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AGAH 1453 – Beef Cattle Production

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

N/A

Course Description

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

THECB Approval Number01.0302.0000

End-of-Course Outcomes

1. Summarize the importance of the beef cattle industry and its role in food production
2. Identify beef cattle breeds, classes, and products
3. Implement managerial practices designed to increase the efficiency of beef cattle production.

Methods of Evaluation

Grading: Exams will count for 80% of the student's grade and assignments will count for 20% of the student's grade.

Test 1	20%
Test 2	20%
Test 3	20%
Final	20%
Assignments	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

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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. Arrangements must be made in advance of the absence.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.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

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Perryton: (806) 648-1450

Grievance Policy

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Important Information

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

Disclaimer: This is simply a guide for procedure in this course. Topics and grading can change any time at the discretion of the instructor.

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

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

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

AGCR 1407 — Range Management

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

N/A

Course Description

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

THECB Approval Number01.1106.0000

End-of-Course Outcomes

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

Methods of Evaluation

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

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

Academic Honesty and Integrity

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

Cell Phones and Other Electronic Devices Procedure:

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Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
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Negotiates to Arrive at a Decision
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Thinking Skills:

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

Technology:

Selects Technology
Applies Technology

Systems:

Understands Systems
Monitors & Corrects Performance

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

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

General Course Information

Credit Hours: 3

Prerequisite

Instructor's Approval

Course Description

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

THECB Approval Number01.0101.0000

End-of-Course Outcomes

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

Methods of Evaluation

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

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Thinking Skills:

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

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading

Personal Qualities:

Responsibility

Writing
Arithmetic
Mathematics
Listening & Speaking

Self-Esteem
Sociability
Self-Management
Integrity/Honesty

AGRI 1121 — Livestock Judging

Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

AGRI 2321 with a grade of C or better.

Course Description

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

THECB Approval Number01.0901.5201

Learning Outcomes

Upon successful completion of this course, students will:

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

Methods of Evaluation

Category	Percentage
Assignments	30%
Exams	70%
Total	100%
Grading System	Percentage
A	90% to 100%
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- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."
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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Technology:

Selects Technology

Applies Technology

Systems:

Understands Systems

Monitors & Corrects Performance

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

AGRI 1329 — Principles of Food Science

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

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

THECB Approval Number01.1001.51 01

Learning Outcomes

Upon successful completion of this course, students will:

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

Methods of Evaluation

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

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

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Allocates Money

Allocates Material & Facility Resources

Interpersonal:

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Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

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

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Systems:

Understands Systems

Monitors & Corrects Performance

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

AGRI 1419 — Introductory Animal Science

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

N/A

Course Description

Scientific animal production and the importance of livestock and meat industries. Selection, reproduction, nutrition, management, and marketing of livestock. The laboratory aspect will reinforce scientific animal production and the importance of livestock and meat industries.

THECB Approval Number01.0901.51 01

Learning Outcomes:

1. Apply scientific reasoning to investigate questions and utilize animal science tools to collect and analyze data and demonstrate methods.
2. Use critical thinking and scientific problem-solving to make informed decisions.
3. Communicate effectively the results of scientific investigations.
4. Explain the role of animal agriculture in providing benefits for mankind.
5. Identify common livestock breeds and classes.
6. Define terminology specific to animal science disciplines.
7. Demonstrate understanding of fundamental animal science principles including selection, reproduction, nutrition, and health.
8. Apply animal science principles by solving common problems.
9. Identify animal issues of interest to society, and related responsibilities.

Core Objectives Required for Life and Physical Sciences Courses

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

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

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

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

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

Methods of Evaluation

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

Grading System	Percentage
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Arithmetic
Mathematics
Listening & Speaking

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Thinking Skills:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

AGRI 2317 – Introduction to Agricultural Economics

Frank Phillips College

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 Number01.0103.51 01

Learning Outcomes

Upon successful completion of this course, students will:

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

Methods of Evaluation

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

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Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

AGRI 2321 — Livestock Evaluation I

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

None

Course Description

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

THECB Approval Number01.0901.52 01

Learning Outcomes

Upon successful completion of this course, students will:

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

Methods of Evaluation

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

Category	Percentage
Assignments	30%
Exams	70%
Total	100%
Grading System	Percentage
A	90% to 100%
B	80% to 89%
C	70% to 79%
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Writing
Arithmetic
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Listening & Speaking

Systems:

Understands Systems
Monitors & Corrects Performance
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Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

ANTH 2351 — Cultural Anthropology

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Course Description

The study of human cultures. Topics may include social organization, institutions, diversity, interactions between human groups, and ethics in the discipline.

THECB Approval Number45.0201.53 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

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will research information regarding a diverse culture and prepare a written document that demonstrates effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will participate in a peer evaluation of culture presentations.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Culture Presentation researched by student will be presented to class. The presentation will include verbal, written, and visual communication.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will conduct fieldwork / research concerning the subsistence patterns of their geographic region that demonstrates creative thinking
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an essay question on a quiz/exam describing and analyzing a subsistence pattern that is in stark contrast to their own.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Question on a quiz/exam in which students summarize and analyze human survival behaviors.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will visit/research a site that has questionable ethical implications and write a detailed answer to the prompt, “Was it Ethical”?
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will be present, arriving on time and participating in classroom discussions.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Student will complete vocabulary terms research and complete an exam.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will prepare a Public Service Announcement (PSA) concerning an event that degraded into Genocide or a Crime Against Humanity.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will respond to a prompt asking how humans can help prevent genocide or crimes against humanity.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	All students will peer review fellow students’ Public Service Announcements.

Learning Outcomes

Upon successful completion of this course, students will:

1. Describe key concepts and methods of cultural anthropology.
2. Explain the concept of culture, cultural diversity, and culture change.
3. Demonstrate how anthropological concepts apply to addressing human and global challenges.

Methods of Evaluation

Category	Percentage
Quizzes	20%
Readings/Participation/News	20%
Midterm	20%
Presentations	20%
Final	20%
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

ARTC 1305 — Basic Graphic Design

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite and/or Corequisite: None

Course Description

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

THECB Approval Number50.0402.0000

End-of-Course Outcomes

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

Methods of Evaluation

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

Academic Honesty and Integrity

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Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

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

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

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

Thinking Skills:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

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

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

N/A

Course Description

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

THECB Approval Number50.0703.52.26

Statement of Purpose

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

Core Objectives Required for Creative Arts Courses

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

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

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

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

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

Upon successful completion of this course, students will:

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

Methods of Evaluation

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

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

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Resources:

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- Allocates Money
- Allocates Material & Facility Resources

Interpersonal:

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

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

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

Information:

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

Thinking Skills:

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

Systems:

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

Personal Qualities:

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

BCIS 1405 — Business Computer Applications

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite: None

Course Description

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

THECB Approval Number11.0202.5404

Learning Outcomes

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

Methods of Evaluation

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

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Negotiates to Arrive at a Decision
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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

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

This course provides a survey of economic systems, forms of business ownership, and considerations for running a business. Students will learn various aspects of business, management, and leadership functions; organizational considerations; and decision-making processes. Financial topics are introduced, including accounting, money and banking, and securities markets. Also included are discussions of business challenges in the legal and regulatory environment, business ethics, social responsibility, and international business. Emphasized is the dynamic role of business in everyday life.

THECB Approval Number52.0101.51 04

Learning Outcomes:

Upon successful completion of this course, students will:

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

In addition:

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

Academic Honesty and Integrity

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Class Attendance

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Grievance Policy

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Methods of Evaluation

Face to Face

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

Online

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

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

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

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

Interpersonal:

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

Thinking Skills:

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

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

CETT 1303 — DC Circuits

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

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

THECB Approval Number15.1201.0000

End-of-Course Outcomes:

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

Methods of Evaluation

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

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

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

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

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

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

Thinking Skills:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

CETT 1305 — AC Circuits

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

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

THECB Approval Number15.1201.0000

End-of-Course Outcomes:

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

Methods of Evaluation

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

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Academic Honesty and Integrity

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Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

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Listening & Speaking

Thinking Skills:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

CETT 1325 — Digital Fundamentals

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

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

THECB Approval Number 15.1201.0000

End-of-Course Outcomes:

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

Methods of Evaluation

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

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

Resources:

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

Interpersonal:

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

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

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

Information:

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

Thinking Skills:

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

Systems:

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

Personal Qualities:

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

CETT 1409 — DC-AC Circuits

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Consult Advisor

Course Description

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

THECB Approval Number15.1201.0000

End-of-Course Outcomes:

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

Methods of Evaluation

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

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

make up any work not completed. If you have a cell phone, please turn it off or put it on VIBRATE during class. If you must take a call, please excuse yourself and take it in the hall.

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

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Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

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

Interpersonal:

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

Thinking Skills:

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

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

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

- Week 14- RLC Parallel, Single Phase Transformers
- Week 15- Review (All Labs Due)
- Week 16- Final Exam- AC

COSC 1301 — Introduction to Computing

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite and/or Corequisite: None

Course Description

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

THECB Approval Number11.0101.5107

Learning Outcomes

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

Methods of Evaluation

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

Academic Honesty and Integrity

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

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

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

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing

Information:

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

Thinking Skills:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem

Arithmetic
Mathematics
Listening & Speaking

Sociability
Self-Management
Integrity/Honesty

CRIJ 1301 — Introduction to Criminal Justice

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

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

THECB Approval Number43.0104.51.24

Learning Outcomes

Upon successful completion of this course, students will:

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

Additionally, students will:

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

Methods of Evaluation

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

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Serves Clients/Customers
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Negotiates to Arrive at a Decision
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Technology:

Selects Technology
Applies Technology
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Basic Skills:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

CRIJ 2313 — Correctional Systems & Practices

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

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

THECB Approval Number43.0104.54.24

Learning Outcomes

Upon successful completion of this course, students will:

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

Methods of Evaluation

Category	Percentage
Exams	30%
Quizzes	20%
Paper	15%
Presentation	15%
Participation	20%
Total	100%
Grade Scale	Percentage
A	100% - 90%
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Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

CSME 1310 — Introduction to Haircutting and Related Theory

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite and/or Corequisite:

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

Course Description

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

THECB Approval Number12.0407.0000

End-of-Course Outcomes

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

Methods of Evaluation

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

Cosmetology Program Grade Scale:

90 – 100 = A

80 – 89 = B

76 – 79 = C

75 – 70 = D

69 and below = F

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Mathematics
Listening & Speaking

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Improves & Designs Systems

Personal Qualities:

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Self-Esteem
Sociability
Self-Management
Integrity/Honesty

CSME 1330 — Orientation to Nail Technology

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite and/or Corequisite:

Consult Coordinator of Cosmetology

Course Description

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

THECB Approval Number12.0410.0000

End-of-Course Outcomes

1. Demonstrate nail technology skills.
2. Practice safety and sanitation according to the laws and rules of the state licensing agency.
3. Practice professional ethics.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
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Seeing Things in the Mind's Eye

Knowing How to Learn

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Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Reading
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Arithmetic
Mathematics
Listening & Speaking

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

CSME 1431 — Principles of Nail Technology I

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Consult Coordinator of Cosmetology; Corequisite: CSME 1330

Course Description

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

THECB Approval Number12.0410.0000

End-of-Course Outcomes

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

Methods of Evaluation

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

Cosmetology Program Grade Scale:

90 – 100 = A

80 – 89 = B

76 – 79 = C

75 – 70 = D

69 and below = F

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

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

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

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

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 2310 — Intermediate Haircutting & Related Theory

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite and/or Corequisite:

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

Course Description

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

THECB Approval Number12.0407.0000

End-of-Course Outcomes

1. Utilize correct terminology related to advanced haircutting techniques.
2. Demonstrate workplace competencies related to advanced haircutting techniques.

Methods of Evaluation

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

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

CSME 2539 — Advanced Hair Design

Frank Phillips College

General Course Information

Credit Hours: 5

Prerequisite:

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

Course Description

Advanced concepts in the theory and practice of hair design.

THECB Approval Number12.0407.0000

End-of-Course Outcomes

1. Utilize correct terminology related to hair design.
2. Demonstrate advanced techniques related to hair design.
3. Exhibit workplace competencies.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
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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

CSME 1441 — Principles of Nail Technology II

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Corequisite: CSME 1431

Course Description

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

THECB Approval Number12.0410.0000

End-of-Course Outcomes

1. Perform nail enhancements.
2. Practice professional ethics.
3. Demonstrate safety and sanitation practices according to state licensing agency.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
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Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Information:

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Decision Making

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Basic Skills:

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Writing

Arithmetic

Mathematics

Listening & Speaking

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 1443 — Manicuring & Related Theory

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Consult Director of Cosmetology

Course Description

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

THECB Approval Number12.0410.0000

End-of-Course Outcomes

1. Define terminology related to nail services.
2. Demonstrate the basic procedures of nail services
3. Practice safety and sanitation according to the laws and rules of the state licensing agency.
4. Exhibit workplace competencies in nail services.

Methods of Evaluation

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Mathematics

Listening & Speaking

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

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

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

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

Course Description

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

THECB Approval Number12.0409.0000

End-of-Course Outcomes

1. Define terminology related to the skin, products, and treatments.
2. Demonstrate applications related to skin care and cosmetics.
3. Practice safety and sanitation according to the laws and rules of the state licensing agency.
4. Exhibit workplace competencies in skin care and cosmetics.

Methods of Evaluation

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

Cosmetology Program Grade Scale:

90 – 100 = A

80 – 89 = B

76 – 79 = C

75 – 70 = D

69 and below = F

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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

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

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 1505 — Fundamentals of Cosmetology

Frank Phillips College

General Course Information

Credit Hours: 5

Prerequisite and/or Corequisite:

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

Course Description

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

THECB Approval Number12.0401.0000

End-of-Course Outcomes

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

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
Attendance	25%
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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

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

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 1553 — Chemical Reformation & Related Theory

Frank Phillips College

General Course Information

Credit Hours: 5

Prerequisite and/or Corequisite:

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

Course Description

Presentation of the theory and practice of chemical reformation including terminology, application, and workplace competencies.

THECB Approval Number12.0407.0000

End-of-Course Outcomes

1. Define terminology related to chemical reformation.
2. Follow safety and sanitation laws and rules according to the state licensing agency.
3. Exhibit workplace competencies related to chemical reformation.

Methods of Evaluation

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Weekly individual practical sheets, including a daily sanitation grade.	
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Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

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Acquires & Evaluates Information

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Basic Skills:

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Arithmetic

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Listening & Speaking

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 2310 — Advanced Haircutting & Related Theory

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite and/or Corequisite:

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

Course Description

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

THECB Approval Number12.0407.0000

End-of-Course Outcomes

1. Utilize correct terminology related to advanced haircutting techniques.
2. Demonstrate workplace competencies related to advanced haircutting techniques.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
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Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

CSME 2310 — Intermediate Haircutting & Related Theory

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite and/or Corequisite:

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

Course Description

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

THECB Approval Number12.0407.0000

End-of-Course Outcomes

1. Utilize correct terminology related to advanced haircutting techniques.
2. Demonstrate workplace competencies related to advanced haircutting techniques.

Methods of Evaluation

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Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 2337 — Advanced Cosmetology Techniques

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite and/or Corequisite:

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

Course Description

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

THECB Approval Number12.0401.0000

End-of-Course Outcomes

1. Utilize a variety of hair techniques.
2. Perform professional cosmetology services.
3. Demonstrate workplace competencies.

Methods of Evaluation

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

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

CSME 2414 — Cosmetology Instructor II

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite and/or Corequisite:

Permission of the instructor and valid Texas Department of Licensing and Regulation license and high-school diploma or GED

Course Description

A continuation of the fundamentals of instructing cosmetology students.

THECB Approval Number12.0413.0000

End-of-Course Outcomes

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

Methods of Evaluation

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

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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

CSME 2415 — Cosmetology Instructor III

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Permission of Instructor and valid Texas Department of Licensing and Regulation license and high-school diploma or GED

Course Description

Presentation of lesson plan assignments and evaluation techniques

THECB Approval Number12.0413.0000

End-of-Course Outcomes

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

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
Written assignments including computer assignments	25%
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Allocates Time

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Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

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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

CSME 2430 — Nail Enhancement

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Consult Director of Cosmetology

Course Description

A course in the theory, application, and related technology of nail enhancements.

THECB Approval Number12.0410.0000

End-of-Course Outcomes

1. Demonstrate product knowledge.
2. Apply nail enhancements.
3. Practice competencies as related to the state licensing examination.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
Practical sheets	12.5%
Daily sanitation grade	12.5%
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Negotiates to Arrive at a Decision
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Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

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Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

CSME 2445 — Instructional Theory and Clinic Operation

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite and/or Corequisite:

Permission of Instructor; Consult Coordinator of Cosmetology

Course Description

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

THECB Approval Number12.0413.0000

End-of-Course Outcomes

1. Demonstrate the skills required for the completion of instructor's state licensing exam.
2. Manage the lab/clinic in a cosmetology program.
3. Practice safety and sanitation according to the laws and rules of the state licensing agency.
4. Execute classroom management skills.

Methods of Evaluation

Category	Percentage
Weekly individual practical sheets, including a daily sanitation grade.	
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Negotiates to Arrive at a Decision

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Reasoning

Systems:

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Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 2501 — Principles of Hair Coloring and Related Theory

Frank Phillips College

General Course Information

Credit Hours: 5

Prerequisite and/or Corequisite:

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

Course Description

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

THECB Approval Number12.0407.0000

End-of-Course Outcomes

1. Define terminology.
2. Demonstrate hair color application.
3. Practice safety and sanitation according to the laws and rules of the state licensing agency.
4. Practice workplace competencies relate dot hair color.

Methods of Evaluation

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Weekly individual practical sheets, including a daily sanitation grade.	
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Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

CSME 2539 — Advanced Hair Design

Frank Phillips College

General Course Information

Credit Hours: 5

Prerequisite:

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

Course Description

Advanced concepts in the theory and practice of hair design.

THECB Approval Number12.0407.0000

End-of-Course Outcomes

1. Utilize correct terminology related to hair design.
2. Demonstrate advanced techniques related to hair design.
3. Exhibit workplace competencies.

Methods of Evaluation

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

Academic Honesty and Integrity

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Allocates Time
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Allocates Material & Facility Resources

Interpersonal:

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

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

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Writing
Arithmetic
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Information:

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Uses Computers to Process Information

Thinking Skills:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

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

General Course Information

Credit Hours: 5

Prerequisite and/or Corequisite:

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

Course Description

Preparation for the state licensing examination. *Capstone course.

