurse ethics.
- j. Legal parameters of vocational nursing practice and health care.
- k. Available resources within the employment setting.
- l. Key federal and state statutes and institutional policies regarding client confidentiality.
- m. Basic nursing procedures and skills to implement plan of care.
4. Implement teaching plan for client with common health problems and well defined learning needs.
  - a. Developmental stages and common situational variable affecting learning, such as stress, pain, and fear.
  - b. Basic principles of the teaching/learning process.
  - c. "Links between healthy lifestyles, prevention, and cost of healthcare." *Comp. #\*, p. 9, South Carolina Colleagues in Caring, 2000.*
5. Assist in the evaluation of the client's responses and outcomes to therapeutic interventions.
  - a. Common methods for measuring client responses and health goal attainment.
  - b. Basic tools to evaluate specific nursing interventions.
6. Provide direct basic care to assigned multiple clients in structured settings.
  - a. Institutional policies and procedures for delivery of nursing care.
  - b. Basic characteristics, trends, and issues of health care delivery.
  - c. Basis for determining nursing care priorities in client care.
  - d. Scope of responsibilities and accountability for supervision and collaboration.
  - e. 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.
  - a. A systematic problem-solving process.
  - b. Establishing priorities.
  - c. Work setting resources available to assist in decision making.
  - d. Examples of how nursing research improves client care.

## COORDINATOR OF CARE

1. Assist in the coordination of human and material resources for the provision of care for assigned clients.
  - a. Basic principles of organizing resources to accomplish client care.
  - b. Principles of problem solving, data collection, and basic time management skills.



- c. Functions of team members.
  - d. Cultural differences of clients.
- 2. Collaborate with clients and the interdisciplinary health care team to provide direct care to assigned individual clients.
  - a. Basic structure and function of the health care delivery system.
  - b. Methods of effective communication.
  - c. Roles of all levels of nursing and other health care professionals.
  - d. Client advocacy and consumer rights and responsibilities.
- 3. Participate in the identification of client needs for referral to resources that facilitate continuity of care.
  - a. Work setting and major community resources.
  - b. Roles of family and significant others in providing support to the individual.
- 4. Participate in activities which support the organizational framework of structured health care settings.
  - a. Organizational mission, vision, and values as a framework for care.
  - b. Lines of authority and accountability within structured health care settings.
  - c. Methods for promoting safety in the work environment.
  - d. VN's role in risk management.
  - e. VN's role in implementing established cost containment measures.

#### MEMBER OF A PROFESSION

- 1. Demonstrate accountability for own nursing practice.
  - a. Code of ethics for the licensed vocational nurse.
  - b. Standards of vocational nursing education.
  - c. Legalities of vocational nursing practice.
  - d. Issues affecting the vocational nurse role and the delivery of client care.
  - e. Sources of continuing education and professional development.
  - f. Self-evaluation process.
  - g. Work setting policies and procedures.
  - h. Professional boundaries.
- 2. Participate as an advocate in activities that focus on improving the health care of clients.
  - a. Rights and responsibilities of clients regarding health care, including self-determination.
  - b. Individual responsibility for quality of nursing care.
  - c. Role of nurse in quality improvement/quality assurance process.
  - d. Responsibility for reporting to licensing and public protective agencies.
- 3. Demonstrate behaviors that promote the development and practice of vocational nursing.
  - a. Historical evolution of nursing practice.
  - b. Issues affecting the development and practice of vocational nursing, including multistate licensure.
  - c. The role of major vocational nursing organizations, regulatory agencies and health care organizations.
  - d. Factors affecting the public image of nursing.
  - e. 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. Examine some of the trends and issues that affect the older person's ability to remain healthy.
2. Explore the theories and myths of aging.
3. Study the normal changes that occur with aging.
4. Review the pathologic conditions that are commonly observed in older adults.
5. Emphasize the importance of effective communication in working with older adults.
6. Explore the general methods used to assess the health status of older adults.
7. Describe the specific methods of assessing functional needs.
8. Identify the most common nursing diagnoses associated with older adults and discuss the nursing interventions related to these diagnoses.
9. Explore the impact of medication and medication administration on older adults.

### **IV. Textbook and Other Required Materials**

Wold, Gloria., *Basic Geriatric Nursing.*, 5th ed., 2012., Mosby  
Scantrons & # 2 Pencils

### **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 may 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: 20%

Major Exam Grades 50%

Final Exam Grade 25%

HESI 5%

**VIII. Attendance Requirements**

As stated in the Vocational Nursing Student Policy Handbook

**IX. 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

**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**

- XII.** A. If you have a dispute concerning your grades or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Frank Phillips College 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.

**FRANK PHILLIPS COLLEGE**  
**Foundations of Mental Health Care**  
**VNSG 1236-Online**  
**Fall 2012**

**I. General Course Information**

**Course Title:** Mental Health

**Course Number:** VNSG 1236-Online

**Credit Hours:** 2

**Instructor** Stephanie Ashby, RN

Work Phone: 806-457-4200 ext. 745

E-Mail: [sashby@fpctx.edu](mailto:sashby@fpctx.edu)

**Office Hours:** Monday – Thursday 8-5 & Friday 8-4

**Course Description:**

This course is an introduction to the principles and theories of positive mental health and human behaviors. The topics include emotional responses, coping mechanisms, and therapeutic communication skills.

**End-of-Course Outcomes:**

1. Describe the characteristics of positive mental health
2. Identify the coping mechanisms utilized by individuals to assist in alleviating stress and anxiety
3. Demonstrate the use of therapeutic communication skills

**Text and Required Materials:**

*Foundations of Mental Health Care* Morrison-Valfre 4<sup>th</sup> Edition

*Workbook/Study Guide: worksheets are located in the back of the book*

Book is included in your book packs pre-ordered for your convenience and charged in your tuition and fees in the fall semester.

**\*\* Access to computer, internet, email, printer, ink, paper, and any and all items associated with a computer-based course taken online at the college level. \*\***

**II. 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:** Competent listening requires analyzing and interpreting 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.

### **III. Differentiated Entry Level Competencies (DELIC)**

#### **ROLE: PROVIDER OF CARE**

1. Assist in determining the health status and health needs of clients on interpretation of health-related data and preventative health practices in collaboration with clients, their families, and other members of the immediate health care team.

Expected Outcomes:

1. Identify four steps in a systemic process (i.e. nursing process), which include assessment, planning, implementation, and evaluation.
  2. Become familiar with the basic components of nursing diagnosis (e.g. North American Nursing Diagnosis Association)
  3. Use structured data collection tools and techniques of assessment of clients inclusive of interviewing.
  4. Recognize the characteristics, concepts, and processes related to clients, including gross anatomy; basic psychology; psychosocial growth and development; gross psychopathology; ethical reasoning; and major cultural and spiritual beliefs and practices related to health, illness, birth, death, and dying.
  5. Recognize the basic characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventative health practices.
  6. Develop an understanding of common medical diagnoses, drug and other therapies and treatments.
2. Assist the formulation of goals/outcomes and a plan of care in collaboration with the client, their families, and interdisciplinary health care team members.

Expected Outcomes:

1. Develop an understanding of the dynamics of the nurse client relationship.
  2. Recognize written, verbal, and non-verbal modes of communication including information technologies.
  3. Become aware of the fundamental principles of disease prevention, promotion of health and wellness, and the restoration of health.
  4. Develop basic intervention skills designed to support the client and family during the various life stages, including death and dying.
  5. Recognize the relationship between the nursing plan of care, the plan of care of other health care professionals, and the therapeutic regimen.
  6. Develop criteria for setting priorities in planning and evaluating care for the client.
  7. Understand the steps and procedures of discharge planning.
3. Implement plan of care within legal and ethical parameters including scope of education, in collaboration with the client and interdisciplinary health care team to assist client in meeting health care needs.