THECB Approval Number12.0401.0000

End-of-Course Outcomes

1. Review for the written state licensing exam
2. Prepare for the practical state licensing exam
3. Practice safety and sanitation according to the laws and rules of the state licensing agency.

Methods of Evaluation

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

Cosmetology Program Grade Scale:

90 – 100 = A

80 – 89 = B

76 – 79 = C

75 – 70 = D

69 and below = F

***Students may be removed from the program if their class averages fall below a 76% at any time during the program. Students must repeat any classes for which the final grade is a D or F.

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Interpersonal:

Participates as a Member of a Team

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Negotiates to Arrive at a Decision

Works with Cultural Diversity

Technology:

Selects Technology

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

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Thinking Skills:

Creative Thinking

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Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

DFTG 1325 — Blueprint Reading and Sketching

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

None

Course Description

An introduction to reading and interpreting workings drawings for fabrication processes and associated trades. Use of sketching techniques to create pictorial and multiple-view drawings.

THECB Approval Number15.1301.0000

End-of-Course Outcomes

1. Interpret working drawings including dimensions, notes, symbols, sections, and auxiliary views.
2. Sketch pictorials and multi-view drawings.

Methods of Evaluation

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

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Welding Program Attendance Requirements*

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four

unexcused absences they will be placed on the “Attendance Probation List” for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

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Personal Qualities:

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Self-Esteem
Sociability
Self-Management
Integrity/Honesty

ECON 2301 — Principles of Macroeconomics

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

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

Course Description

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

THECB Approval Number45.0601.51.25

Statement of Purpose

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

Core Objectives Required for Social and Behavioral Sciences Courses

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

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

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

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

Learning Outcomes

Upon successful completion of this course, students will:

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

In addition, this course will emphasize:

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

Methods of Evaluation

Group Methods of Evaluation (Econ2301)

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

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Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

EDUC 1100 — Learning Framework
(Cross-listed as PSYC 1100)
Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

Students must complete a minimum of 30 hours of college credit courses before enrolling. This course is designed to serve as a capstone of students' experiences and preparation for lifelong learning.

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 1100*)

THECB Approval Number42.2701.51.25

Core Objectives Required for Social and Behavioral Sciences Courses

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

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

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

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

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

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 educational experience.

Methods of Evaluation

Grades to be determined in accordance with the following:

Categories	Points Possible	Percentage of Grade
Assessments:	350 points	35%
Projects:	250 points	25%
Assignments:	300 points	30%
Attendance/Participation:	100 points	10%
Total:	1000 points	100%

Grade % A-90-100, B-80-89, C-70-79, D-60-69, F-<60

Academic Honesty and Integrity

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EDUC 1100 Syllabus Fall 2015

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

Class Attendance

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

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

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

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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

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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

EDUC 1100 Syllabus Fall 2015

Information:

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

Thinking Skills:

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

Systems:

Understands Systems

Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

EDUC 1301 — Introduction to the Teaching Profession

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

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

Course Description

An enriched, integrated pre-service course and content experience that provides active recruitment and institutional support of students interested in a teaching career, especially in high need fields. The course provides students with opportunities to participate in early field observations at all levels of P-12 schools with varied and diverse student populations and provides students with support from college and school faculty, preferably in small cohort groups, for the purpose of introduction to and analysis of the culture of schooling and classrooms. Course content should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards; and the course must include a minimum of 16 contact hours of field experience in P-12 classrooms.

THECB Approval Number13.0101.51.09

Learning Outcomes

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

Upon successful completion of this course, students will:

1. Identify current issues influencing the field of education and teacher professional development.
2. Analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.
3. Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers.
4. Evaluate personal motivations, educational philosophies, and factors related to educational career decision making.
5. Recognize the various multiple intelligences/learning styles in order to be able to implement instructional practices that meet the needs of all students.

Methods of Evaluation

Category	Percentage
Assignments	25%
Observation Time (16 hours) and Journal	25%
Assessments	25%
Class Attendance/Participation	25%
Total	100%

Grade % A-90-100, B-80-89, C-70-79, D-60-69, F-<60

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- 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

ELPT 1341 — Motor Control

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

Operating principles of solid-state and conventional controls along with their practical applications. Includes braking, jogging, plugging, safety interlocks, wiring, and schematic diagram interpretations.

THECB Approval Number 46.0301.0000

End-of-Course Outcomes

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

1. Identify practical applications of jogging and plugging.
2. Describe the types of motor braking and their operating principles.
3. Explain different starting methods for large motors.
4. Demonstrate proper troubleshooting methods on circuits using wiring and schematic diagrams.
- 5.

Methods of Evaluation

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

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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

ELPT 2339 — Electrical Power Distribution

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

Design, operation, and technical details of modern power distribution systems including generating equipment, transmission lines, plant distribution, protective devices. Includes calculations of fault current, system load analysis, rates and power economics.

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.

THECB Approval Number46.0301.0000

End-of-Course Outcomes:

1. Explain major parts of utility systems.
2. Compare overhead systems versus underground systems.
3. Discuss mechanical design considerations to meet codes, standards, climate, and terrain relating to the utility systems.
4. Explain considerations for utility line.
5. Analyze energy economics.
6. Explain how smart grid technologies and standards effect power distribution systems.

Methods of Evaluation

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

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Class Attendance*

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

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

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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

ELPT 2347 — Electrical Testing & Maintenance

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

Proper and safe use of electrical power equipment test devices and the interpretation of test results. Includes protective relay testing and calibration, direct current (DC) testing, insulation power factor testing, and medium voltage switchgear.

THECB Approval Number 46.0301.0000

End-of-Course Outcomes:

1. Test over-current circuit breakers and relays using high current test sets and relay test sets.
2. Test motors and cables using the “Megger and DC Hypot.”
3. List and explain three components of current in DC testing.
4. Measure “ground resistance” using the earth resistance test set.
5. Identify and explain components of large industrial-type switchgear.

Methods of Evaluation

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

Academic Honesty and Integrity

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

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

ENER 1330 — Basic Mechanical Skills for Energy

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult advisor.

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.

THECB Approval Number 15.0503.0000

End-of-Course Outcomes:

1. Use basic hand, hand power, and stationary power tools.
2. Select appropriate Bill of Materials (BOM).
3. Interpret basic mechanical drawings and perform associated calculations.
4. Apply measuring tools.
5. Perform bench work including part layout, drilling, reaming, tapping, press fitting, location of hole centers.
6. Perform preventative maintenance on tools.
7. Describe basic lubrication practices.
8. Demonstrate basic rigging procedures.
9. Employ good housekeeping, environmental awareness, safety procedures, sensory skills, and preventative maintenance.

Methods of Evaluation

Category	Percentage
Test Average	35%
Lab Average	35%
Attendance	10%
Final Exam	20%
Total	100%
Grading System	
A	100-90%
B	80-89%
C	70-79%
D	60-69%

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

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Cell Phones and Other Electronic Devices Procedure:

ENER 1330 Syllabus Fall 2015

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Allocates Time
Allocates Money
Allocates Material & Facility Resources

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

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
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Negotiates to Arrive at a Decision
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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

ENGL 1301 — Composition I

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

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

Course Description

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

THECB Approval Number23.1301.51 12

Statement of Purpose

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

Core Objectives Required for Communication Courses

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

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

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

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

Learning Outcomes

Upon successful completion of this course, students will:

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

Methods of Evaluation

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

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Thinking Skills:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

ENGL 1302 — Composition II

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

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

Course Description

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

THECB Approval Number 23.1301.51.12

Statement of Purpose

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Core Objectives Required for Communication Courses

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Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a 500 to 1000 word Persuasive Essay in which they demonstrate effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a 500 – 1000 word Analytical Essay in which they demonstrate effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom and effectively use various media.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a 500 – 1000 word essay utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on reading quizzes and/or journal entries over the course’s required texts.
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Learning Outcomes:

Upon successful completion of this course, students will:

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

Methods of Evaluation

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

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Uses Computers to Process Information

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

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Self-Esteem
Sociability
Self-Management
Integrity/Honesty

ENGL 2311 — Technical & Business Writing

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

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

Course Description

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

THECB Approval Number23.1303.51.12

Statement of Purpose

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

Core Objectives Required for Communication Courses

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

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

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

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

Learning Outcomes

Upon successful completion of this course, students will:

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

Methods of Evaluation

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

Academic Honesty and Integrity

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

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

Class Attendance

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

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

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

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

Cell Phones and Other Electronic Devices Procedure:

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

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeroes for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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

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

Perryton: (806) 648-1450

Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the

matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalog. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

Important Information

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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 2332 — World Literature I

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

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

Course Description

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

THECB Approval Number16.0104.52.13

Statement of Purpose

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

Core Objectives Required for Language, Philosophy & Culture Courses

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

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

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

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

Learning Outcomes

Upon successful completion of this course, students will:

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

Methods of Evaluation

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

Academic Honesty and Integrity

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- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."
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Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

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

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procedures described in the Academic Policies section of the Frank Phillips College Catalog. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

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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

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

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

Course Description

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

THECB Approval Number16.0104.52.13

Statement of Purpose

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

Core Objectives Required for Language, Philosophy & Culture Courses

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

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

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

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

Learning Outcomes

Upon successful completion of this course, students will:

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

Methods of Evaluation

Category	Percentage
Formal Paper(s) and Projects	60%
Daily Grades	20%
Exams	20%
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Academic Honesty and Integrity

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of facilitating the change. The student will have the opportunity to appeal the final grade change according to the college policy stated in the catalog.

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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

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

General Course Information

Credit Hours: 3

Course Description

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

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

THECB Approval Number32.0101.52.12

Learning Outcomes

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

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

Methods of Evaluation

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

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

Grade Percentage

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

Academic Honesty and Integrity

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Class Attendance*

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

Cell Phones and Other Electronic Devices Procedure:

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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

GEOL 1403— Physical Geology

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

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

Course Description

Introduction to the study of the materials and processes that have modified and shaped the surface and interior of Earth over time. These processes are described by theories based on experimental data and geologic data gathered from field observations.

THECB Approval Number40.0601.54 03

Learning Outcomes:

Upon successful completion of this course, students will:

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

Methods of Evaluation

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

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

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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

GOVT 2305 — Federal Government

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

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

Course Description

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

THECB Approval Number45.1002.51.25

Statement of Purpose

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

Core Objectives Required for Government/Political Science Courses

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

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

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

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

Learning Outcomes

Upon successful completion of this course, students will:

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

Methods of Evaluation

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

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

GOVT 2306 — Texas Government

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

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

Course Description

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

THECB Approval Number45.1002.51.25

Statement of Purpose

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Learning Outcomes

Upon successful completion of this course, students will:

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

Methods of Evaluation

Category	Percentage
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Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

HIST 1301 – United States History I

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

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

Course Description

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

THECB Approval Number54.0102.51.25

Statement of Purpose

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

Core Objectives Required for American History Courses

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

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

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

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

Learning Outcomes

1. Create an argument through the use of historical evidence:
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:

Methods of Evaluation (MOE may vary by instructor and/or section)

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%
Discussion Based Classes	Percentage
Class Participation	50%
Midterm Exam	20%
Article Review	20%
Project	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

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

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

Class Attendance

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

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

Cell Phones and Other Electronic Devices Procedure:

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

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeroes for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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

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

Perryton: (806) 648-1450

Grievance Policy

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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:

Thinking Skills:

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

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

HIST 1302 — United States History II

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

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

Course Description

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

THECB Approval Number54.0102.51.25

Statement of Purpose

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Core Objectives Required for American History Courses

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

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

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

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

Learning Outcomes

1. Create an argument through the use of historical evidence:
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:

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%
Discussion Based Classes	Percentage
Class Participation	50%
Midterm Exam	20%
Article Review	20%
Projects	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%
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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

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving

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

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

HIST 2311 — Western Civilization I

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

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

Course Description

A survey of the social, political, economic, cultural, religious, and intellectual history of Europe and the Mediterranean world from human origins to the 17th century. Themes that should be addressed in Western Civilization I include the cultural legacies of Mesopotamia, Egypt, Greece, Rome, Byzantium, Islamic civilizations, and Europe through the Middle Ages, Renaissance, and Reformations.

THECB Approval Number54.0101.54.25

Statement of Purpose

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Core Objectives Required for American History Courses

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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.

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- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
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- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one page writing assignment answering a question relating to technology after 1300 A.D. that demonstrates effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete an assignment that examines written and oral communication in negotiations among European nations that demonstrates effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a one page writing assignment about the causes of the Hundred Years War while utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on an original research assignment of the instructor's choice in which they take a position and build an intellectual, fact-driven argument.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze, evaluate, and synthesize an action instituted by a United States presidential administration.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a one page writing assignment answering a question relating to the effect of religion on western civilization in which they demonstrate the ability to connect choice, actions, and ethical decision making.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete an assignment relating to the concept of class and its relationship to race and ethnicity in western civilization in which they demonstrate a mastery of choice, decision making, and consequences.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to evaluate choices, actions, and consequences to the decisions made in the classroom
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete a one page writing assignment answering a question that relates to civic responsibility and engagement within social communities with a focus on the Reformation of the church.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete a class discussion that examines social policies in European Empires in which students demonstrate intercultural competence, knowledge of their own civic responsibility, and an ability to engage in communities beyond their local community.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment that examines foundational principles and civic responsibility during the Glorious Revolution and the impact of these on Europe and North America.

Learning Outcomes

Upon successful completion of this course, students will:

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

Methods of Evaluation

Face to Face Classes	Percentage
Weekly Assignments	40%
Research Papers	30%
Project	20%
Final Exam	10%
	100%

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Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

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

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

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

Thinking Skills:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

HITT 1305 — Medical Terminology I

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

Study of medical terms through word origin and structure. Introduction to abbreviations and symbols, surgical and diagnostic procedures, and medical specialties.

THECB Approval Number51.0707.0000

End-of-Course Outcomes

1. Identify, pronounce, and spell medical terms;
2. Use terms in context;
3. Utilize prefixes, suffixes, root words, and plurals to construct medical terms.
4. Analyze medical terms.
5. Translate abbreviations.
6. Interpret symbols.

Methods of Evaluation

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

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Allocates Money
Allocates Material & Facility Resources

Information:

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

Interpersonal:

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

Thinking Skills:

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

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing

Personal Qualities:

Responsibility
Self-Esteem

Arithmetic
Mathematics
Listening& Speaking

Sociability
Self-Management
Integrity/Honesty

HUMA 1315 — Fine Arts Appreciation

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

N/A

Course Description

This course is an exploration of the purposes and processes in the visual and performing arts (such as music, painting, architecture, drama, and dance) and the ways in which they express the values of cultures and human experience.

THECB Approval Number50.0101.51.26

Statement of Purpose

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

Core Objectives Required for Creative Arts Courses

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

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

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

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a 500-750 essay disusing the visual/nonverbal communicative aspects of a film such as set, costuming, and dance
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will work in groups and complete a researched poster assignment. Students will present their research in a visual format and will give an oral presentation to the class.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will analyze the communicative aspects of visual art such as elements of art, dynamics of art, symbolism, and aesthetic appeal of various works discussed in class.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete self-portrait project where they adapt and reinterpret a “famous” work of art disused in class and either or literally or symbolically insert an image of themselves in it to communicate a specific aspect of themselves, demonstrating creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation to complete a journal that requires students to complete prompts outside of class and briefly comment on how their understand of art has changed and how the activities reinforce topics discussed in class
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a group challenge that requires them to identify internal, external, and societal conflicts in a film. Students must analyze the film and build a three-level tower of index cards to visually communicate the conflict in the film. Students must work together to analyze the different levels of conflict and to successfully construct a free-standing structure.
Teamwork– to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will complete a collaborative research project and present their project to the class.
Teamwork– to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will compete a writing assignment where they discuss the group project process and reflect on their experience as a team worker
Teamwork– to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Students will complete a self and group evaluation at the end of a group project. Students will be asked if they and their fellow group mates fulfilled the obligations outlined in the group contract they competed at the beginning of the project.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	In groups, students will complete write, produce, and preform a play that addresses a social, cultural, or economic, issue in 20 th century American history.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to	Students will compose contracts with group members before completing group projects.

Required Core Objective	Activity Related to Core Objective
engage effectively in regional, national, and global communities	
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will participate in a class auction for song selection for our political music project.

Learning Outcomes

Upon successful completion of this course, students will:

1. Employ formal elements and principles to critically analyze various works of the visual and performing arts.
2. Articulate the creative process of artistic works as expressions of human experience and cultural values.
3. Demonstrate an understanding of the aesthetic principles that guide the creation of, and response to, the arts.
4. Describe the relationship of the arts to everyday life.

Methods of Evaluation

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

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

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

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Systems:

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Basic Skills:

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Writing
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Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

IEIR 1343 — Industrial Equipment Maintenance

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

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.

THECB Approval Number 47.0105.0000

End-of-Course Outcomes:

1. Maintain and repair power transmission systems involving gear, V-belt, and chain drives.
2. Describe positive displacement and centrifugal pumping systems and compressors.
3. Identify symptoms, causes, and cures for mechanical problems.
4. Demonstrate maintenance, repair, and overhaul procedures on common process pumps and compressors.
5. Apply industrial safety standards.

Methods of Evaluation

Category	Percentage
Test Average	35%
Lab Average	35%
Attendance	10%
Final Exam	20%
Total	100%
Grading System	
A	100-90%
B	80-89%
C	70-79%
D	60-69%

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

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Personal Qualities:

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Self-Esteem
Sociability
Self-Management
Integrity/Honesty

INMT 2303 — Pumps, Compressors and Mechanical Drives

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

A study of the theory and operations of various types of pumps and compressors. Topics include mechanical power transmission systems including gears, v-belts, and chain drives.

THECB Approval Number 15.0613.0000

Learning Outcomes

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

1. Identify the principles involved in the operation of centrifugal & positive displacement pumps and compressors.
2. Identify the function of various components in pumps and compressors.
3. Disassemble & reassemble pumps, compressors and mechanical drives.
4. Troubleshoot pumps, compressors and mechanical drives.

Methods of Evaluation

Category	Percentage
Lab/Classroom Participation	40%
Attendance	10%
Test	25%
Final Exam	25%
Total	100%
Grading Scale	
100-90%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

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Basic Skills:

Reading

Writing

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Mathematics

Listening & Speaking

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

INRW 0322 — Integrated Reading and Writing

Frank Phillips College

General Course Information

Credit Hours: 3

College-Preparatory Course

Prerequisite

Does not count toward a degree.