Expected Outcomes:

1. Become aware of common health practices and behaviors of clients related to developmental level, gender, cultures, belief systems, and the environment.
2. Develop methods of therapeutic communication.
3. Identify the basic physiological and psychosocial (spiritual, cultural, gender, developmental level, financial) aspects of nursing interventions.
4. Recognize basic rights and responsibilities of clients related to health care.
5. Recognize the fundamental principles and factors that contribute to the maintenance or restoration of health.

6. Develop understanding of properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents.
7. Understand the principles of safety.
8. Identify coping mechanisms for managing stress.
9. Identify resources available for crisis management
10. Become familiar with the code of vocational nurse ethics, which will impact the practice of vocational nursing and health care.
11. Become familiar with the legal parameters of vocational nursing practice.
12. Become familiar with the available resources within the employment setting.
13. Understand the key federal and state statutes and institutional policies regarding patient confidentiality.
14. Become competent in performing nursing skills/procedures.

4. Implement teaching plan for client with common health problems and well-defined learning needs.

Expected Outcomes:

1. Identify how developmental stages may affect learning by the client.
2. Identify situational variables, which may affect learning by the client (i.e. stress, pain, and fear).
3. Develop teaching techniques, which will enhance and facilitate client teaching
4. Identify methods to evaluate the client's level of learning.
5. Determine "Links between healthy lifestyles, prevention, and cost of healthcare."

5. Assist in the evaluation of the client's responses and outcomes to therapeutic interventions

Expected Outcomes:

1. Recognize common methods for measuring client health-goal attainment.
2. Utilize basic tools for evaluating the effectiveness of specific nursing interventions.

6. Provide direct basic care to assign multiple clients in structured settings.

Expected Outcomes:

1. Become aware of institutional policies and procedures for delivery of nursing care.
2. Become aware of the basic characteristics, trends, and issues of the health care delivery system.
3. Recognize the basis for determining nursing care priorities in client care.
4. Become aware of the scope of responsibility and accountability as it relates to supervision, and - collaboration.
5. Utilize the channels of communication for decision-making processes within the work setting.

7. Use the problem solving approach as the basis for decision making in practice.



Expected Outcomes:

1. Utilize a systematic problem solving process.
2. Develop an understanding of the need for establishing priorities.
3. Utilize work-setting resources available to assist in decision-making.
4. Understand the ways that nursing research can improve client care.

## **ROLE: COORDINATOR OF CARE**

1. Assist in the coordination of human and material resources for the provision of care for assigned clients

Expected Outcome:

1. Utilize basic principles of organizing resources necessary to provide quality care.
  2. Develop principles of problem solving, data collection, and basic time management skills
  3. Recognize the functions of team members.
  4. Recognize the cultural differences of clients.
2. Collaborate with clients and the interdisciplinary health care team to provide direct care to assigned individual clients.

Expected Outcome:

1. Recognize the basic structure and function of the health care delivery system.
  2. Develop an understanding of the need for effective communication techniques.
  3. Develop an understanding of the roles of all levels of nursing and other health care professionals.
  4. Understand the need for client advocacy and consumer rights and responsibilities.
3. Participate in the identification of clients needs for referral to resources that facilitate continuity of care.

Expected Outcome:

1. Become aware of institutional and community resources.
  2. Become aware of the roles of family dynamics and significant others support to individual client.
4. Participate in activities, which support the organizational framework of structured health care settings.

Expected Outcome:

1. Understand the organizational mission, vision, and values as a framework for care.

2. Demonstrate awareness of lines of authority and accountability within structured health care settings.
3. Recognize methods for promoting safety in the work environment.
4. Identify the role of the VN in risk management,
5. Identify the role of the VN in implementing established cost containment measures

## **ROLE: MEMBER OF A PROFESSION:**

1. Demonstrate accountability for own nursing care.

Expected Outcome:

1. Become familiar with the code of ethics for the LVN.
2. Recognize the standards of vocational nursing education.
3. Become aware of legalities of VN practice.
4. Recognize issues affecting the role of the VN and the delivery of care.
5. Understand available sources of continuing education and professional development.
6. Develop a self-evaluation process.
7. Develop an understanding of work setting policies and procedures.
8. Recognize professional boundaries.

2. Participate as an advocate in activities that focus on improving the health care of clients.

Expected Outcome:

1. Recognize the rights and responsibilities of clients regarding health care, including self-determination.
2. Recognize the individual's responsibility for quality of nursing care.
3. Understand the individual nurse's role in the quality improvement/quality assurance process.
4. Recognize the responsibility for reporting to licensing and public protective agencies.

3. Demonstrate behaviors that promote the development and practice of vocational nursing.

Expected Outcome:

1. Become aware of the historical evolution of nursing practice.
2. Become aware of the issues affecting the development and practice of vocational nursing, including multistate licensing.
3. Become familiar with the role of major vocational nursing organizations, regulatory agencies, and health care organizations.
4. Recognize the factors affecting the public image of nursing.
5. Recognize the distinctions between LVN and RN roles.

#### **IV. 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. Define mental health and mental illness.
2. Discuss the stigma of mental illness in our society.
3. Acknowledge the vulnerability of people with mental illness.
4. Clarify your own personal values.
5. Provide nursing care based on the ethical values of the profession.
6. Apply the nursing process as an ethical decision-making model.
7. Identify ways to avoid malpractice issues.
8. Plan nursing interventions to protect the legal and ethical rights of clients with psychiatric disorders.
9. Explain how personality theories form a basis for psychotherapy.
10. Recognize the purpose and use of defense mechanisms in clients and yourself.
11. Plan nursing interventions to promote clients' psychosocial development.
12. Make decisions about client care priorities based on Maslow's hierarchy of needs.
13. Plan ways to prevent nursing burnout.
14. Plan strategies to promote your own mental health.
15. Develop effective communication skills that will promote trusting nurse-client relationships.
16. Explain how stress affects an individual acutely and chronically.
17. Differentiate between adaptive and maladaptive coping methods.
18. Promote clients adaptive coping abilities.
19. Teach clients about the biological basis of the major mental disorders.
20. Reinforce client teaching about the desired effects and adverse effects of psychotropic medications.
21. Safely and effectively administer psychotropic medications.

22. Apply the nursing process to clients receiving psychotropic medications.
23. Describe and provide basic client teaching about the specific mental disorder being treated.
24. Identify clients at risk for family violence.
25. Identify clients who are at risk for becoming violent in the healthcare setting.
26. Describe ways to provide for the safety of staff and clients.
27. Identify the psychosocial needs of clients in the general medical setting.

## **V. Classroom Policy and Instructor Expectations**

Additional assignments may be given at any time during the course.

Major exams will be given as stated on the course schedule.

A final exam will be given at the conclusion of this course as well as an HESI electronic exam measuring knowledge and ability to apply learning from the course.

Changes may be made to schedule/syllabus at the Instructor's discretion to enhance the learning experience of the student.

**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 2012-2013 Catalog.

Instructor/Student Conferences are available for special needs upon request.

## **28. Additional/Supplemental References**

Drug guide purchased and included in your book pack. Web activity assignments

## **29. Methods of Evaluation**

At the end of the course, following the administration of the final exam the grade will be obtained as follows.

Assignments	20%
Major Exam Grades	50%
Final Exam Grade	25%
HESI Exam	5%

## **30. Attendance Requirements**

As stated in the Vocational Nursing Student Policy Handbook

## **31. 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

### **32. Correlation to Stated Mission Goals of Frank Phillips College**

- A. Provide knowledge and understanding of numerous drugs. Including, but not limited to, classifications, use, adverse and side effects of, administration of, etc.
- B. Provide an internet-based course that is user friendly.
- 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.