Course Description

This course serves as introduction to critical reading and writing as interdependent practices. IRW prepares students for academic writing by reading closely, analyzing texts and developing and revising a range of compositions. This class fulfills TSI requirement for reading and/or writing, and may not fulfill baccalaureate requirements.

THECB Approval Number32.0108.59.12

Learning Outcomes

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
10. Recognize and apply the conventions of standardized English in reading and writing.

Methods of Evaluation

Category	Percentage
Compositions (Essays and Journals)	50%
Daily Work (Attendance, Participation, Quizzes, Etc.)	20%
Portfolio	20%
Final Exam	10%
Total	100%

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Allocates Money
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Teaches Others
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Negotiates to Arrive at a Decision
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Selects Technology
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Basic Skills:

Reading
Writing
Arithmetic
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Acquires & Evaluates Information
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Thinking Skills:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

INTC 1291 — Special Topics in Instrumentation Technology

Frank Phillips College

General Course Information

Credit Hours: 2

Prerequisite

Consult Advisor

Course Description

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

THECB Approval Number 15.0404.0000

End-of-Course Outcomes:

1. Learning outcomes/objectives are determined by local occupational need and business and industry trends.

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

- A cover sheet consisting of student’s name, semester and year, course name and section number should be added to the front of the research assignment. The cover sheet is not included in the number of pages required for the research assignment.
- Formatting requirements for the paper are as follows:
- Needs to be 5 pages on length, typed in Times New Roman, 12-point font, double spaced, 1 inch margins (top, bottom, and sides)

Methods of Evaluation

Category	Percentage
Research Topic Submission	10%
Research Paper	90%
Total	100%

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

Interpersonal:

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Thinking Skills:

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Decision Making
Problem Solving
Seeing Things in the Mind's Eye
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Technology:

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Writing
Arithmetic
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Listening & Speaking

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

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Self-Esteem
Sociability
Self-Management
Integrity/Honesty

INTC 1305 — Introduction to Electronic Instrumentation

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult advisor.

Course Description

A survey of the instrumentation field and the professional requirements of the instrumentation technician.

THECB Approval Number 15.0404.0000

End-of-Course Outcomes:

1. Identify the role and responsibilities of an instrumentation technician.
2. Explain applications of instrumentation in various industries.
3. Discuss safety procedures.

In addition, students will be able to:

1. Interpret instrumentation drawings.
2. Understand ladder logic and read electrical/electronic schematics.
3. Understand Boolean Algebra.
4. Understand and use elements, transmitters, transducers and displacers.
5. Understand and use control valves, actuators and positioners.
6. Perform continuity check per loop and verify mechanical installation.
7. Troubleshoot a control loop.
8. Commission analog and digital loop.
9. Tune analog and digital control loop.
10. Identify and apply instrumentation circuitry.
11. Identify electrical systems for installation.
12. Understand and troubleshoot relays and timers.
13. Identify and use switches, photoelectric devices.

Methods of Evaluation

Category	Percentage
Test Average	60%
Lab Average	10%
Attendance	10%
Final Exam	20%
Total	100%
Grading System	
A	100-90%

B	80-89%
C	70-79%
D	60-69%

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INTC 1305 — Introduction to Instrumentation

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult advisor.

Course Description

A survey of the instrumentation field and the professional requirements of the instrumentation technician.

THECB Approval Number 15.0404.0000

End-of-Course Outcomes:

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Personal Qualities:

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Self-Esteem
Sociability
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INTC 1350 — Digital Measurement & Controls

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

Basic measurement control in instrumentation. Includes movement of digital data through common systems employing parallel and serial transfers.

THECB Approval Number 15.0404.0000

End-of-Course Outcomes:

1. Describe the movement of digital data through data transfer systems.
2. Explain system block diagram concepts.

Methods of Evaluation

Category	Percentage
Lab	10%
Attendance	10%
Unit Exams	80%
Total	100%

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Systems:

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Basic Skills:

Reading

Writing

Arithmetic

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Mathematics
Listening & Speaking

Self-Management
Integrity/Honesty

INMT 1355 — Industrial Power Plant Systems

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite: None

Course Description: Automatic control requirements of industrial processes. Includes control systems, control loop turning, and analysis.

THECB Approval Number 15.0613.0000

End-of-Course Outcomes

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

1. Explain the static and dynamic aspects of processes.
2. Describe the automatic control requirements of processes.
3. Analyze process variables.
4. Adjust the control loop.

Methods of Evaluation

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

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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

INTC 1356 — Instrumentation Calibration

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult advisor.

Course Description

Techniques for configuring and calibrating transmitters, controllers, recorders, valves, and valve positioners.

THECB Approval Number 15.0404.0000

End-of-Course Outcomes:

1. Describe the calibration process for various types of instrumentation.
2. Configure and calibrate various system components.

Methods of Evaluation

Category	Percentage
Test Average	40%
Lab Average	30%
Attendance	10%
Final Exam	20%
Total	100%
Grading System	
A	100-90%
B	80-89%
C	70-79%
D	60-69%

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- Academic suspension
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Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

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Serves Clients/Customers

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Negotiates to Arrive at a Decision

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Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

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Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

INTC 1391 — Special Topics in Instrumentation Technology

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

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

THECB Approval Number 15.0404.0000

End-of-Course Outcomes:

1. Learning outcomes/objectives are determined by local occupational need and business and industry trends.

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

- A cover sheet consisting of student’s name, semester and year, course name and section number should be added to the front of the research assignment. The cover sheet is not included in the number of pages required for the research assignment.
- Formatting requirements for the paper are as follows:
- Needs to be 5 pages on length, typed in Times New Roman, 12-point font, double spaced, 1 inch margins (top, bottom, and sides)

Methods of Evaluation

Category	Percentage
Research Topic Submission	10%
Research Paper	90%
Total	100%

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Negotiates to Arrive at a Decision
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Thinking Skills:

Creative Thinking
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Basic Skills:

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Writing
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Listening & Speaking

Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

INTC 2288 — Internship in Instrumentation Technology

Frank Phillips College

General Course Information

Credit Hours: 2

Prerequisite

Consult Advisor

Course Description

A work-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.

THECB Approval Number 15.0404.0000

End-of-Course Outcomes:

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

Methods of Evaluation

Category	Percentage
Log Entries	60%
Supervisor's Evaluations	40%
Total	100%
Grading Scale	
100 – 90%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D

* It is the responsibility of each student to secure suitable employment, which relates to the student's area of study. The student is expected to go to work each day as assigned by their employer, arrive on time, and do the work assigned to the best of their ability. Each student is responsible for maintaining their own log sheet, and obtaining their immediate supervisor's signature on the log at the end of each work week. The log sheets must be returned to the instructor either bi-weekly or monthly as agreed upon by the student and the instructor. If the student is dismissed from work, he or she must secure a suitable place

of employment within one week time or the student will receive a grade of “F” for the course. In the case of a lay off or injury that prevents the student from carrying out their work assignments, the student will be allowed to take an incomplete for the class, but must complete the assignment the following semester or a grade of “F” will be assigned. At the end of the semester all log sheets and the supervisor’s evaluation must be returned to your instructor. The supervisor’s evaluation should be filled out and discussed with the student prior to its return.

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Systems:

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Improves & Designs Systems

Personal Qualities:

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Self-Esteem
Sociability
Self-Management
Integrity/Honesty

INTC 2336 — Distributed Control & Programmable Logic

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

An overview of distributed control systems including configuration of programmable logic controllers, smart transmitters, and field communicators. Functions of digital systems in a process control environment.

THECB Approval Number 15.0404.0000

End-of-Course Outcomes:

1. Configure programmable logic controllers (PLC's) to perform various tasks.
2. Explain how programmable logic controllers control the process environment.
3. Operate and troubleshoot digital systems.

Methods of Evaluation

Category	Percentage
Test Average	35%
Lab Average	35%
Attendance	10%
Final Exam	20%
Total	100%
Grading Scale	
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Basic Skills:

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Arithmetic
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Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management

Listening & Speaking

Integrity/Honesty

INTC 2339 — Instrument & Control Review

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult Advisor

Course Description

An overview of instrument and control technology in preparation for industry employment and national testing (National Institute of Certified Engineering Technologist Certification).

THECB Approval Number 15.0404.0000

End-of-Course Outcomes:

1. Describe the typical instrument and control technology processes.
2. Demonstrate improved competency related to employment and national testing.

Methods of Evaluation

Category	Percentage
Class Participation	10%
Lab	10%
Unit Exams	40%
Final Exam	40%
Total	100%

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

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

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

Interpersonal:

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

Thinking Skills:

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

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

INTC 2388 — Internship in Instrumentation Technology

Frank Phillips College

General Course Information

Credit Hours: 2

Prerequisite

Consult Advisor

Course Description

A work-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.

THECB Approval Number 15.0404.0000

End-of-Course Outcomes:

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

Methods of Evaluation

Category	Percentage
Log Entries	60%
Supervisor's Evaluations	40%
Total	100%
Grading Scale	
100 – 90%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D

* It is the responsibility of each student to secure suitable employment, which relates to the student's area of study. The student is expected to go to work each day as assigned by their employer, arrive on time, and do the work assigned to the best of their ability. Each student is responsible for maintaining their own log sheet, and obtaining their immediate supervisor's signature on the log at the end of each work week. The log sheets must be returned to the instructor either bi-weekly or monthly as agreed upon by the student and the instructor. If the student is dismissed from work, he or she must secure a suitable place

of employment within one week time or the student will receive a grade of “F” for the course. In the case of a lay off or injury that prevents the student from carrying out their work assignments, the student will be allowed to take an incomplete for the class, but must complete the assignment the following semester or a grade of “F” will be assigned. At the end of the semester all log sheets and the supervisor’s evaluation must be returned to your instructor. The supervisor’s evaluation should be filled out and discussed with the student prior to its return.

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Basic Skills:

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Systems:

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Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

MATH 0302 — Elementary Algebra and Geometry

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Placement by an approved TSI test. (Does not count toward a degree.)

Course Description

Algebraic expressions, linear equations and models, exponents, and polynomials, factoring, algebraic fractions, graphing, systems of linear equations, radicals, points, parallel and perpendicular lines, planes, space angles, triangles, congruent triangles, space figures, volume, surface, area, reasoning skills.

THECB Approval Number32.0104.51.19

Learning Outcomes

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

1. Develop the basic tools of algebra needed for further courses in mathematics;
2. Show that mathematics is useful in many disciplines using applications;
3. Evaluate algebraic expressions;
4. Convert phrases to algebraic expressions;
5. Graph and order real numbers on the number line;
6. Find absolute values and opposites of real numbers;
7. Add, subtract, multiply, and divide real numbers;
8. Use and identify properties of real numbers;
9. Combine algebraic expressions;
10. Solve linear equations;
11. Solve linear inequalities;
12. Use integer exponents;
13. Do arithmetic operations on polynomials;
14. Factor polynomials;
15. Simplify rational expressions;
16. Use the rectangular coordinate system to do simple graphing;
17. Evaluate and estimate square roots and other basic radicals;
18. Identify and calculate the measures of adjacent, vertical, and complementary angles;
19. Investigate properties of parallel and perpendicular lines;
20. Work with congruent and similar triangles; and

21. Solve systems of equations in two variables.

Methods of Evaluation

Category	Percentage
Homework, class work, labs, and quizzes	25%
Major Exams	50%
Final Exam	25%
Total	100%

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Personal Qualities:

Responsibility
Self-Esteem
Sociability
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Integrity/Honesty

MATH 0303 — Intermediate College Algebra

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Completion of MATH 0302 with a grade of C or better or placement by an approved TSI test. (Does not count toward a degree.)

Course Description

A study of relations and functions, inequalities, algebraic expressions and equations (absolute value, polynomial, radical, rational), with a special emphasis on linear and quadratic expressions and equations. This course is designed for students who have insufficient preparation for college algebra or who have been out of high school several years and need a review of algebraic fundamentals.

THECB Approval Number32.0104.52.19

Learning Outcomes

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

1. Define, represent, and perform operations on real and complex numbers.
2. Recognize, understand, and analyze features of a function.
3. Recognize and use algebraic (field) properties, concepts, procedures (including factoring), and algorithms to combine, transform, and evaluate absolute value, polynomial, radical, and rational expressions.
4. Identify and solve absolute value, polynomial, radical, and rational equations.
5. Identify and solve absolute value and linear inequalities.
6. Model, interpret and justify mathematical ideas and concepts using multiple representations.
7. Connect and use multiple strands of mathematics in situations and problems, as well as in the study of other disciplines.

Methods of Evaluation

Category	Percentage
Homework	25%
Major Exams	50%
Final Exam	25%
Total	100%

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Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

MATH 1314 — College Algebra

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Completion of MATH 0303 with a grade of C or better or placement by an approved TSI test.

Course Description

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

THECB Approval Number27.0101.54.19

Statement of Purpose

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

Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will solve a given mathematical problem through a verbal and visual description.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will select a mathematical model for a given set of data and present their results to the class.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will select a mathematical model for a given set of data and summarize the results in a written assignment.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will solve a mathematical problem given through a verbal and visual description.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will select the appropriate method for solving a given problem or problems and explain their reasoning behind their choice.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will select a mathematical model for a given set of data and summarize the results in a written assignment.
Quantitative Literacy – to include the ability clearly communicate quantitative arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate)	Students will solve a mathematical problem given through a verbal and visual description.
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Quantitative Literacy – to include the ability clearly communicate quantitative arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate)	Students will select a mathematical model for a given set of data and summarize the results in a written assignment.

Learning Outcomes:

Upon successful completion of this course, students will:

1. Demonstrate and apply knowledge of properties of functions, including domain and range, operations, compositions, and inverses.
2. Recognize and apply polynomial, rational, radical, exponential and logarithmic functions and solve related equations.
3. Apply graphing techniques.
4. Evaluate all roots of higher degree polynomial and rational functions.
5. Recognize, solve and apply systems of linear equations using matrices.

Methods of Evaluation

Category	Percentage
Face-to face Classes	
Exams	70%
Daily Work	30%
Total	100%
Category	Percentage
Dual-credit Classes	
Exams	70%
Daily Work	30%
Total	100%

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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 1316 — Plane Trigonometry

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

One unit of plane geometry, and two units of high school algebra. Passage of the Math Section of a TSI approved test or completion of MATH 0303 with a grade of C or better.

Course Description

In-depth study and applications of trigonometry including definitions, identities, inverse functions, solutions of equations, graphing, and solving triangles. Additional topics such as vectors, polar coordinates and parametric equations may be included.

THECB Approval Number27.0101.53.19

Statement of Purpose

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

Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will solve a mathematical problem given through a verbal and visual description.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will select a mathematical model for a given set of data and present their results and reasoning for the solution.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will select a mathematical model for a given set of data and summarize the results in a written assignment.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will solve a mathematical problem given through a verbal and visual description.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will select the appropriate method for solving a given problem or problems and explain their reasoning behind their choice.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will select a mathematical model for a given set of data and summarize the results in a written assignment.
Quantitative Literacy – to include the ability clearly communicate quantitative arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate)	Students will solve a mathematical problem given through a verbal and visual description.
Quantitative Literacy – to include the ability clearly communicate quantitative arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).	Students will select a mathematical model for a given set of data and present their results to the class.
Quantitative Literacy – to include the ability clearly communicate quantitative arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate)	Students will select a mathematical model for a given set of data and summarize the results in a written assignment.

Learning Outcomes

Upon successful completion of this course, students will:

1. Compute the values of trigonometric functions for key angles in all quadrants of the unit circle measured in both degrees and radians.
2. Graph trigonometric functions and their transformations.
3. Prove trigonometric identities.
4. Solve trigonometric equations.
5. Solve right and oblique triangles.
6. Use the concepts of trigonometry to solve applications.

Methods of Evaluation

Category	Percentage
Face-to-face Classes	
Exams	80%
Daily Work	20%
Total	100%
Category	Percentage
Dual-Credit Classes	
Exams	70%
Daily Work	30%
Total	100%

Academic Honesty and Integrity

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

Class Attendance

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

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

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

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

Cell Phones and Other Electronic Devices Procedure:

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

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeroes for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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

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

Perryton: (806) 648-1450

Grievance Policy

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

Important Information

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

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

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

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

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

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

Thinking Skills:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

MATH 1324 — Mathematics for Business & Social Sciences

Frank Phillips College

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

The application of common algebraic functions, including polynomial, exponential, logarithmic, and rational, to problems in business, economics, and the social sciences are addressed. The applications include mathematics of finance, including simple and compound interest and annuities; systems of linear equations; matrices; linear programming; and probability, including expected value.

THECB Approval Number27.0301.52.19

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

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one-two page writing assignment effectively explaining the solutions of 2-3 different problems and the reasons for the strategies they employed.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a quiz/assignment that involves written and visual communication. Students will exhibit knowledge of the relationships between variables arising in real-world context, translate between real-world situations and sketch graphs of relationships between variables, and interpret the functions in terms of the contexts in which they arise.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a quiz/assignment that involves written and visual communication by clearly showing the reasoning behind the solutions to 2-3 problems.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an application project utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on solving mathematical problems. Students will solve problems by more than one method if possible and justify the choice of the most efficient method that can be employed.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze real-world situations, formulate models, and draw conclusions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an application project. Students will represent relevant information in mathematical forms and use quantitative analysis to draw conclusions and make note of any appropriate assumptions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an assignment/quiz requiring mathematical reasoning.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will analyze real-world situations, formulate models, and draw conclusions.

Learning Outcomes:

Upon successful completion of this course, students will:

1. Apply elementary functions, including linear, quadratic, polynomial, rational, logarithmic, and exponential functions to solving real-world problems.
2. Solve mathematics of finance problems, including the computation of interest, annuities, and amortization of loans.
3. Apply basic matrix operations, including linear programming methods, to solve application problems.
4. Demonstrate fundamental probability techniques and application of those techniques, including expected value, to solve problems.
5. Apply matrix skills and probability analyses to model applications to solve real-world problems.

Methods of Evaluation

Category	Percentage
Face-to-face Classes	
Exams	70%
Daily Work	25%
Attendance	5%
Total	100%

Academic Honesty and Integrity

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

member must notify the student of the change to the final grade within one week of facilitating the change. The student will have the opportunity to appeal the final grade change according to the college policy stated in the catalog.

Class Attendance

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

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

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

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

Cell Phones and Other Electronic Devices Procedure:

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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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 1332 — Contemporary Mathematics I (for Liberal Art Majors)

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Completion of MATH 0303 with a grade of C or better or placement by an approved TSI test.

Course Description

Topics may include introductory treatment of sets, logic, number systems, number theory, relations, functions, probability, and statistics.

THECB Approval Number27.0101.51.19

Statement of Purpose

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

Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one-two page writing assignment effectively explaining the measurement process and the concept of a unit measurement that demonstrates effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete an assignment that involves written and visual communication. Students will exhibit knowledge of the relationships between variables arising in real-world context, translate between real-world situations and sketch graphs of relationships between variables, and interpret the functions in terms of the contexts in which they arise.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and written communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an applied problem, devise a model that graphically displays the information, discuss assumptions made in the creation of the model, and draw conclusion, utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an assignment in which they utilize creative thinking, innovation, inquiry, analysis, and evaluation on solving mathematical problems involving finance.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an assignment in which they analyze real-world situations involving probability, formulate models, and draw conclusions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an application project. Students will represent relevant information in mathematical forms and use quantitative analysis to draw conclusions and make note of any appropriate assumptions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an assignment/quiz on proving statements using mathematical induction.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will analyze real-world situations, formulate models, and draw conclusions.

Learning Outcomes:

Upon successful completion of this course, students will:

1. Apply set notation and diagram sets.
2. Perform set operations.
3. Define and identify composite, prime numbers, and subsets of the real numbers.
4. Perform problems involving arithmetic and geometric sequences.
5. Solve consumer mathematics problems involving the mathematics of finance.
6. Define, identify, and be able to solve problems involving points, lines, planes, angles, triangles, polygons, perimeter, area, circumference, and volume.
7. Solve problems using right triangle trigonometry.
8. Prove statements using mathematical induction.
9. Apply the Fundamental Counting Principle.
10. Compute permutations and combinations.
11. Solve statistical problems involving sampling, frequency distributions, measures of central tendency, measures of dispersion, the normal distribution, and correlation.
12. Construct graphs, scatter plots, and regression lines.

Methods of Evaluation

Category	Percentage
Face-to face Classes	
Exams	70%
Daily Work	30%
Total	100%
Category	Percentage
Dual-credit Classes	
Exams	70%
Daily Work	30%
Total	100%

Academic Honesty and Integrity

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Class Attendance

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

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

Cell Phones and Other Electronic Devices Procedure:

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

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Important Information

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

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

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

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

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

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

MATH 1350
Fundamentals of Mathematics I
(Advanced Mathematics I for Elementary Education Majors)
Frank Phillips College

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 transferring to Texas four-year colleges and universities.*

THECB Approval Number27.0101.56.19

Statement of Purpose

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

Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one-two page writing assignment effectively explaining the measurement process and the concept of a unit measurement.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a quiz/assignment that involves written and visual communication. Students will exhibit knowledge of the relationships between variables arising in real-world context, translate between real-world situations and sketch graphs of relationships between variables, and interpret the functions in terms of the contexts in which they arise.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and written communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an application project utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on solving mathematical problems involving ratios and proportions.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze real-world situations involving probability, formulate models, and draw conclusions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an application project. Students will represent relevant information in mathematical forms and use quantitative analysis to draw conclusions and make note of any appropriate assumptions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an assignment/quiz of problems requiring algebraic reasoning and representation.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will analyze real-world situations, formulate models, and draw conclusions.

Learning Outcomes:

Upon successful completion of this course, students will:

1. Recognize the NCTM standards and the TEKS.
2. Recognize the connection between fractions, rational numbers, decimals and percents.
3. Define and use ratios and proportions.
4. Recognize algebraic reasoning and representation.
5. Draw and interpret a variety of graphical representations of data.
6. Calculate and interpret the measures of central tendency and variability for a set of data.
7. Calculate empirical probabilities, permutations and combinations.
8. Define the basic figures of geometry along with their properties.
9. Explain the measurement process and the concept of a unit measurement.
10. Calculate the perimeter, area, surface area, and volume for a variety of figures.
11. Prove the congruence or similarity of a given pair of triangles.

Methods of Evaluation

Category	Percentage
Homework	25%
Exams	50%
Final Exam	25%
Total	100%
Grade Scale	
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

Exams:

There are exams that will be given. Makeup exams will be given at the discretion of the instructor. Please contact your instructor before the exam to arrange a makeup exam. Please keep in mind that makeup exams are relatively more difficult than regular exams.

Positively no exam grades will be dropped.

Note: Cheating on tests or quizzes will result in an automatic 0 on the test.

Academic Honesty and Integrity

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Perryton: (806) 648-1450

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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

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Systems:

Understands Systems

Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening& Speaking

Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

MATH 2312 — Pre-Calculus Math

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Passage of Math Section of a TSI approved test, two years of high-school algebra, one year of high-school geometry, and one semester of high-school trigonometry.

Course Description

In-depth combined study of algebra, trigonometry, and other topics for calculus readiness.

THECB Approval Number27.0101.58.19

Statement of Purpose

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

Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will solve a mathematical problem given through a verbal and visual description.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will select a mathematical model for a given set of data and present their results to the class.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will select a mathematical model for a given set of data and summarize the results in a written assignment.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will solve a mathematical problem given through a verbal and visual description.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will select the appropriate method for solving a given problem or problems and explain their reasoning behind their choice.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will select a mathematical model for a given set of data and summarize the results in a written assignment.
Quantitative Literacy – to include the ability clearly communicate quantitative arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate)	Students will solve a mathematical problem given through a verbal and visual description.
Quantitative Literacy – to include the ability clearly communicate quantitative arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).	Students will select a mathematical model for a given set of data and present their results to the class.
Quantitative Literacy – to include the ability clearly communicate quantitative arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate)	Students will select a mathematical model for a given set of data and summarize the results in a written assignment.

Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate and apply knowledge of properties of functions.
2. Recognize and apply algebraic and transcendental functions and solve related equations.
3. Apply graphing techniques to algebraic and transcendental functions.
4. Compute the values of trigonometric functions for key angles in all quadrants of the unit circle measured in both degrees and radians.
5. Prove trigonometric identities.
6. Solve right and oblique triangles.

Methods of Evaluation

Category	Percentage
Face-to-face Classes	
Exams	75%
Daily Work	25%
Total	100%
Category	Percentage
Dual-Credit Classes	
Assignments	10%
Exams	30%
Quizzes	60%
Total	100%

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Allocates Material & Facility Resources

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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

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 2315 — Calculus III

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Completion of MATH 2414 with a grade of C or better.

Course Description

Advanced topics in calculus, including vectors and vector-valued functions, partial differentiation, Lagrange multipliers, multiple integrals, and Jacobians; application of the line integral, including Green's Theorem, the Divergence Theorem, and Stokes' Theorem.

THECB Approval Number27.0101.61.19

Statement of Purpose

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Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one-two page writing assignment related to continuous partial derivatives.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a quiz/assignment that involves written and visual communication. Students will exhibit knowledge of the relationships between variables arising in real-world context, translate between real-world situations and sketch graphs of relationships between variables, and interpret the functions in terms of the contexts in which they arise.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and written communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an application project utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on solving mathematical problems. Students will be given three lines in space and decide whether the lines are parallel, intersect, or a skew.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze real-world situations, formulate models, and draw conclusions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an application project. Students will represent relevant information in mathematical forms and use quantitative analysis to draw conclusions and make note of any appropriate assumptions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an assignment/quiz of 5 problems requiring mathematical reasoning.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will analyze real-world situations, formulate models, and draw conclusions.

Learning Outcomes

Upon successful completion of this course, students will:

1. Perform calculus operations on vector-valued functions, including derivatives, integrals, curvature, displacement, velocity, acceleration, and torsion.
2. Perform calculus operations on functions of several variables, including partial derivatives, directional derivatives, and multiple integrals.
3. Find *extrema* and tangent planes.
4. Solve problems using the Fundamental Theorem of Line Integrals, Green's Theorem, the Divergence Theorem, and Stokes' Theorem.
5. Apply the computational and conceptual principles of calculus to the solutions of real-world problems.

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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Works with Cultural Diversity

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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

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

Completion of MATH 1316 with a grade of C or better or co-requisite of MATH 1316.

Course Description

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

THECB Approval Number27.0101.59.19

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- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one-two page writing assignment effectively explaining why the derivative can be used to find the slope of a tangent line.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a quiz/assignment that involves written and visual communication. Students will exhibit knowledge of the relationships between variables arising in real-world context, translate between real-world situations and sketch graphs of relationships between variables, and interpret the functions in terms of the contexts in which they arise.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a quiz/assignment that involves written and visual communication by clearly showing the reasoning behind the solutions to 2-3 problems.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an application project utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on solving mathematical problems. Students will determine the antiderivatives by various methods.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze real-world situations, formulate models, and draw conclusions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an application project. Students will represent relevant information in mathematical forms and use quantitative analysis to draw conclusions and make note of any appropriate assumptions.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an assignment/quiz of problems requiring mathematical reasoning.
Empirical and Quantitative Skills-to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will analyze real-world situations, formulate models, and draw conclusions.

Learning Outcomes

Upon successful completion of this course, students will:

1. Develop solutions for tangent and area problems using the concepts of limits, derivatives, and integrals.
2. Draw graphs of algebraic and transcendental functions considering limits, continuity, and differentiability at a point.
3. Determine whether a function is continuous and/or differentiable at a point using limits.
4. Use differentiation rules to differentiate algebraic and transcendental functions.
5. Identify appropriate calculus concepts and techniques to provide mathematical models of real-world situations and determine solutions to applied problems.
6. Evaluate definite integrals using the Fundamental Theorem of Calculus.
7. Articulate the relationship between derivatives and integrals using the Fundamental Theorem of Calculus.

Methods of Evaluation

Category	Percentage
Face-to-face Classes	
Exams	70%
Lab	25%
Attendance	5%
Total	100%
Category	Percentage
Dual-Credit Classes	
Exams	75%
Lab	25%
Total	100%

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

Thinking Skills:

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

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading

Personal Qualities:

Responsibility

Writing
Arithmetic
Mathematics
Listening& Speaking

Self-Esteem
Sociability
Self-Management
Integrity/Honesty

MATH 2414 — Calculus II

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

Completion of MATH 2413 with a grade of C or better.

Course Description

Differentiation and integration of transcendental functions; parametric equations and polar coordinates; techniques of integration; sequences and series; improper integrals.

THECB Approval Number27.0101.60.19

Statement of Purpose

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

Core Objectives Required for Mathematics Courses

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one-two page writing assignment effectively explaining the derivation of a chosen integration formula and how to apply the formula to a specific integral to be evaluated. .
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a quiz/assignment that involves written and visual communication. Students will exhibit knowledge of the relationships between variables arising in real-world context, translate between real-world situations and sketch graphs of relationships between variables, and interpret the functions in terms of the contexts in which they arise.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and written communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an application project utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on solving mathematical problems. Students will find the volume of solids generated by revolving regions bounded by given lines and curves.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze real-world situations, formulate models, and draw conclusions.
Empirical and Quantitative Skills- to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an application project. Students will represent relevant information in mathematical forms and use quantitative analysis to draw conclusions and make note of any appropriate assumptions.
Empirical and Quantitative Skills- to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will complete an assignment/quiz of 5 problems requiring mathematical reasoning.
Empirical and Quantitative Skills- to include the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations and understand and create sophisticated arguments supported by quantitative evidence.	Students will analyze real-world situations, formulate models, and draw conclusions.

Learning Outcomes

Upon successful completion of this course, students will:

1. Use the concepts of definite integrals to solve problems involving area, volume, work, and other physical applications.
2. Use substitution, integration by parts, trigonometric substitution, partial fractions, and tables of anti-derivatives to evaluate definite and indefinite integrals.
3. Define an improper integral.
4. Apply the concepts of limits, convergence, and divergence to evaluate some classes of improper integrals.
5. Determine convergence or divergence of sequences and series.
6. Use Taylor and MacLaurin series to represent functions.
7. Use Taylor or MacLaurin series to integrate functions not integrable by conventional methods.
8. Use the concept of polar coordinates to find areas, lengths of curves, and representations of conic sections.

Methods of Evaluation

Category	Percentage
Face-to-face Classes	
Exams	75%
Lab	25%
Total	100%
Category	Percentage
Dual-Credit Classes	
Exams	75%
Lab	25%
Total	100%

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

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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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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

PFPB 1443 — Pipefitting Fabrication and Blueprint Reading

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

None

Course Description

Continuation of pipe fabrication, rigging, pipe hangers and supports, blueprint reading, standards and specifications, and trade math.

THECB Approval Number46.0502.0000

End-of-Course Outcomes

1. Fabricate socket weld pipes.
2. Install pipe hangers and supports.
3. Sketch isometric views of piping assemblies.
4. Interpret piping standards and specifications.
5. Use measuring devices.

Methods of Evaluation

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

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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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Welding Program Attendance Requirements*

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be

absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the "Attendance Probation List" for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

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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
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Uses Computers to Process Information

Thinking Skills:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PFPB 2408 — Piping Standards and Materials

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

None

Course Description

Identification, description, and application of piping standards and specifications. Includes identification and use of various metallic and non-metallic piping materials, identification and installation of valves, and material take-offs.

THECB Approval Number46.0502.0000

End-of-Course Outcomes

1. Identify metallic and non-metallic pipe and tubing.
2. Interpret pipe specifications.
3. Describe various types of valves and fittings.
4. Explain valve applications.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
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Attendance Percentage	Grade
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Systems:

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Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

**PFPB 2432 — Advanced Pipefitting Standards, Specifications
& Installation
Frank Phillips College**

General Course Information

Credit Hours: 4

Prerequisite

Completion of PFPB 1443 and PFPB 2408 with a grade of C or better.

Course Description

Skill development in motorized equipment, above-ground pipe installation valves, field routing and vessel trim, spring can supports, testing piping systems and equipment, basic plumbing, planning work activities, and Non-Destructive Testing (NDT).

THECB Approval Number46.0502.0000

End-of-Course Outcomes

1. Explain safe use of manlifts, cable lifts, hydrostatic pumps, drain cleaners, side boom tractors, and construction trucks and trailers.
2. Identify and install valves.
3. Set up construction areas including specifications, erection equipment, and support needs.
4. Identify spring can supports and demonstrate their installation.
5. Outline the sequence for planning work activities.
6. Explain types of NDT including hazards and preparations.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F
Attendance Percentage	Grade
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Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Systems:

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Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PFPB 2443 — Advanced Pipe Practices

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Completion of PFPB 1443 and PFPB 2408 with a grade of C or better.

Course Description

Identification, installation, and testing of steam traps and steam trap station components; valve identification, application, and maintenance; identification, storage, and handling of in-line specialties; hydrostatic testing of process piping.

THECB Approval Number46.0502.0000

End-of-Course Outcomes

1. Perform pre-test and post-tests on various types of piping and plumbing apparatus.
2. Install and troubleshoot steam traps and in-line specialties.

Methods of Evaluation

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

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Class Attendance*

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

Welding Program Attendance Requirements*

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four

unexcused absences they will be placed on the “Attendance Probation List” for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

Cell Phones and Other Electronic Devices Procedure:

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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

PFPB 2449 — Field Measuring, Sketching & Layout

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Completion of PFPB 1443 and PFPB 2408 with a grade of C or better.

Course Description

Field dimensioning, measuring, sketching, and layout of future process piping and use, care, and setup of transit and level.

THECB Approval Number46.0502.0000

End-of-Course Outcomes

1. Calculate fitting take-off.
2. Sketch field run piping according to piping specifications.
3. Set up and use transit and level.

Methods of Evaluation

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

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Welding Program Attendance Requirements*

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Allocates Money
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Interpersonal:

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Technology:

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Applies Technology
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Basic Skills:

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Thinking Skills:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PHED 1134 – Rodeo Events I

Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

N/A

Course Description

A course dealing with the participation in varsity rodeo sports through regularly scheduled practices and NIRA rodeos.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number36.0108.51.23

Learning Outcomes

Upon successful completion of this course, students will:

1. Be prepared to compete in rodeo events at the college level.
2. Improve their strength and flexibility through weight lifting and aerobic activity.
3. Acquire knowledge about common injuries associated with the sport of rodeo.
4. Acquire knowledge of methods to prevent injuries.
5. Exhibit through practice safety procedures involved with rodeo animals and events.

Methods of Evaluation

Category	Percentage
Assignments	40%
Exams	60%
Total	100%

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Grievance Policy

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Allocates Time
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Information:

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Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

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

Thinking Skills:

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

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
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Basic Skills:

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Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PHED 1144 — Freshman Varsity Athletics I

Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

N/A

Course Description

Instruction and participation in varsity athletic activities. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number36.0108.51.23

Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate an overall knowledge of the selected varsity athletic event in both physical actions and mental comprehension;
2. Develop new skills and techniques; and
3. Understand the importance of teamwork.

Methods of Evaluation

Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to learn new skills and techniques and demonstrating overall knowledge of the varsity athletic event in their physical actions and mental comprehension.

Category	Percentage
Midterm Exam	10%
Final Exam	10%
Participation	80%
Total	100%

Academic Honesty and Integrity

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Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

PHED 1146 — Freshman Cheerleading I

Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

Approval of advisor.

Course Description

Instruction and participation in varsity athletic activities. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number36.0108.51.23

Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate an overall knowledge of the selected varsity athletic event in both physical actions and mental comprehension;
2. Develop new skills and techniques; and
3. Understand the importance of teamwork.

Methods of Evaluation

Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to learn new skills and techniques and demonstrating overall knowledge of the varsity athletic event in their physical actions and mental comprehension.

Category	Percentage
Midterm Exam	10%
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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

PHED 1321 — Coaching/Sports/Athletics I

Frank Phillips College

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 Number31.0505.51.23

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%

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

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

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

Interpersonal:

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

Thinking Skills:

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

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PHED 1338 — Concepts of Physical Fitness

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

N/A

Course Description

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

THECB Approval Number31.0501.51.23

Learning Outcomes

Upon successful completion of this course, students will:

1. Describe the elements of health related physical fitness, performance related physical fitness, inactivity, and hypokinetic diseases on health and wellness.
2. Distinguish the influence of personal behavior and responsibility on the development, treatment, and prevention of infectious diseases, stress, and addictions.
3. Compare and contrast the relationships among physical activity, nutrition, and body composition.
4. Participate in physical fitness activities that will aid in assessing personal health related fitness.
5. Design, implement, and evaluate fitness programs to promote societal lifetime physical fitness.