Stephanie Ashby RN

[sashby@fpctx.edu](mailto:sashby@fpctx.edu)

806-457-4200 ext 745

Office hours: Monday – Thursday 8-5 & Friday 8-4 (please make an appointment to see me...there are many functions, meetings, etc. that I am required to attend).

**Frank Phillips College  
Vocational Nursing Program  
Fall 2012**

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**I. General Course Information**

**Regina Walsh RN**

**VNSG 1402**

**APPLIED NURSING SKILLS**

**Credit Hours: 4**

**Main Campus Office:** 806-457-4200 ext. 608

**Office Hours:** Monday, Wednesday and Friday 09:00 to 3:00

**Email:** [rwalsh@fpctx.edu](mailto:rwalsh@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.
  14. Become competent in performing nursing skills/procedures.
4. Implement teaching plan for client with common health problems and well-defined learning needs.

Expected Outcomes:

1. Identify how developmental stages may affect learning by the client.
2. Identify situational variables, which may affect learning by the client (i.e. stress, pain, and fear).
3. Develop teaching techniques, which will enhance and facilitate client teaching
4. Identify methods to evaluate the client's level of learning.
5. Determine "Links between healthy lifestyles, prevention, and cost of healthcare."

5. Assist in the evaluation of the client's responses and outcomes to therapeutic interventions

Expected Outcomes:

1. Recognize common methods for measuring client health-goal attainment.
2. Utilize basic tools for evaluating the effectiveness of specific nursing interventions.

6. Provide direct basic care to assigned multiple clients in structured settings.

Expected Outcomes:

1. Become aware of institutional policies and procedures for delivery of nursing care.
2. Become aware of the basic characteristics, trends, and issues of the health care delivery system.
3. Recognize the basis for determining nursing care priorities in client care.
4. Become aware of the scope of responsibility and accountability as it relates to supervision, and - collaboration.
5. Utilize the channels of communication for decision-making processes within the work setting.

7. Use the problem solving approach as the basis for decision making in practice.

Expected Outcomes:

1. Utilize a systematic problem solving process.
2. Develop an understanding of the need for establishing priorities.
3. Utilize work-setting resources available to assist in decision-making.
4. Understand the ways that nursing research can improve client care.

## **ROLE: COORDINATOR OF CARE**

1. Assist in the coordination of human and material resources for the provision of care for assigned clients

Expected Outcome:

1. Utilize basic principles of organizing resources necessary to provide quality care.
2. Develop principles of problem solving, data collection, and basic time management skills
3. Recognize the functions of team members.
4. Recognize the cultural differences of clients.

2. Collaborate with clients and the interdisciplinary health care team to provide direct care to assigned individual clients.

Expected Outcome:

1. Recognize the basic structure and function of the health care delivery system.
2. Develop an understanding of the need for effective communication techniques.
3. Develop an understanding of the roles of all levels of nursing and other health care professionals.
4. Understand the need for client advocacy and consumer rights and responsibilities.

3. Participate in the identification of clients needs for referral to resources that facilitate continuity of care.

Expected Outcome:

1. Become aware of institutional and community resources.
2. Become aware of the roles of family dynamics and significant others support to individual client.
4. Participate in activities, which support the organizational framework of structured health care settings.

Expected Outcome:

1. Understand the organizational mission, vision, and values as a framework for care.
2. Demonstrate awareness of lines of authority and accountability within structured health care settings.
3. Recognize methods for promoting safety in the work environment.
4. Identify the role of the VN in risk management,
5. Identify the role of the VN in implementing established cost containment measures

### **ROLE: MEMBER OF A PROFESSION:**

1. Demonstrate accountability for own nursing care.

Expected Outcome:

1. Become familiar with the code of ethics for the LVN.
2. Recognize the standards of vocational nursing education.
3. Become aware of legalities of VN practice.
4. Recognize issues affecting the role of the VN and the delivery of care.
5. Understand available sources of continuing education and professional development.
6. Develop a self-evaluation process.
7. Develop an understanding of work setting policies and procedures.
8. Recognize professional boundaries.
2. Participate as an advocate in activities that focus on improving the health care of clients.