Methods of Evaluation

Category	Percentage
Participation	50%
Midterm Exam	20%
Final Exam	20%
Exercise Plan	10%
Total	100%

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

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Interpersonal:

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:

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:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PHED 2134 – Rodeo Events III

Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

N/A

Course Description

A course dealing with the participation in varsity rodeo sports through regularly scheduled practices and NIRA rodeos.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number36.0108.51.23

Learning Outcomes

Upon successful completion of this course, students will:

1. Be prepared to compete in rodeo events at the college level.
2. Improve their strength and flexibility through weight lifting and aerobic activity.
3. Acquire knowledge about common injuries associated with the sport of rodeo.
4. Acquire knowledge of methods to prevent injuries.
5. Exhibit through practice safety procedures involved with rodeo animals and events.

Methods of Evaluation

Category	Percentage
Assignments	90%
Exams	10%
Total	100%

Academic Honesty and Integrity

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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
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Thinking Skills:

Creative Thinking
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Knowing How to Learn
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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 2144 — Sophomore Varsity Athletics III

Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

N/A

Course Description

Instruction and participation in varsity athletic activities. Students are cautioned that some universities will not accept more than two courses in the same activity.

Injury Disclaimer: Frank Phillips College will not pay for medical expenses incurred by a student injured in a class-related activity.

THECB Approval Number36.0108.51.23

Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate an overall knowledge of the selected varsity athletic event in both physical actions and mental comprehension;
2. Develop new skills and techniques; and
3. Understand the importance of teamwork.

Methods of Evaluation

Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to learn new skills and techniques and demonstrating overall knowledge of the varsity athletic event in their physical actions and mental comprehension.

Category	Percentage
Midterm Exam	10%
Final Exam	10%
Participation	80%
Total	100%

Academic Honesty and Integrity

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Uses Computers to Process Information

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Teaches Others
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Problem Solving
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Selects Technology
Applies Technology

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Basic Skills:

Reading

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Arithmetic

Mathematics

Listening & Speaking

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

PHED 2146 — Sophomore Cheerleading III

Frank Phillips College

General Course Information

Credit Hours: 1

Prerequisite

Approval from advisor.

Course Description

Instruction and participation in varsity athletic activities. Students are cautioned that some universities will not accept more than two courses in the same activity.

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THECB Approval Number36.0108.51.23

Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate an overall knowledge of the selected varsity athletic event in both physical actions and mental comprehension;
2. Develop new skills and techniques; and
3. Understand the importance of teamwork.

Methods of Evaluation

Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to learn new skills and techniques and demonstrating overall knowledge of the varsity athletic event in their physical actions and mental comprehension.

Category	Percentage
Midterm Exam	10%
Final Exam	10%
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Knowing How to Learn
Reasoning

Technology:

Selects Technology
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Systems:

Understands Systems
Monitors & Corrects Performance

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Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

PHYS 1401 — College Physics I

Frank Phillips College

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

Fundamental principles of physics, using algebra and trigonometry; the principles and applications of classical mechanics and thermodynamics, including harmonic motion, mechanical waves and sound, physical systems, Newton's Laws of Motion, and gravitation and other fundamental forces; with emphasis on problem solving. Must be taken concurrently with a laboratory section. 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 Number40.0801.53.03

Statement of Purpose

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

Core Objectives Required for Life and Physical Sciences Courses

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

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

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

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will read a curriculum related article supplied by the instructor and write an article review, including a summary and a critique in which students demonstrate effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will demonstrate understanding of their article by writing a short summary as a question on a test.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Using a method that will keep the student's identity secure, such as Socrative, they will be asked to evaluate the assignment with a few brief questions.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will read a curriculum related article supplied by the instructor and write an article review, including a summary and a critique. Students will demonstrate critical thinking by showing they understand the main points of the article, and by critiquing the article.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will demonstrate critical thinking by identifying the places they demonstrated critical thinking in their article. They will do so by answering a question on a test.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Using a method that will keep the student's identity secure, such as Socrative, they will be asked to evaluate the assignment with a few brief questions.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Lab Demonstration: Each student will participate in a lab demonstration that includes the purpose of the lab, apparatus, data, calculations and conclusion.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Lab Demonstration: Students will demonstrate understanding of their lab demonstration by answering a bonus question on a test.
Empirical and Quantitative Skills – To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Lab Demonstration: Using a method that will keep the student's identity secure, such as Socrative, they will be asked to evaluate the assignment with a few brief questions.
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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. Apply Newton's laws to physical problems including gravity.
3. Solve problems using principles of energy.
4. Use principles of impulse and linear momentum to solve problems.
5. Solve problems in rotational kinematics and dynamics, including the determination of the location of the center of mass and center of rotation for rigid bodies in motion.
6. Solve problems involving rotational and linear motion.
7. Describe the components of a wave and relate those components to mechanical vibrations, sound, and decibel level.
8. Demonstrate an understanding of equilibrium, including the different types of equilibrium.
9. Discuss simple harmonic motion and its application to quantitative problems or qualitative questions.
10. Solve problems using the principles of heat and thermodynamics.
11. Solve basic fluid mechanics problems.
12. Demonstrate techniques to set up and perform experiments, collect data from those experiments, and formulate conclusions from an experiment.
13. Record experimental work completely and accurately in laboratory notebooks, and communicate experimental results clearly in written reports.

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	5%
Laboratory Grade	30%
Exams	55%
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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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

Systems:

Understands Systems

Applies Technology
Maintains & Troubleshoots Technology

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 1404 — Solar System

Frank Phillips College

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 Number40.0201.52.03

Statement of Purpose

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

Core Objectives Required for Life and Physical Sciences Courses

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

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

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

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will read a curriculum related article supplied by the instructor and write an article review, including a summary and a critique in which they demonstrate effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will demonstrate understanding of their article by writing a short summary as a question on a test.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Using a method that will keep the student's identity secure, such as Socrative, they will be asked to evaluate the assignment with a few brief questions.
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Learning Outcomes:

Upon successful completion of this course, students will:

1. Model physical phenomena with mathematical systems.
2. Interpret and communicate technical information.
3. Work with other students in a team investigation.
4. Understand some logical or scientific systems.
5. Visualize and Diagram physical processes.

Methods of Evaluation

Students' successful completion of required assignments as well as participation in classroom learning activities will be the basis for assessing progress toward course objectives.

Category	Percentage
Homework assignments	10%
Laboratory Grade	30%
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Negotiates to Arrive at a Decision
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Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

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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

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. This course includes a laboratory. The topics include the scientific method and a survey of mechanics, matter, heat, optics, electricity, and magnetism.

THECB Approval Number40.0101.51.03

Statement of Purpose

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Core Objectives Required for Life and Physical Sciences Courses

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Required Core Objective	Activity Related to Core Objective
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Required Core Objective	Activity Related to Core Objective
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Learning Outcomes:

Upon successful completion of this course, students will:

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Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PHYS 2425 — University Physics I

Frank Phillips College

General Course Information

Credit Hours: 4

General Education Core Curriculum Course

Prerequisite

Completion of MATH 2413 Calculus with a grade of C or better.

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. Must be taken with a laboratory section which includes basic laboratory experiments, experimental design, data collection and analysis, and preparation of laboratory reports.

THECB Approval Number40.0101.54.03

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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.

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	5%
Laboratory Grade	30%
Exams	55%
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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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
PHYS 2425 Syllabus Fall 2015

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

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Improves & Designs Systems

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

PSYC 2301 — General Psychology

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

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

Course Description

General psychology is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes. (Preparatory to all other courses in psychology.)

THECB Approval Number42.0101.51.25

Statement of Purpose

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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.

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

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one page writing assignment using development, interpretation, and expression of ideas to differentiate between psychological research methods.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete an assignment/presentation that demonstrates appropriate use of written diagnostic criteria for the classification of psychological disorders.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a one page essay utilizing creative thinking, inquiry, analysis, and evaluation skills to differentiate between psychological research methods.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on an original research assignment/presentation of the student's choice of DSM-V classified psychological disorder.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze, evaluate and synthesize data to determine either healthy or maladaptive psychological functioning from clinical case studies.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will complete a written assignment that demonstrates their ability to analyze numerical data and/or observable facts in order to reach informed conclusions.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will complete an assignment demonstrating the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to show the direction and degree of correlation between those variables and classroom success.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete a one page writing assignment answering a question that relates to social and civic responsibility in the diagnosis and treatment of the mentally ill.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment/quiz that examines social policy concerning the diagnosis and treatment of mental illness in America.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment/quiz that examines foundational principles and civic responsibility concerning normal and abnormal human development and the social costs of inadequate or ineffective parenting.

Learning Outcomes

Upon successful completion of this course, students will:

1. Identify various research methods and their characteristics used in the scientific study of psychology. (see #2 below)
2. Describe the historical influences and early schools of thought that shaped the field of psychology. (see #1, 3, 4, 6, 10, 12, 14, 16, 20, and 21 below)
3. Describe some of the prominent perspectives and approaches used in the study of psychology. (see #1, 3, 4, 6, 10, 12, 14, 16, 20, and 21 below)
4. Use terminology unique to the study of psychology. (satisfied by all L.O below)
5. Describe accepted approaches and standards in psychological assessment and evaluation. (see #17, 18, 19, and 20 below)
6. Identify factors in physiological and psychological processes involved in human behavior. (see #3, 4, 5, 6, 7, 10, 11, 13, 17, and 18 below)

Methods of Evaluation

Students' successful completion of required projects and examinations as well as participation in classroom learning activities are the basis for assessing progress toward course objectives.

Category	Percentage
"Daily Grade" - Reading quizzes, attendance, and web-based exercises	20%
Learning Portfolio Project	30%
Three Periodic Examinations	30%
Final Examination	20%
Total	100%

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

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PSYC 2314 — Lifespan Growth & Development (Child)

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

Completion of PSYC 2301 or its equivalent with a grade of C or better.

Course Description

Life-Span Growth and Developmental is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death. (Special emphasis on childhood.)

THECB Approval Number42.2703.51.25

Statement of Purpose

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Core Objectives Required for Social and Behavioral Sciences Courses

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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. Describe the stages of the developing person at different periods of the life span from birth to death.
2. Discuss the social, political, economic, and cultural forces that affect the development process of the individual.
3. Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting.
4. Explain the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.
5. Describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic and psychodynamic).
6. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.
7. Discuss the various causes or reasons for disturbances in the developmental process.

Methods of Evaluation

Students' successful completion of required projects and examinations as well as participation in classroom learning activities is the basis for assessing progress toward course objectives.

Category	Percentage
Daily participation-average (including attendance, reading quizzes, and daily assignments)	20%
Critical Review of Child Care/Parenting Book	30%
Three Periodic Examinations (other than the Final)	30%
Final Examination (comprehensive)	20%
Total	100%

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Uses Computers to Process Information

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

Thinking Skills:

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

Technology:

Selects Technology
Applies Technology
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

PSYC 2319 — Social Psychology

Frank Phillips College

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 Number42.2707.51.25

Statement of Purpose

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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	10%
Critical Review of student-selected Social Psychology Text	30%
Social Observation Journal	10%
3 Periodic Exams	30%
Final Examination	20%
Total	100%

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Reasoning

Technology:

Selects Technology
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Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening & Speaking

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

PTAC 1302 — Introduction to Process Technology

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult advisor

Course Description

An introduction overview of the processing industries.

THECB Approval Number41.0301.0000

End-of-Course Outcomes:

1. Describe the roles, responsibilities, safety, environmental, and quality concepts associated with the work environment of a process technician.
2. Identify basic processes, equipment, and systems.

Methods of Evaluation

Category	Percentage
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

PTAC 1308 — Safety, Health & Environment I

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

Consult advisor

Course Description

An overview of safety, health, and environmental issues in the performance of all job tasks.

THECB Approval Number41.0301.0000

End-of-Course Outcomes:

1. Describe the components of a typical plant safety and environmental program and the role of a process technician in relation to safety, health, and the environment.
2. List the safety, health, and environmental equipment used.

Methods of Evaluation

Category	Percentage
Assignments	30%
Class Work	10%
Test Avg.	40%
Final Exam	20%
Total	100%

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Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

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

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

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Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

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Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

PTAC 2420 — Process Technology II: Systems

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Consult advisor

Course Description

A study of various process systems including related scientific principles.

THECB Approval Number41.0301.0000

End-of-Course Outcomes:

1. Describe the purpose and function of common process systems.
2. Explain and demonstrate the operation of each process system.

Methods of Evaluation

Category	Percentage
Assignments	30%
Class Work	10%
Test Avg.	40%
Final Exam	20%
Total	100%

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Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

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

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Selects Technology
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Basic Skills:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

SKEM 0301 — Skills Enhancement for Math

Frank Phillips College

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 Number32.0104.51.19

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%

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Negotiates to Arrive at a Decision
Works with Cultural Diversity

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Systems:

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Personal Qualities:

Responsibility
Self-Esteem
Sociability
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SOCI 1301 — Introduction to Sociology

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

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

Course Description

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

THECB Approval Number45.1101.51.25

Statement of Purpose

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

Core Objectives Required for Social and Behavioral Sciences Courses

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

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

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

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one page writing assignment using development, interpretation, and expression of ideas to differentiate between sociological research methods.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete an assignment/presentation that demonstrates appropriate use of written, oral, and visual communication strategies to define a subculture of their choice.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a one page essay utilizing creative thinking, inquiry, analysis, and evaluation skills to summarize and synthesize sociological research.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on an original research presentation detailing the parameters of a student-chosen subculture.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze, evaluate and synthesize data to determine the presence or absence of a longitudinal pattern of social change.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will complete a written assignment that demonstrates their ability to analyze numerical data and/or observable facts in order to reach informed conclusions.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will complete an assignment demonstrating the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to show the direction and degree of correlation between those variables and classroom success.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability	Students will complete a one page writing assignment answering a question that relates to social and civic

Required Core Objective	Activity Related to Core Objective
to engage effectively in regional, national, and global communities	responsibility in the recognition of social inequality based on race, gender, or age.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment/quiz that examines social policy concerning socioeconomic inequality.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment/quiz that examines social and civic responsibility concerning the challenges presented by social/criminal deviance in American society.

Learning Outcomes

Upon successful completion of this course, students will:

1. Compare and contrast the basic theoretical perspectives of sociology.
2. Identify the various methodological approaches to the collection and analysis of data in sociology.
3. Describe key concepts in sociology.
4. Describe the empirical findings of various subfields of sociology.
5. Explain the complex links between individual experiences and broader institutional forces.

Methods of Evaluation

Students' successful completion of required projects and examinations as well as participation in classroom learning activities is the basis for assessing progress toward course objectives.

Category	Percentage
Assignments, quizzes and other daily grades	25%
Attendance/Participation	10%
Three Periodic Examinations	45%
Final Examination	20%
Total	100%

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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

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

SOCI 2326 — Social Psychology

Frank Phillips College

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 PSYC 2319. Students may enroll for either Psychology or Sociology credit.)

THECB Approval Number42.2707.51.25

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	10%
Critical Review of student-selected Social Psychology Text	30%
Social Observation Journal	10%
3 Periodic Exams	30%
Final Examination	20%
Total	100%

Academic Honesty and Integrity

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- A grade of 0 for the test or assignment
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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:

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:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening& Speaking

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

SPCH 1311 — Introduction to Speech Communication

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

N/A

Course Description

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

THECB Approval Number23.1304.51.12

Statement of Purpose

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

Core Objectives Required for Communication Courses

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

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

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

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	In an informal and in a persuasive speech, students will apply the principles of human communication including: perception, verbal communication, nonverbal communication, listening, and audience analysis.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will develop, research, organize, and deliver formal public speeches in which they demonstrate an understanding of the basic principles of speech communication and the respective responsibilities of speakers and listeners.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will demonstrate how to establish and maintain relationships through the use of interpersonal communication.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will develop, research, organize, and deliver a formal persuasive speech that demonstrates a mastery of creative thinking, innovation, inquiry, and analysis as well as evaluation and synthesis of information.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students use critical thinking to relate specific information to a specific audience: word choice and organization reflects audience analysis and the ability to synthesize information into a proper context.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will choose a controversial topic and perform research that will enable them to support their position of a critical issue.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Demonstrate how to establish and maintain relationships through the use of interpersonal communication.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Apply the principles of human communication including: perception, verbal communication, nonverbal communication, listening, and audience analysis.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Recognize how to communicate within diverse environments.
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Apply small group communication skills including: problem solving, group roles, leadership styles, and cohesiveness
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Apply small group communication skills including: problem solving, group roles, leadership styles, and cohesiveness
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Recognize how to communicate within diverse environments.

Learning Outcomes:

Upon successful completion of this course, students will:

1. Apply the principles of human communication including: perception, verbal communication, nonverbal communication, listening, and audience analysis.
2. Demonstrate how to establish and maintain relationships through the use of interpersonal communication.
3. Apply small group communication skills including: problem solving, group roles, leadership styles, and cohesiveness.
4. Develop, research, organize, and deliver formal public speeches.
5. Recognize how to communicate within diverse environments.

Methods of Evaluation

Points Possible	Assignment
50	Speech in a Bag
50	Birthday News
100	Informative Speech
150	Intercultural Group Speech with Power Point
100	Persuasive Speech with Power Point
100	Memo Assignment
100	Mid-Term Exam
100	Final Exam
50	Common Experience Assignment
100	Weekly Reflections
100	Attendance

Letter grades will be assigned on the following basis:

Grade	Points
A	900-1000
B	800-899
C	700-799
D	600-699
F	599 and below

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

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

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

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

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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

SPCH 1318 — Interpersonal Communication

Frank Phillips College

General Course Information

Credit Hours: 3

General Education Core Curriculum Course

Prerequisite

N/A

Course Description

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

THECB Approval Number23.1304.54.12

Statement of Purpose

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Core Objectives Required for Communication Courses

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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.

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

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Demonstrate ability to analyze and critique verbal and nonverbal interactions in mediated and face-to-face contexts
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Demonstrate development, interpretation, and expression of ideas by effectively researching, evaluating, and applying communication theories in oral and/or written assignments.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	In a presentation, students will demonstrate effective development, interpretation, and expression of ideas while they simultaneously demonstrate understanding of relevance of cross-cultural, co-cultural, gender and age influences on human communication.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a 2-page written assignment where they analyze various communication theories in a public relationship. Exhibit understanding of interpersonal theories and principles. Better understand the effect of the perceptual process in information processing. Understand some of the theories about relational repair.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Each student keeps a relationship journal throughout the semester where he/she applies communication concepts they learn in class. Identify perceptual processes as they relate to self and others.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will research and construct a public presentation analyzing a fictional media relationship using communication concepts. Demonstrate critical thinking ability by effectively researching, evaluating, and applying communication theories in oral and/or written assignments.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Identify types of and barriers to effective listening. Learn to better control communication apprehension as demonstrated in an assignment chosen by the instructor.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a 2-page written assignment where they analyze various communication theories in a public relationship. Identify perceptual processes as they relate to self and others. Gain theoretical knowledge of the influence of power in interpersonal communication.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Each student keeps a relationship journal throughout the semester where he/she applies communication concepts they learn in class. Exhibit understanding of interpersonal theories and principles.
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Students will research and present a group assignment focused on intercultural communication. Demonstrate ability to identify, evaluate, and apply conflict styles and conflict management techniques in dyads and/or groups.
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Demonstrate critical thinking ability by effectively researching, evaluating, and applying communication theories in oral and/or written assignments.
Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Students complete an individual written reflection over the group experience. Demonstrate understanding of relevance of cross-cultural, co-cultural, gender and age influences on human communication.

Learning Outcomes

Upon successful completion of this course, students will:

1. Exhibit understanding of interpersonal theories and principles.
2. Demonstrate ability to analyze and critique and verbal and nonverbal interactions in mediated and face-to-face contexts.
3. Identify perceptual processes as they relate to self and others.
4. Demonstrate critical thinking ability by effectively researching, evaluating and applying communication theories in oral and/or written assignments.
5. Demonstrate understanding of the relevance of cross-cultural, co-cultural, gender and age influences on human communication.
6. Demonstrate ability to identify, evaluate, and apply conflict styles and conflict management techniques in dyads and/or groups.
7. Identify types of and barriers to effective listening.

Methods of Evaluation

Points Possible	Assignment
100	Introductory Presentation with visual aid
200	Relationship Journal
	Relationship Analysis Paper (50 pts)
	Journal Reflection (50 pts)
	Journal Entries (100 pts)
100	Relationships in History
150	Analyzing Relationships from the Movies
150	Intercultural Group Assignment
50	Analyzing Public Information
100	Mid-Term Exam
100	Final Exam
50	Common Experience Assignment
100	Attendance

Letter grades will be assigned on the following basis:

Grade	Points
A	950-1100
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C	700-849
D	600-749
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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
Vocational Nursing Program**

I. General Course Information

Fall 2015

VNSG 1226

GERONTOLOGY

Credit Hours: 2

Instructor: Peggy Quinn, R.N.

Email: pquinn@fpctx.edu

Office Hours: Monday-Friday 9:00am to 5:00pm by appointment

Office Phone: 806-457-4200 ext. 745

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. 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 Essential Competencies (DEC)

Role: Provider of Patient Centered Care

Competency

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.

Expected Outcomes:

- A. Identify four steps in a systematic process (i.e. nursing process) which includes assessment, planning, implementation, and evaluation.
- B. Become familiar with the basic components of nursing diagnosis (e.g. North American Nursing Diagnosis Association).
- C. Use structured data collection tools and techniques of assessment of clients inclusive of interviewing.
- D. Recognize the characteristics, concepts, and processes related to clients, including gross anatomy; basic physiology; psychosocial growth and development; gross psychopathology; ethical reasoning; and major cultural and spiritual belief and practices related to health, illness birth, death, and dying.
- E. Recognize the basic characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventive health practices.
- F. Develop an understanding of common medical diagnoses, drug and other therapies and treatments.

Competency

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.

Expected Outcomes:

- A. Develop an understanding of the dynamics of the nurse-client relationship.
- B. Recognize written verbal and non-verbal modes of communication including information technologies.

- C. Become aware of the fundamental principles of disease prevention, promotion of health and wellness, and the restoration of health of clients.
- D. Develop basic intervention skills designed to support the client and family during life stages, including death and dying.
- E. Recognize the relationships between the nursing plan of care, the therapeutic regimen, and the plan of care of other health care professionals.
- F. Develop criteria for setting priorities in planning and evaluating care for the client
- G. Understand the steps and procedures in discharge planning process.

Competency

- 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:

- A. Become aware of common health practices and behaviors of clients related to developmental level, gender, cultures, belief systems, and the environment.
- B. Develop methods of therapeutic communication.
- C. Recognize the basic rights and responsibilities of clients related to health care.
- D. Identify the basic physiological and psychosocial (spiritual, cultural, gender, developmental level, financial) aspects of nursing interventions.
- E. Recognize the fundamental principles and factors that contribute to the maintenance or restoration of health.
- F. Develop understanding of the properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents.
- G. Understand the principles of safety.
- H. Identify coping mechanisms for managing stress.
- I. Identify resources available for crisis management.
- J. Become familiar with the code of vocational nurse ethics, which will impact the practice of vocational nursing and health care.
- K. Become familiar with the legal parameters of vocational nursing practice.
- L. Become familiar with the available resources within the employment setting.
- M. Understand the key federal and state statutes and institutional policies regarding client confidentiality.
- N. Become competent in performing nursing skills and procedures.

Competency

- 4. Implement teaching plan for client with common health problems and well defined learning needs.

Expected Outcomes:

- A. Identify how developmental stages may affect learning by the client.
- B. Identify situational variables which may affect learning by the client, ie.stress, pain, and fear.
- C. Develop teaching techniques, which will enhance and facilitate client learning.
- D. Identify methods to evaluate the client's level of learning.

- E. Determine “Links between healthy lifestyles, prevention, and cost of healthcare.”

Competency

- 5. Communicate patient data using technology to support decision making to improve patient care

Expected Outcomes:

- A. Use current technology to enhance patient care while maintaining confidentiality and promoting safety.
- B. Use communication theory and techniques in maintaining professional relationships with patients and families.

Competency

- 6. Provide direct basic care to assigned multiple clients in structured settings

Expected Outcomes:

- .
 - A. Identify institutional policies and procedures for delivery of nursing care.
 - B. Understand basic characteristics, trends, and issues of health care delivery.
 - C. Develop a basis for determining nursing care priorities in client care.
 - D. Understand the scope of responsibilities and accountability for supervision and collaboration with the health care professionals and the client.
 - E. Identify channels of communication for decision-making processes within the work setting.

Competency

- 7. Supervise nursing care provided by others for whom the nurse is responsible by utilizing the problem solving approach as the basis for decision making in practice.

Expected Outcomes:

- A. Supervise and delegate care and contribute to shared goals.
- B. Use management, leadership, team building, and administrative skills to organize and manage the functioning of groups, of individuals and staff..

Role: Member of the Healthcare Team

Competency

1. Assist in the coordination of human, information, and material resources in providing care for assigned clients and their families.

Expected Outcomes:

- A. Utilize basic principles of organizing resources necessary to provide quality care.
- B. Develop principles of problem solving, data collection, and basic time management skills.
- C. Recognize the function of team members.
- D. Recognize the cultural differences of clients.

Competency

2. Communicate and collaborate in a timely manner with the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.

Expected Outcomes:

- A. Recognize the basic structure and function of the health care delivery system.
- B. Develop an understanding of the need for effective communication techniques.
- C. Develop an understanding of the roles of all levels of nursing and other health care professionals.
- D. Understand the need for client advocacy and consumer rights and responsibilities.

Competency

3. Communicate and collaborate with patients, their families and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.

Expected Outcomes:

- A. Develop an understanding of the need for effective patient centered communication.
- B. Identify the role of the VN in the overall healthcare delivery to the patient.
- C. Develop an understanding of the relationship of the interdisciplinary health care team in the smooth delivery of care to the patient.

Competency

4. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

Expected Outcomes:

- A. Become aware of institutional and community resources.
- B. Become aware of the roles of family dynamics and significant others support of individual client.

- C. Understand the ethical and legal implications regarding confidentiality in all situations in the health care setting.

Competency

- 5. Participate as an advocate in activities that focus on improving the health care of patients and their families.

Expected Outcomes:

- A. Understand the organizational mission, vision, and values as a framework for care.
- B. Demonstrate awareness of lines of authority and accountability within structured health care settings.
- C. Recognize methods for promoting safety in the work environment.
- D. Identify the role of the VN risk management.
- E. Identify the role of the VN in implementing established cost containment measures.

Competency

- 6. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.

Expected Outcomes

- A. Recognize common methods of measuring client health-goal attainment.
- B. Utilize basic tools for evaluation the effectiveness of specific nursing interventions.

Competency

- 7. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through supervised, directed scope of practice.

Expected Outcomes

- A. Become aware of institutional policies and procedures for delivery of nursing care.
- B. Become aware of the basic characteristics, trends, and issues of the health care delivery system.
- C. Recognize the basis for determining nursing care priorities in client care.
- D. Become aware of the scope of responsibility and accountability as it relates to supervision and collaboration.
- E. Utilize the channels of communication for decision-making processes with the work setting.

Competency

8. Assist in the coordination of human, information, and material resources in providing care for assigned patients and their families.

Expected Outcomes

- A. Utilize basic principles of organizing resources necessary to provide quality care.
- B. Develop principles of problem solving, data collection, and basic time management skills.
- C. Recognize the function of team members.
- D. Recognize the cultural differences in clients.

ROLE: MEMBER OF THE PROFESSION

Competency

1. Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.

Expected Outcomes

- A. Become familiar with the code of ethics for the licensed vocational nurse.
- B. Recognize the standards of vocational nursing education.
- C. Become aware of legalities of vocational nursing practice.
- D. Recognize issues affecting the VN role and the delivery of client care.
- E. Understand available sources of continuing education and professional development.

Competency

2. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.

Expected Outcomes.

- A. Demonstrate accountability by using independent clinical judgment and established guidelines to reduce risks and promote health.
- B. Provide nursing interventions safely and effectively using evidenced-based outcomes.
- C. Maintain a self-evaluation method to promote accountability and responsibility.

Competency

3. Contribute to activities that promote the development and practice of vocational nursing.

Expected Outcomes

- A. Become aware of the historical evolution of nursing practice.

- B. Become aware of the issues affecting the development and practice of vocational nursing, including multistate licensure.
- C. Become familiar with the role of major vocational nursing organizations, regulatory agencies and health care organizations.
- D. Recognize factors affecting the public image of nursing.
- E. Recognize the distinctions between LVN and RN roles.

ROLE: PATIENT SAFETY ADVOCATE

Competency

1. Demonstrating knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.

Expected Outcomes

- A. Become aware of and conform to the Texas Nursing Practice Act and the board's rules and regulations as well as all federal, state, or local laws, rules of regulations affecting the nurse's current area of practice.
- B. Recognize importance of making a reasonable effort to obtain orientation, training for competency when encountering new equipment and technology or unfamiliar care situations.

Competency

2. Implement measures to promote quality and safe environment for patients, self and others.

Expected Outcomes

- A. Recognize individual knowledge and scope of practice.
- B. Seek assistance if practice requires behaviors outside of individual knowledge or expertise.
- C. Recognize and report unsafe practices.

Competency

3. Assist in the formation of goals and outcomes to reduce patient risks.

Expected Outcomes

- A. Use standards of nursing practice to provide and evaluate patient care.
- B. Participate in quality improvement processes for safe care
- C. Use evidences-based information related to patient safety to contribute to the goal and outcome formation.

Competency

4. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.

Expected Outcomes

- A. Recognize self-limiting factors to implement procedures or practices
- B. Seek assistance if practice requires behaviors or judgments outside of individual knowledge or expertise.

Competency

5. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.

Expected Outcomes

- A. Become aware of the reporting requirements of the Texas Nursing Practice Act.
- B. Use standards of nursing practice to evaluate patient care.
- C. Recognize and report unsafe practices.

Competency

6. Accept and make assignment that take into consideration patient safety and organizational policy.

Expected Outcomes

- A. Be aware of VN scope of practice.
- B. Become aware of organizational policy of VN practice.
- C. Clarify any order or treatment believed to be inaccurate, contraindicated, or otherwise harmful to the patient.
- D. Provide nursing interventions safely and effectively using evidence-based outcomes.

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 grade average of 75 must be achieved to pass each nursing course. Course grades lower than 75 will result in the student being dropped from the program.

To be eligible to take the FINAL EXAM and HESI in VNSG 1226, the student must have a Major EXAM average of 74.45 or higher (this does not include homework).

NONDISCRIMINATION ON A BASIS OF DISABILITY

Refer to the Frank Phillips College 2014-2015 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:	10%
Major Exam Grades	50%
Final Exam Grade	25%
HESI	15%

Remediation: Group remediation will be offered to all students in the form of exam reviews. Individual remediation will be offered by appointment only. Please take advantage of this as well as FPC ARC and TRIO tutoring services.

VIII. Attendance Requirements

As stated in the Vocational Nursing Student Policy Handbook

IX. Core Competencies That Will Be Addressed in the Class are listed in the Above Objectives

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

- 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.

VNSG 1227 – Essentials of Medication Administration

Frank Phillips College

General Course Information

Credit Hours: 2

Career/Technical Education Course

Prerequisite

Admission into Licensed Vocational Nursing Program

Course Description

General principles of medication administration including determination of dosage, preparation, safe administration, and documentation of multiple forms of drugs.

Instruction includes various systems of measurement.

THECB Approval Number51.3901

End-of-Course Outcomes

1. Demonstrate accurate dosage calculation.
2. Demonstrate safe medication administration.
3. Accurately document medication administration.

Methods of Evaluation

Category	Percentage
Daily Grades	10%
Major Exam Grades/Common Reader	50%
Final Exam Grade	25%
HESI	15%
Total	100%

In order to be eligible to take the FINAL EXAM and HESI, the student must have an EXAM average of 74.45 or higher.

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 “O” 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.

Frank Phillips College Vocational Nursing Program Grade Scale:

A - 92-100

B - 83-91

C - 75-82

D - 60-74

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

Class Attendance

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

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

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

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

Cell Phones and Other Electronic Devices Procedure:

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

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeroes for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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

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

Perryton: (806) 648-1450

Grievance Policy

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

Important Information

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

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

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

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

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

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

Thinking Skills:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

Frank Phillips College
Vocational Nursing Program
VNSG 1227 – Essentials of Medication Administration
FALL 2015

I. General Course Information

Course Number: VNSG 1227

Course Name: ESSENTIALS OF MEDICATION ADMINISTRATION

Credit Hours: 2

Instructor: Bethany Callaway RN, BS

Work Phone: 806-457-4200, ext. 608

E-Mail: bcallaway@fpctx.edu

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

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 is 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 Essential Competencies (DEC)

ROLE: Member of the Profession:

- A. Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.

Expected Outcomes:

1. Become familiar with:
 - a. Texas Nursing Practice Act.
 - b. Texas Board of Nursing Rules, Position Statements, and Guidelines.
 - c. Federal, state, or local laws, rules, regulations affecting nursing practice.
2. Recognize the nursing scope of practice in relation to delegated medical acts and facility policies.
3. Understand the standards and guidelines from professional organizations.
4. Be aware of facility policies and procedures.

- B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.

Expected Outcomes:

1. Become familiar with:
 - a. The Texas Board of Nursing Standards of Practice.
 - b. The National standards of vocational nursing practice and care.
 - c. The National Federation of Licensed Nurses Code of Ethics.
 - d. The Advocacy process.
 2. Develop an understanding of legal parameters of vocational nursing practice and the Texas Nursing Practice Act, including Safe Harbor.
 3. Recognize the issues affecting the vocational nurse role and the delivery of culturally sensitive care to patients and their families.
 4. Promote continuing competency and professional development.
 5. Develop a self-evaluation, staff evaluation, and peer evaluation process.
 6. Develop an understanding of employment setting policies and procedures.
 7. Recognize:
 - a. Professional characteristics and values such as altruism, human dignity, truth, justice, freedom, equality, and esthetics.
 - b. Aspects of professionalism including attention to appearance and demeanor.
 - c. Communication techniques to maintain professional boundaries.
 8. Become familiar with principles of quality improvement.
- C. Contribute to activities that promote development and practice of vocational nursing.

Expected Outcomes:

1. Become familiar with the historical evolution of nursing practice.
 2. Recognize issues affecting the development and practice of vocational nursing.
 3. Recognize the role of vocational nursing organizations, regulatory agencies, and health care organizations.
 4. Become aware of the factors affecting the public image of nursing.
 5. Become familiar with the distinctions between the evolving vocational and professional nursing roles.
- D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self care, and life long learning.

Expected Outcomes:

1. Become familiar with the Texas Board of Nursing Rules for continuing competence.
2. Recognize tolls, and processes to assess vocational learning needs.
3. Develop lifelong opportunities to facilitate continuing competence (e.g., certifications, and educational articulation/mobility).
4. Recognize changing roles and competencies in vocational nursing.

ROLE: Provider of Patient-Centered Care:

- A. Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice.

Expected Outcomes:

1. Develop a systematic problem-solving process in the care of patients and their families.
 2. Become familiar with:
 - a. Priority setting based on patient health status and individual characteristics.
 - b. Clinical reasoning processes.
 3. Recognize the application of current literature, available work setting resources, and evidence-based practice to assist in decision making.
 4. Recognize resources from scientifically valid sources.
- B. Assist in determining the physical and mental health status needs, and preferences of culturally, ethnically, and socially diverse patients and their families based on interpretation of health-related data.

Expected Outcomes:

1. Become familiar with steps of a systematic process in clinical decision-making that includes vocational nursing scope of practice in focused assessment, planning, implementation, and evaluation.
2. Be aware of the components of focused nursing assessment.
3. Recognize structured data collection tools and techniques of assessment of patients including interviewing.
4. Become familiar with characteristics, concepts, and processes related to patients, including: gross anatomy; basic physiology and pathophysiology; psychosocial growth and development; basic psychopathology; ethical reasoning; and major cultural and spiritual belief and practices related to health, illness, birth, death, and dying.
5. Recognize the cultural differences of patients across the lifespan.
6. Recognize the characteristics concepts, and processes related to transmission of common communicable diseases, including individual risk factors and preventive health practices.
7. Become familiar with common disease processes, medication administration, and other therapies and treatments.
8. Become aware of the introduction to established approaches that guide nursing practice.
9. Recognize family processes that impact health.
10. Develop an application of clinical technology in the delivery of safe patient care and documentation.

11. Be familiar with the introduction to patients with multiple health care problems.
 12. Recognize political, economic, and societal forces affecting health care of individuals.
- C. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.