Expected Outcome:

1. Recognize the rights and responsibilities of clients regarding health care, including self-determination.
2. Recognize the individual's responsibility for quality of nursing care.
3. Understand the individual nurse's role in the quality improvement/quality assurance process.
4. Recognize the responsibility for reporting to licensing and public protective agencies.
3. Demonstrate behaviors that promote the development and practice of vocational nursing.

Expected Outcome:

1. Become aware of the historical evolution of nursing practice.
2. Become aware of the issues affecting the development and practice of vocational nursing, including multistate licensing.

3. Become familiar with the role of major vocational nursing organizations, regulatory agencies, and health care organizations.
4. Recognize the factors affecting the public image of nursing.
5. Recognize the distinctions between LVN and RN roles.

### **III. Objectives/Terminal Objectives**

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**

- A. Required: *Fundamental Concepts & Skills for Nursing 3<sup>rd</sup> Edition* Susan DeWitt
- B. Recommended: Hill & Howlett, *Successful in Practical/Vocational Nursing*, 6<sup>th</sup> Edition

#### **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:	20%
Major Exam Grades	50%
Final Exam Grade	25%
HESI	5%

Frank Phillips College Vocational Nursing Program Grade Scale:

A – 92-100

B – 83-91

C – 75-82

D – 60-74

F – 0-59

### **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  
Sociability  
Self-Management  
Integrity/Honesty

**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.

# WLDG 1202 Fundamentals of Gas Metal Arc Welding (GMAW)

## Frank Phillips College

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### I. General Course Information

Credit Hours: 2

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 .....48.0508 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.



**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.

### **Learning Outcomes**

Upon successful completion of this course, students will:

1. Recognize and distinguish GMAW power sources and current properties.
2. Examine and identify parts of GMAW equipment.
3. Identify gasses and wires utilized for various duties.
4. Compare setup of equipment for various duties.
5. Perform GMAW with solid wire.
6. Perform GMAW with Dual Shield wires.
7. Perform FCAW Flux Cored Arc Welding.

## **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:**

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

# WLDG 1204 – Fundamentals of Oxy-Fuel Welding & Cutting

## Frank Phillips College

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### I. General Course Information

Credit Hours: 2

Prerequisite and/or Co-requisite: None

**Course Description:** An introduction to oxy-fuel welding and cutting, including history and future in welding, safety, setup and maintenance of oxy-fuel welding, and cutting equipment and supplies.

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.

**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.

### **Learning Outcomes**

Upon successful completion of this course, students will:

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:

- 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.

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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**

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

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.

**WLDG 1206 – Fundamentals of Gas Tungsten Arc (GTAW) Welding**  
**Frank Phillips College**

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**I. General Course Information**

Credit Hours: 2

Prerequisite and/or Co-requisite: None

**Course Description:** An introduction to the principles of gas tungsten arc welding (GTAW), setup and use of GTAW equipment, and safe use of tools and equipment. Welding instruction in various positions on joint designs.

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.

**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.

### **Learning Outcomes**

Upon successful completion of this course, students will:

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**

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.

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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**

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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# WLDG 1305 – Art Metals

## Frank Phillips College

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### 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

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.

### **Learning Outcomes**

Upon successful completion of this course, students will:

- 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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- 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.
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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.
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- 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 – Not Applicable**

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
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0 – 60	=	50

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**WLDG 1317 – Introduction Layout Fabrication**  
**Frank Phillips College**

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**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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**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.

### **Learning Outcomes**

Upon successful completion of this course, students will:

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.

## **III. Academic Honesty and Integrity**

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- 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.

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

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### 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

- 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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## **VIII. Grievance Policy**

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## **IX. Methods of Evaluation**

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
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0 – 60	=	50

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**WLDG 1337 – Introduction to Metallurgy**  
**Frank Phillips College**

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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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**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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## **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.