Expected Outcomes:

1. Become familiar with:
 - a. Components of compassionate, patient-centered care.
 - b. Standards of Care, Standards of Practice, institutional policies and procedures for delivery of nursing care.
 - c. Professional ethics.
 - d. Professional characteristics and values such as altruism. Human dignity, truth, justice, freedom, equality, and esthetics.
 2. Be aware of characteristics, trends, and issues of health care delivery.
 3. Recognize:
 - a. Basis for determining nursing care priorities in patient care.
 - b. Principles of decision-making.
 4. Become familiar with scope of responsibilities and accountability for supervision and collaboration.
 5. Become familiar with the channels of communication for decision-making processes within work settings.
 6. Assume accountability and responsibility for nursing care through a directed scope of practice under the supervision of a registered nurse, advanced practice registered nurse, physician assistant, or dentist using standards of care and professional values.
- D. Implement aspects of the plan of care within the legal, ethical, and regulatory parameters and in consideration of patient factors.
1. Become familiar with the common health practices and behaviors of patients and their families related to developmental level, gender, culture, belief system, and the environment.
 2. Recognize methods of therapeutic communication.
 3. Become familiar with rights and responsibilities of patients related to health care and basic advocacy.
 4. Be aware of basic physiological and mental health aspects of nursing interventions.
 5. Recognize principles and factors that contribute to the maintenance or restoration of health and prevention of illness.
 6. Become familiar with:

- a. Properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents, including patient's responsibilities.
 - b. Effects of misused of prescription and nonprescription medications and other substances.
 - 7. Develop coping mechanisms for managing stress and identifying resources for crisis management.
 - 8. Become familiar with the vocational nurse ethics and patient's rights.
 - 9. Be aware of the legal parameters of vocational nursing practice and health care.
 - 10. Become aware of the available intradisciplinary and interdisciplinary resources within the employment setting.
 - 11. Be aware of the key federal and state statutes and institutional policies regarding patient confidentiality.
 - 12. Be familiar with nursing interventions to implement plan of care.
 - 13. Implement clinical reasoning in the delivery of care to patients with predictable health care to patients with predictable health care needs using knowledge from the vocational nursing program.
- E. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.

Expected Outcomes:

- 1. Develop mechanisms to evaluate specific nursing interventions and patient outcomes.
 - 2. Become familiar with factors indicating changes that have potential for life-threatening consequences based on knowledge of life sciences.
 - 3. Recognize basic performances improvement activities in patient care delivery.
- F. Implement teaching plans for patients and their families with common health problems and well defined health learning needs.

Expected Outcomes:

- 1. Become familiar with lifespan development and common situated variables affecting learning, such as stress, pain, and fear.
- 2. Be aware if basic principles of teaching/learning process.
- 3. Recognize resources that support patient health care knowledge, decision-making, and self-advocacy.

ROLE: Patient Safety Advocate

- A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.

Expected Outcomes:

1. Become familiar with the Texas Nursing Practice Act and Texas Board of Nursing Rules.
 2. Recognize National Standards of Nursing Practice.
 3. Become aware of federal, state, and local government and accreditation organizations' safety requirements and standards.
 4. Become familiar with facility policies and procedures.
 5. Recognize facility licensing agency or authority standards.
 6. Become familiar with the principles of quality improvement.
- B. Implement measures to promote quality and a safe environment for patients, self, and others.

Expected Outcomes:

1. Recognize the principles of patient safety including safe patient handling.
2. Recognize methods for promoting safety in the patient care environment consistent with current standards and guidelines.
3. Become familiar with the role in safety and risk management for patients and others,
4. Become aware of principles of a culture of safety including safe disposal of medications and hazardous materials.
5. Become familiar with the Texas Board of Nursing Rules related to mandatory reporting, Safe Harbor, and "Whistleblower" protection.

ROLE: Member of the Health Care Team

- A. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.

Expected Outcomes:

1. Become familiar with:
 - a. Structure and function of the health care delivery system.
 - b. Roles of interdisciplinary health care team members.
2. Develop methods of effective communication and cooperation.
3. Recognize:
 - a. Strategies to deal with situational change.
 - b. Roles of all levels of nursing and other health care professionals.
4. Become familiar with:
 - a. Patient advocacy and consumer rights and responsibilities.
 - b. Legal and ethical processes related to health care.

5. Be familiar with contribution of evidence-based practice in development of health care and quality improvement.
- B. Participate as an advocate in activities that focus on improving the health care of patients and their families.

Expected Outcomes:

1. Recognize:
 - a. Rights and responsibilities of patients regarding health care, including self-determination and right to refusal.
 - b. Current legal factors relating to safeguarding patient rights.
 2. Become familiar with:
 - a. Individual responsibility for quality of nursing care.
 - b. Role of the nurse as patient advocate for patients and their families.
 3. Become aware of the:
 - a. Role of the nurse in quality improvement process.
 - b. Peer review committee.
 - c. Knowledge of reliable online sites for quality health care data.
 4. Recognize responsibility for reporting to licensing and public protective agencies, which may involve mandatory reporting.
- C. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

Expected Outcomes:

1. Become familiar with work setting and major community resources.
 2. Recognize the role of the case manager.
 3. Be aware of the role of the family and significant others in providing support to the patient.
 4. Recognize the:
 - a. Functions of members of the interdisciplinary health care team.
 - b. Confidentiality regulations (e.g., HIPPA)
 5. Recognize the need for patient referrals to promote continuity of care.
 6. Become aware of issues in current treatment modalities.
 7. Be aware of the cost of health care services.
 8. Become familiar with the organizational and local resources for health promotion, maintenance, and restoration.
- D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.

Expected Outcomes:

1. Become familiar with the principles of communication with patients, their families, and the interdisciplinary health care team.
2. Recognize principles of interpersonal conflict management, problem solving, data collection, and basic time management skills.
3. Become aware of the functions of the interdisciplinary health care team members.
4. Become familiar of the principles and strategies of situational changes.

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. Mullholland, J & Turner, S (2015). The Nurse, The Math, The Meds; Drug Calculations using Dimensional Analysis (3rd Ed.). St. Louis, MO: Elsevier Mosby.
- B. Calculator
- C. Notebook Paper
- D. Pencil
- E. Dry erase marker
- F. Eraser for dry erase board

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 sit for the FINAL Exam and the HESI Exam, an exam average of 74.45 must be obtained (this is not including homework grades).

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 2013-2014 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	10%
Major Exam Grades	50%
Final Exam Grade	25%
Hesi	15%

In order to be eligible to take the FINAL EXAM and HESI the student must have an EXAM average of 74.45 or higher.

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

- Provide introduction and application of medication mathematics and administration with emphasis on the nursing process and scientific principles of nursing;
- Provide a classroom setting conducive to learning;
- Provide, assist, and promote the use of learning resources in the classroom;
- Participate in and contribute to the medical field in which we practice; and
- Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VNSG 1230 – Maternal Neonatal Nursing

Frank Phillips College

General Course Information

Credit Hours: 2

Career/Technical Education Course

Prerequisite

Admission into Licensed Vocational Nursing Program

Course Description

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

THECB Approval Number51.3901

End-of-Course Outcomes

1. Discuss human reproduction and fetal development as related to the normal aspects of childbearing.
2. Identify common complications of the mother and newborn during prenatal, antenatal, and postnatal periods.
3. Relate characteristics of the normal newborn and associated nursing interventions to meet identified health care needs utilizing the nursing process.

Methods of Evaluation

Category	Percentage
Assignments	10%
Major Exam Grades	50%
Final Exam Grade	25%
HESI	15%
Total	100%

In order to be eligible to take the FINAL EXAM and HESI, the student must have an EXAM average of 74.45 or higher.

In order to continue in the nursing program, a FINAL grade average of 75 must be obtained.

Frank Phillips College Vocational Nursing Program Grade Scale:

A - 92-100

B - 83-91

C - 75-82

D - 60-74

F - Below 60

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 “O” 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.

Academic Honesty and Integrity

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

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

Class Attendance

Nursing students must refer to the Vocational Nursing Student Policy Handbook for attendance requirements specific requirements for nursing students.

Regular attendance is necessary for satisfactory achievement. Therefore, it is the

responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

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

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

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

Cell Phones and Other Electronic Devices Procedure:

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

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeroes for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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

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

Perryton: (806) 648-1450

Grievance Policy

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

procedures described in the Academic Policies section of the Frank Phillips College Catalog. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

Important Information

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

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

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

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

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

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

Thinking Skills:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

Frank Phillips College
Vocational Nursing Program
Syllabus-Fall 2015

I. General Course Information

Course Number: VNSG 1230

Course Title: Maternal Neonatal Nursing

Credit Hours: 2

Course Instructor: E.Chris Copely, R.N.

Work Phone: FPC 806-457-4200 ext 610

Email: ecopley@fpctx.edu

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 Essential Competencies (DEC)

ROLE: MEMBER OF THE PROFESSION

1. Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.

Expected Outcomes:

- A. Becomes familiar with the Texas Nursing Practice Act, the Texas Board of Nursing Rules, position Statements, and Guidelines.
 - B. Understands federal, state and local laws, rules, and regulations affecting nursing practice.
 - C. Understands the nursing scope of practice in relation to delegated medical acts and facility policies.
 - D. Become familiar with standards and guidelines from professional organizations.
 - E. Understand facility policies and procedures.
 - F. Function within the directed scope of practice of the vocational nurse with appropriate supervision.
 - G. Assist in determination of predictable health care needs of patients to provide individualized, goal-directed nursing care.
2. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.

Expected Outcomes:

- A. Become knowledgeable of the Tx. BON Standards of Practice, the National standards of vocational nursing practice and care, the National Federation of Licensed Practical Nurses Code of Ethics, and the Advocacy Process.
 - B. Understand the legal parameters of vocational nursing practice and the Texas Nursing Practice Act, including Safe Harbor.
 - C. Understands issues affecting the vocational nurse role and the delivery of culturally-sensitive care to patients and their families.
 - D. Understands the need for continuing competency and professional development.
 - E. Becomes familiar with the techniques for self-evaluation, staff evaluation, and peer evaluation processes.
 - F. Demonstrates understanding of employment setting policies and procedures.
 - G. Demonstrates knowledge of and accountability for aspects of professionalism including attention to appearance and demeanor.
 - H. Becomes aware of communication techniques to maintain professional boundaries.
3. Contribute to activities that promote the development and practice of vocational nursing.

Expected Outcomes:

- A. Understand the historical evolution of maternal-child health nursing.
- B. Demonstrate awareness of the role of vocational nursing organizations, regulatory agencies, and health care organizations.

- C. Become aware of factors affecting the public image of nursing.
 - D. Demonstrate understanding of the distinctions between the evolving vocational and professional nursing roles.
 - E. Participate in activities individually or in groups through organizations that promote a positive image of the vocational nursing role.
 - F. Works collegially with members of the interdisciplinary health care team.
4. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

Expected Outcomes:

- A. Recognize resources, tools, and processes that are available to assess vocational learning needs.
- B. Recognize importance of lifelong learning opportunities to facilitate continuing competence.
- C. Understand resources, tools, and processes to assess vocational needs.
- D. Participate in nursing continuing competency activities to maintain licensure.
- E. Use evaluation, reflection, peer evaluation, and feedback to modify and improve practice.

ROLE: PROVIDER OF PATIENT- CENTERED CARE

1. Use clinical reasoning and established evidence-based policies as the basis for decision-making in nursing practice.

Expected Outcomes:

- A. Identify the steps in a systemic process (i.e. nursing process), which include assessment, planning, implementation, and evaluation.
- B. Become familiar with the basic components of nursing diagnosis (e.g. North American Nursing Diagnosis Association)
- C. Demonstrate priority setting based on patient health status and individual characteristics.
- D. 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.
- E. Recognize the basic characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventative health practices.

- F. Develop an understanding of common medical diagnoses, drug and other therapies and treatments.
 - G. Organize care for assigned patients based upon problem-solving and identified priorities.
 - H. Proactively manage priorities in patient care and follow-up on clinical problems that warrant investigation with consideration of anticipated risks.
 - I. Apply relevant, current nursing practice journal articles to practice and clinical decisions.
2. Assist in determining the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based on interpretation of health-related data..
- Expected Outcomes:
- A. Develop an understanding of the steps of a systematic process in clinical decision making that includes VN scope of practice in focused assessment, planning, implementation, and evaluation..
 - B. Recognize written, verbal, and non-verbal modes of communication including information technologies.
 - C. Become aware of the components of focused nursing assessment.
 - D. Become aware of structured data collection tools and techniques of assessment of patients including interviewing.
 - E. Understand characteristics, concepts, and processes related to patients, including: gross anatomy; basic physiology and pathophysiology; psychosocial growth and development; basic psychopathology; ethical reasoning and major cultural and spiritual belief and practices related to maternal and child health, illness, birth, death, and dying.
 - F. Understand family processes that impact maternal/neonate health.
 - G. Understand the application of clinical technology in the delivery of sage patient documentation.
 - H. Use structured assessment tools to obtain patient history.
 - I. Report and document focused patient assessment
 - J. Identify predictable and multiple health needs of patients.
 - K. Differentiate abnormal from normal maternal health data of patients.
 - L. Recognize that economic and family processes affect the health of patients.
 - M. Develop criteria for setting priorities in planning and evaluating care for the client.
 - N. Understand the steps and procedures of discharge planning.
3. Report data to assist in the identification of problems and formulation of goals/outcomes and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary health care team.
- Expected Outcomes:
- A. Recognize the process to establish the nurse-patient/family relationship including cultural aspects of care.
 - B. Understand written, verbal, and non-verbal modes of communication including information technologies..
 - C. Understand fundamental principles of disease prevention and health promotion/restoration for patients.
 - D. Recognize the interventions to support patients and their families during life stages, including birth and end-of-life care.

- E Demonstrate an understanding of the relationships among the nursing plan of care, the therapeutic regimen, the plan of care of other interdisciplinary health care team members, and basic cost factors.
- F Demonstrate an understanding of the criteria needed for setting priorities in planning and evaluation care.
- G Understand the steps for procedures in discharge planning process.
- H Identify short-term goals and outcomes, select interventions considering cultural aspects, and establish priorities for care in collaboration with patients, their families and the interdisciplinary team.
- I Contribute to the plan of care by collaborating with interdisciplinary team members.
- J Demonstrate fiscal accountability in providing patient care.
- K Become familiar with the available resources within the employment setting.
- L Understand the key federal and state statutes and institutional policies regarding patient confidentiality.
- M Become competent in performing nursing skills/procedures.

4. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice..

Expected Outcomes:

- A Identify components of compassionate, patient-centered care..
- B Identify standards of Care, Standards of Practice, Institutional Policies and procedures for delivery of nursing care.
- C Understand Professional ethics
- D Demonstrate professional characteristics and values such as altruism, human dignity, truth, justice, freedom, equality, and ethics..
- E Demonstrate understanding for determining nursing care priorities in patient care and principles of decision-making.

5. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.

Expected Outcomes:

- A. Recognize common health practices and behaviors of patients and their families related to developmental level, gender, culture, belief system, and the environment..
- B. Recognize methods of therapeutic communication.
- C. Understand principles and factors that contribute to the maintenance or restoration of health and prevention of illness.
- D. Demonstrate an understanding of properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents, including patients' responses.
- E. Demonstrate an understanding of effects of misuse of prescription and non-prescription medications and other substances.
- F. Understand the code of vocational nurse ethics and patient's rights.
- G. Recognize the legal parameters of vocational nursing practice and health care.
- H. Understand key federal and state statutes and institutional policies regarding patient confidentiality.
- I. Demonstrate understanding of the clinical reasoning in the delivery of care to patients with predictable health care needs using knowledge from the vocational nursing program of study.
- J. Implement individual plans of care to assist patients to meet basic physical and psychosocial needs.
- K. Initiate interventions in rapidly changing and emergency patient situations.

- L. Communicate accurately and completely and document responses of patients to prescription and nonprescription medications, treatments, and procedures to other health care professional clearly and in a timely manner.
 - M. Assist interdisciplinary health care team members with examinations and procedures and seek clarification as needed.
 - N. Provide accurate and pertinent communication when transferring patient care to another provider.
 - O. Communicate ethical and legal concerns through established channels of communication.
 - P. Inform patient of Patient's Bill of Rights and encourage active engagement of patients and their families in care.
 - Q. Communicate ethical and legal concerns through established channels of communications.
 - R. Apply current technology and information to enhance direct patient care while maintaining patient confidentiality and promoting safety.
6. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes..

Expected Outcomes:

- A. Become aware mechanisms to evaluate specific nursing interventions and patient outcomes..
 - B. Become aware of factors indicating changes that have potential for life-threatening consequences based on knowledge of life sciences.
 - C. Report changes in assessment data.
 - D. Use standard references to compare expected and achieved outcomes of nursing care.
 - E. .Communicate reasons for deviations from plan of care to supervisory health care team member.
 - F. Report and document patient's responses to nursing interventions.
 - G. Assist in evaluating patient care delivery based on expected outcomes in plan of care and participate in revision of plan of care.
7. Implement teaching plans for patients and their families with common health problems and well-defined health learning needs..

Expected Outcomes:

- A. Recognize basic principles of the teaching/learning process.
- B. Become aware of resources that support patient health care knowledge, decision-making, and self-advocacy.
- C. Contribute to the development of an individualized teaching plan.
- D. Implement aspects of an established teaching plan for patients and their families.
- E. Assist in evaluation of learning outcomes using structured evaluation tools.
- F. Provide patients with the information needed to make choices regarding health.
- G. Provide patients and their families with basic sources of health information.

8. Assist in the coordination of human, information, and material resources in providing care for assigned patients and their families.

Expected Outcomes:

- A. Become aware of lines of authority and accountability within structured health care settings.
- B. Identify workplace safety consistent with current federal, state, and local regulations and guidelines.
- C. Become aware of vocational nursing role in implementing established cost containment measures.

- D. Recognize roles and responsibilities of members of the interdisciplinary health care team.
- E. Participate in implementing changes that lead to improvement in the work setting.
- F. Report unsafe patient care environment and equipment.
- G. Assist with maintenance of standards of care.

ROLE; PATIENT SAFETY ADVOCATE

1. Demonstrate knowledge of the Texas Nursing Practice Act (NPA) and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.

Expected Outcome:

- A. Practice according to the Texas Nursing Practice Act and Texas Board of Nursing Rules..
- B. Seek assistance if practice requires behaviors or judgments outside of individual knowledge and expertise.
- C. Use standards of nursing practice to provide and evaluate patient care.
- D. Recognize and report unsafe practices and contribute to quality improvement processes.
- E. Participate in Peer Review.