### **Learning Outcomes**

Upon successful completion of this course, students will:

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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- Academic suspension

#### **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:**

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**

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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# WLDG 1391 – Special Topics in Welder/Welding Technologist

## Frank Phillips College

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### 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

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.

### **Learning Outcomes**

Upon successful completion of this course, students will:

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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- 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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#### **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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### 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**

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**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 set forth by Work Force Education Manual standards.

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
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# **WLDG 1428 – Introduction to Shielded Metal Arc Welding (SMAW)**

## **Frank Phillips College**

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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.

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.

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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.

### **Learning Outcomes**

Upon successful completion of this course, students will:

1. Recognize electrical current types and their use relating to SMAW process.
2. Identify common SMAW electrodes and determine their most suitable application.
3. Illustrate AWS weld joint designs and preparation procedures.
4. Perform SMAW process utilizing most common rod in all positions.

## **III. Academic Honesty and Integrity**

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- Academic suspension

## **IV. Class Attendance\***

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#### **Welding Program Attendance Requirements\***

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- Allocates Material & Facility Resources

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- Acquires & Evaluates Information
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- 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
- 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**

- 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**

Attendance = 60%

Exams = 40%

#### **Grade Scale:**

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Attendance Percentage		Grade
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# WLDG 1435 – Introduction to Pipe Welding

## Frank Phillips College

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### 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

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. 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.

### **Learning Outcomes**

Upon successful completion of this course, students will:

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.

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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**

**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:**

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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# WLDG 1457 – Intermediate Shielded Metal Arc Welding (SMAW)

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Recommended Prerequisite: WLDG 1428 with a grade of C or better or  
Industry Equivalent Experience (see Instructor)

**Course Description:** A study of the production of various fillets and groove welds. Preparation of specimens for testing in all test positions.

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.

**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.

### **Learning Outcomes**

Upon successful completion of this course, students will:

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.

## **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.

#### **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.

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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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- B. Provide a classroom setting which is conducive to learning.
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- 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**

### **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
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
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# WLDG 2439 – Advanced Oxy-Fuel Welding & Cutting

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Recommended Prerequisite: WLDG 1204 Fundamentals of Oxy-Fuel Welding with a grade of C or better.

**Course Description:** A study of all position welding on ferrous and nonferrous metals using oxy-fuel welding process, including welding and cutting, brazing, and soldering operations.

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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**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.

### **Learning Outcomes**

Upon successful completion of this course, students will:

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.

## **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\***

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#### **Welding Program Attendance Requirements\***

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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
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### 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**

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**IX. Methods of Evaluation**

Attendance = 60%

Exams = 40%

**Grade Scale:**

90 - 100	= A
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Attendance Percentage		Grade
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# WLDG 2443 – Advanced Shielded Metal Arc Welding (SMAW)

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Recommended Prerequisite: WLDG 1457 with a grade of C or better, Internship or Instructor Approval

**Course Description:** Advanced topics based on accepted welding codes. Training provided with various electrodes in shielded metal arc welding processes with open V-groove joints in all positions.

Approval Number.....48.0508.0000

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## **II. Outcomes/Terminal Outcomes**

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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.

### **Learning Outcomes**

Upon successful completion of this course, students will:

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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### Personal Qualities:

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- Self-Esteem
- Sociability

Self-Management  
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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**

**Evaluation Testing and Grade Distribution:**

Classroom Discussion	10 points
Visual Welding Exam	10 points
Lab Exercise Repairs	20 points
Lab Exercise Chrome Weld	20 points
Lab Exercise Nickle Weld	20 points
Lab Exercise Stainless Weld	20 points
Total Points Possible	100

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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# **WLDG 2447 – Advanced Gas Metal Arc Welding (GMAW)**

## **Frank Phillips College**

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### **I. General Course Information**

Credit Hours: 4

Prerequisite: WLDG 1202 Fundamentals of Gas Metal Arc Welding (GMAW) with a grade of C or better.

**Course Description:** Advanced topics in Gas Metal Arc Welding (GMAW). Includes welding in various positions and directions.

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.



**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.

### **Learning Outcomes**

Upon successful completion of this course, students will:

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.

## **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 Fillet weld	20 points
Lab 3	Weld V-groove weld	20 points
Lab 4	Perform proper maintenance of welder	20 points
Lab 5	Properly clean and secure work area	20 points

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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# WLDG 2451 – Advanced Gas Tungsten Arc (GTAW) Welding

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Recommended Prerequisite: WLDG 1206 with a grade of C or better.

**Course Description:** Advanced topics in GTAW welding, including welding in various positions and directions.

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.

**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.

### **Learning Outcomes**

Upon successful completion of this course, students will:

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.

## **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.

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:

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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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## **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
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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# **WLDG 2452 Advanced Flux Core Arc Welding**

## **Frank Phillips College**

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### **I. General Course Information**

Credit Hours: 4

Prerequisite: WLDG 1202 Fundamentals of Gas Metal Arc Welding (GMAW) with a grade of C or better.

**Course Description:** Advanced concepts of flux cored arc welding of structural and fabricated steel products. Skill development in multi-pass fillet and v-groove welding.

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.

**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.

### **Learning Outcomes**

Upon successful completion of this course, students will:

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.

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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:**

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**

- 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

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# WLDG 2453 – Advanced Pipe Welding

## Frank Phillips College

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### I. General Course Information

Credit Hours: 4

Recommended Prerequisite: WLDG 1435 with a grade of C or better.

**Course Description:** Advanced topics involving welding of pipe using the shielded metal arc welding (SMAW) process. Topics include electrode selection, equipment setup, and safe shop practices. Emphasis on weld positions 5G and 6G using various electrodes.

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.

**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.

### **Learning Outcomes**

Upon successful completion of this course, students will:

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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- 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.

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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**

**Evaluation Testing and Grade Distribution:**

Lab 1	Equipment Setup	20 points
Lab 2	Weld pipe w/ carbon steel 6G SMAW	20 points
Lab 3	Weld pipe w/ stainless steel 6G SMAW	20 points
Lab 4	Weld pipe w/ carbon steel 6G GTAW	20 points
Lab 5	Weld pipe w. stainless steel 6G GTAW	20 points

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.

# WLDG 2488 – Internship Welder/Welding Technologist

## Frank Phillips College

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### 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.

(An experience external to the college for an advanced student in a specialized field involving a written agreement between the educational institution and a business or industry. Mentored and supervised by a workplace employee, the student achieves objectives that are developed and documented by the college and that are directly related to specific occupational outcomes. This may be a paid or unpaid experience. \*Capstone course and requires the instructor's approval for enrollment.)

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.

**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.

### **Learning Outcomes**

Upon successful completion of this course, students will:

1. Be provided the experience and on the job training through a cooperative agreement with a Welding, construction, or fabrication employer.
2. Develop skills and competencies necessary for employment in the work force.
3. Construct a resume.
4. Identify and exhibit safe working habits in the workplace.
5. Identify and exhibit skills and competencies necessary to succeed in the workplace.
6. Identify and exhibit personal financial skills necessary for the workplace.
7. Prepare for job interviews.
8. Use information and experience to solve problems in the workplace.

## **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.

#### **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.

#### **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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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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- 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. 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
70 - 79	= C
60 - 69	= D
Below 60	= F

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# WLDG 2506 – Intermediate Pipe Welding

## Frank Phillips College

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### 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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## **II. Outcomes/Terminal Outcomes**

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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.

### **Learning Outcomes**

Upon successful completion of this course, students will:

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.

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Allocates Money

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Acquires & Evaluates Information

Organizes & Maintains Information

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Interpersonal:

Participates as a Member of a Team

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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**

**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

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