2. Implement measures to promote quality and a safe environment for patients, self, and others.

- A. Become aware of the principles of patient safety including safe patient handling.
- B. Understand methods for promoting safety in the patient care environment consistent with current standards and guidelines.
- C. Understand principles of a culture of safety including safe disposal of medications and hazardous materials.
- D. Recognize Texas BON Rules related to mandatory reporting, Safe Harbor, and Whistleblower protection
- E. Promote a safe, effective care environment conducive to the optimal health and dignity of patients and their families.
- F. Accurately identify patients.
- G. Safely perform preventive and therapeutic procedures and nursing measures including safe patient handling. And safely administer medications and treatments.
- H. Clarify any order or treatment regimen believed to be inaccurate, non-efficacious , contraindicated, or otherwise harmful to the patient.
- I. Document and report reactions and untoward effects to medications, treatments, and procedures and clearly and accurately communicate the same to other health care professionals.
- J. Use evidence-based information to contribute to development of interdisciplinary policies and procedures related to a safe environment including safe disposal of medications and hazardous materials.

3. Assist in the formulation of goals and outcomes to reduce patient risks.

Expected Outcomes

- A. Understand the principles of disaster preparedness and fundamental principles of communicable disease prevention for patients and their families.
- 4. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.

Expected Outcomes

- A. Seek orientation/training for competency when encountering unfamiliar patient care situations, new equipment, and technology.
- 5. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.

Expected Outcome

- A. Report unsafe practices of health care providers using appropriate channels of communication and understand Safe Harbor Rules and implement when appropriate.
- B. Report safety incidents and issues through the appropriate channels
- 6. Accept and make assignments that take into consideration patient safety and organizational policy.

Expected Outcome:

- A. Demonstrate awareness of Standards of Practice, Tx. BON Rules (including awareness of RN Delegation Rules), Position Statements, and guidelines, and Scope of Practice.
- B. Demonstrate awareness of lines of authority and accountability within structured health care settings.
- C. Accept only those assignments that fall within individual scope of practice based on experience and educational preparation.
- D. When making assignments, ensure clear communication regarding other caregivers' levels of knowledge, skills, and abilities..
- E. When assigning nursing care, retain accountability and supervise personnel based on Tx BON Rules according to the setting to ensure patient safety.

ROLE: MEMBER OF THE HEALTH CARE TEAM:

- 1. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery , and coordination of patient-centered care to assigned patients..

Expected Outcome:

- A. Understand the function of the health care delivery system and roles of interdisciplinary health care team members.
- B. Demonstrate understanding of effective communication and cooperation.
- C. Understand principles of patient advocacy and consumer rights and responsibilities as well as the legal and ethical processes related to health care.
- D. Contribute to the evidence-based practice in development of health care and quality improvement..
- E. Understand strategies to deal with situational change and recognize roles of all levels of nursing and other health care professionals..

- F. Involve patients and their families with other interdisciplinary health care team members in patient care across the lifespan.
 - G. Cooperate and communicate to assist in planning and delivering interdisciplinary health care.
2. Participate as an advocate in activities that focus on improving the health care of patients and families.

Expected Outcome:

- A. Understand rights and responsibilities of patients regarding health care, including self-determination and right to refusal.
 - B. Understand current legal factors relating to safeguarding patient rights.
 - C. Demonstrate individual responsibility for quality of nursing care and understand the role of the nurse as patient advocate for patients and their families.
 - D. Become aware of the role of the nurse in quality improvement process and peer review.
 - E. Respect the privacy and dignity of the patient
 - F. Act as an advocate for patient's basic needs, including following established procedures for reporting and solving institutional care problems and chain of command.
 - G. Refer patients and their families to community resources.
3. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality..

Expected Outcome:

- A.. Become aware of the work setting and major community resources, the role of the case manager, and roles of the family and significant others in providing support to the patient..
 - B. Become aware of the functions of members of the interdisciplinary health care team and demonstrate an understanding of confidentiality regulations (e.g., HIPPA).
 - C. Recognize the need for patient referrals to promote continuity of care.
 - D. Identify support systems of patients and their families and identify major community resources that can assist in meeting these needs..
 - E. Communicate patient needs to the family and members of the health care team while maintaining confidentiality according to HIPPA guidelines.
 - F. Advocate with other members of the interdisciplinary health care team on behalf of patients and families to procure resources for care.
 - G. Assist patients to communicate needs to their support systems and to other health care professionals.
4. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.
- A. Understand principles of communication with patients, their families, and the interdisciplinary health care team.
 - B. Communicate changes in patient status and/or negative outcomes in patient responses to care with members of the interdisciplinary health care team.
 - C. Follow legal guidelines in communicating changes in patient status including chain of command and the Texas Nursing Practice Act.
 - D. Use evidence-based clinical practice guidelines to guide critical team communications during transitions in care between providers

- E. Identify and report need for nursing or interdisciplinary team meetings and participate in interdisciplinary team meetings.
5. Communicate patient data using technology to support decision-making to improve patient care.

Expected Outcomes

- A. Become aware of regulatory and ethical considerations protecting confidentiality when using technology.
- B. Identify, collect, process, and manage data in the delivery of patient care and in support of nursing practice and education.
- C. Apply knowledge of facility regulations when accessing client records.
- D. Protect confidentiality when using technology and intervene to protect patient confidentiality when violations occur.
- E. Document electronic information accurately, completely, and in a timely manner.

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, 6th ed, 2011.

II. Classroom Policy and Instructor Expectations

Additional assignments may be given at any time during the course.
 Workbook assignments may be graded at any time at the discretion of the individual instructor.
 Unannounced quizzes may be given during any regularly scheduled class.
 Major exams will be given as stated on the syllabus.
 A final exam will be given at the conclusion of this course.

**In order to take the final exam, the student must have a major exam grade average of 75.
 In order to continue in the nursing program, a final grade average of 75 must be obtained.**

NONDISCRIMINATION ON A BASIS OF DISABILITY

Refer to the Frank Phillips College 2011-2012 Catalog.
 Instructor/Student Conferences are available for special needs upon request.

III. Additional/Supplemental References

Available Student Library Materials related to the Medical-Surgical Field.

IV. Methods of Evaluation

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

Daily Quizzes, additional assignments, or workbook assignments:	10%
Major Exam Grades	50%

Final Exam Grade
HESI

25%
15%

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.

E. Chris Copley, RN, BSN
ecpoley@fpc.tx.edu

VNSG 1231 – Pharmacology

Frank Phillips College

General Course Information

Credit Hours: 2

Career/Technical Education Course

Prerequisite

Admission into Licensed Vocational Nursing Program

Course Description

Fundamentals of medications and their diagnostic, therapeutic, and curative effects. Includes nursing interventions utilizing the nursing process.

THECB Approval Number51.3901

End-of-Course Outcomes

1. Identify properties, effects, and principles of pharmacotherapeutic agents.
2. Explain nursing interventions associated with the various pharmacotherapeutic agents.

Methods of Evaluation

Category	Percentage
Assignments	10%
Major Exam Grades	50%
Final Exam Grade	25%
HESI	15%
Total	100%

In order to be eligible to take the FINAL EXAM and HESI, the student must have an EXAM average of 74.45 or higher.

In order to continue in the nursing program, a FINAL grade average of 75 must be obtained.

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 “O” 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.

Frank Phillips College Vocational Nursing Program Grade Scale:

A - 92-100

B - 83-91

C - 75-82

D - 60-74

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

Class Attendance

Nursing students must refer to the Vocational Nursing Student Policy Handbook for attendance requirements specific requirements for nursing students.

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

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

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

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

Cell Phones and Other Electronic Devices Procedure:

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

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeroes for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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

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

Perryton: (806) 648-1450

Grievance Policy

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

Important Information

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

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

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

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

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

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

Thinking Skills:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

FRANK PHILLIPS COLLEGE
Pharmacology
VNSG 1231
Fall 2015

I. General Course Information

Course Title: Pharmacology

Course Number: VNSG 1231

Credit Hours: 2

Instructor Phyllis Shira RN

Work Phone: FPC 806-457-4200 ext 608

E-Mail: pshira@fpctx.edu

Office Hours: Monday, Tuesday, Wednesday, Thursday and Friday 0900-1500

II. 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

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. 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 Essential Competencies (DEC)

ROLE: Member of the Profession:

- A. Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.

Expected Outcomes:

1. Become familiar with:
 - a. Texas Nursing Practice Act.
 - b. Texas Board of Nursing Rules, Position Statements, and Guidelines.
 - c. Federal, state, or local laws, rules, regulations affecting nursing practice.
2. Recognize the nursing scope of practice in relation to delegated medical acts and facility policies.

3. Understand the standards and guidelines from professional organizations.
 4. Be aware if facility policies and procedures.
- B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.

Expected Outcomes:

1. Become familiar with:
 - a. The Texas Board of Nursing Standards of Practice.
 - b. The National standards of vocational nursing practice and care.
 - c. The National Federation of Licensed Nurses Code of Ethics.
 - d. The Advocacy process.
 2. Develop an understanding of legal parameters of vocational nursing practice and the Texas Nursing Practice Act, including Safe Harbor.
 3. Recognize the issues affecting the vocational nurse role and the delivery of culturally sensitive care to patients and their families.
 4. Promote continuing competency and professional development.
 5. Develop a self-evaluation, staff evaluation, and peer evaluation process.
 6. Develop an understanding of employment setting policies and procedures.
 7. Recognize:
 - a. Professional characteristics and values such as altruism, human dignity, truth, justice, freedom, equality, and esthetics.
 - b. Aspects of professionalism including attention to appearance and demeanor.
 - c. Communication techniques to maintain professional boundaries.
 8. Become familiar with principles of quality improvement.
- C. Contribute to activities that promote development and practice of vocational nursing.

Expected Outcomes:

1. Become familiar with the historical evolution of nursing practice.
 2. Recognize issues affecting the development and practice of vocational nursing.
 3. Recognize the role of vocational nursing organizations, regulatory agencies, and health care organizations.
 4. Become aware of the factors affecting the public image of nursing.
 5. Become familiar with the distinctions between the evolving vocational and professional nursing roles.
- D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self care, and life long learning.

Expected Outcomes:

1. Become familiar with the Texas Board of Nursing Rules for continuing competence.
2. Recognize tolls, and processes to assess vocational learning needs.
3. Develop lifelong opportunities to facilitate continuing competence (e.g., certifications, and educational articulation/mobility).
4. Recognize changing roles and competencies in vocational nursing.

ROLE: Provider of Patient-Centered Care:

- A. Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice.

Expected Outcomes:

1. Develop a systematic problem-solving process in the care of patients and their families.
 2. Become familiar with:
 - a. Priority setting based on patient health status and individual characteristics.
 - b. Clinical reasoning processes.
 3. Recognize the application of current literature, available work setting resources, and evidence-based practice to assist in decision making.
 4. Recognize resources from scientifically valid sources.
- B. Assist in determining the physical and mental health status needs, and preferences of culturally, ethically, and socially diverse patients and their families based on interpretation of health-related data.

Expected Outcomes:

1. Become familiar with steps of a systematic process in clinical decision-making that includes vocational nursing scope of practice in focused assessment, planning, implementation, and evaluation.
2. Be aware of the components of focused nursing assessment.
3. Recognize structured data collection tools and techniques of assessment of patients including interviewing.
4. Become familiar with characteristics, concepts, and processes related to patients, including: gross anatomy; basic physiology and pathophysiology;

psychosocial growth and development; basic psychopathology; ethical reasoning; and major cultural and spiritual belief and practices related to health, illness, birth, death, and dying.

5. Recognize the cultural differences of patients across the lifespan.
 6. Recognize the characteristics concepts, and processes related to transmission of common communicable diseases, including individual risk factors and preventive health practices.
 7. Become familiar with common disease processes, medication administration, and other therapies and treatments.\
 8. Become aware of the introduction to established approaches that guide nursing practice.
 9. Recognize family processes that impact health.
 10. Develop an application of clinical technology in the delivery of safe patient care and documentation.
 11. Be familiar with the introduction to patients with multiple health care problems.
 12. Recognize political, economic, and societal forces affecting health care of individuals.
- C. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.

Expected Outcomes:

1. Become familiar with:
 - a. Components of compassionate, patient-centered care.
 - b. Standards of Care, Standards of Practice, institutional policies and procedures for delivery of nursing care.
 - c. Professional ethics.
 - d. Professional characteristics and values such as altruism. Human dignity, truth, justice, freedom, equality, and esthetics.
2. Be aware if characteristics, trends, and issues if health care delivery.
3. Recognize:
 - a. Basis for determining nursing care priorities in patient care.\
 - b. Principles of decision-making.
4. Become familiar with scope of responsibilities and accountability for supervision and collaboration.
5. Become familiar with the channels of communication for decision-making processes within work settings.
6. Assume accountability and responsibility for nursing care through a directed scope of practice under the supervision of a registered nurse, advanced practice registered nurse, physician assistant, or dentist using standards of care and professional values.

- D. Implement aspects of the plan of care within the legal, ethical, and regulatory parameters and in consideration of patient factors.
1. Become familiar with the common health practices and behaviors of patients and their families related to developmental level, gender, culture, belief system, and the environment.
 2. Recognize methods of therapeutic communication.
 3. Become familiar with rights and responsibilities of patients related to health care and basic advocacy.
 4. Be aware of basic physiological and mental health aspects of nursing interventions.
 5. Recognize principles and factors that contribute to the maintenance or restoration of health and prevention of illness.
 6. Become familiar with:
 - a. Properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents, including patient's responsibilities.
 - b. Effects of misused of prescription and nonprescription medications and other substances.
 7. Develop coping mechanisms for managing stress and identifying resources for crisis management.
 8. Become familiar with the vocational nurse ethics and patient's rights.
 9. Be aware of the legal parameters of vocational nursing practice and health care.
 10. Become aware of the available intradisciplinary and interdisciplinary resources within the employment setting.
 11. Be aware of the key federal and state statutes and institutional policies regarding patient confidentiality.
 12. Be familiar with nursing interventions to implement plan of care.
 13. Implement clinical reasoning in the delivery of care to patients with predictable health care to patients with predictable health care needs using knowledge from the vocational nursing program.
- E. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.

Expected Outcomes:

1. Develop mechanisms to evaluate specific nursing interventions and patient outcomes.
2. Become familiar with factors indicating changes that have potential for life-threatening consequences based on knowledge of life sciences.
3. Recognize basic performances improvement activities in patient care delivery.

- F. Implement teaching plans for patients and their families with common health problems and well defined health learning needs.

Expected Outcomes:

1. Become familiar with lifespan development and common situated variables affecting learning, such as stress, pain, and fear.
2. Be aware of basic principles of teaching/learning process.
3. Recognize resources that support patient health care knowledge, decision-making, and self-advocacy.

ROLE: Patient Safety Advocate

- A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.

Expected Outcomes:

1. Become familiar with the Texas Nursing Practice Act and Texas Board of Nursing Rules.
2. Recognize National Standards of Nursing Practice.
3. Become aware of federal, state, and local government and accreditation organizations' safety requirements and standards.
4. Become familiar with facility policies and procedures.
5. Recognize facility licensing agency or authority standards.
6. Become familiar with the principles of quality improvement.

- B. Implement measures to promote quality and a safe environment for patients, self, and others.

Expected Outcomes:

1. Recognize the principles of patient safety including safe patient handling.
2. Recognize methods for promoting safety in the patient care environment consistent with current standards and guidelines.
3. Become familiar with the role in safety and risk management for patients and others,
4. Become aware of principles of a culture of safety including safe disposal of medications and hazardous materials.

5. Become familiar with the Texas Board of Nursing Rules related to mandatory reporting, Safe Harbor, and “Whistleblower” protection.

ROLE: Member of the Health Care Team

- A. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.

Expected Outcomes:

1. Become familiar with:
 - a. Structure and function of the health care delivery system.
 - b. Roles of interdisciplinary health care team members.
 2. Develop methods of effective communication and cooperation.
 3. Recognize:
 - a. Strategies to deal with situational change.
 - b. Roles of all levels of nursing and other health care professionals.
 4. Become familiar with:
 - a. Patient advocacy and consumer rights and responsibilities.
 - b. Legal and ethical processes related to health care.
 5. Be familiar with contribution of evidence-based practice in development of health care and quality improvement.
-
- B. Participate as an advocate in activities that focus on improving the health care of patients and their families.

Expected Outcomes:

1. Recognize:
 - a. Rights and responsibilities of patients regarding health care, including self-determination and right to refusal.
 - b. Current legal factors relating to safeguarding patient rights.
2. Become familiar with:
 - a. Individual responsibility for quality of nursing care.
 - b. Role of the nurse as patient advocate for patients and their families.
3. Become aware of the:
 - a. Role of the nurse in quality improvement process.
 - b. Peer review committee.
 - c. Knowledge of reliable online sites for quality health care data.
4. Recognize responsibility for reporting to licensing and public protective agencies, which may involve mandatory reporting.

- C. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

Expected Outcomes:

1. Become familiar with work setting and major community resources.
2. Recognize the role of the case manager.
3. Be aware of the role of the family and significant others in providing support to the patient.
4. Recognize the:
 - a. Functions of members of the interdisciplinary health care team.
 - b. Confidentiality regulations (e.g., HIPPA)
5. Recognize the need for patient referrals to promote continuity of care.
6. Become aware of issues in current treatment modalities.
7. Be aware of the cost of health care services.
8. Become familiar with the organizational and local resources for health promotion, maintenance, and restoration.

- D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.

Expected Outcomes:

1. Become familiar with the principles of communication with patients, their families, and the interdisciplinary health care team.
2. Recognize principles of interpersonal conflict management, problem solving, data collection, and basic time management skills.
3. Become aware of the functions of the interdisciplinary health care team members.
4. Become familiar of the principles and strategies of situational changes.

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 set for the FINAL Exam and the HESI Exam, an exam average of 74.45 must be obtained (this is not including homework grades).

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 2013-2014 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	10%
Major Exam Grades	50%
Final Exam Grade	25%
Hesi	15%

In order to be eligible to take the FINAL EXAM and HESI the student must have an MAJOR EXAM average of 74.45 or higher.

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.

VNSG 1236 – Mental Health Care

Frank Phillips College

General Course Information

Credit Hours: 2

Career/Technical Education Course

Prerequisite

Admission into Licensed Vocational Nursing Program

Course Description

Introduction to the principles and theories of positive mental health and human behaviors. Topics include emotional responses, coping mechanism, and therapeutic communication skills.

THECB Approval Number51.3901

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.

Methods of Evaluation

Category	Percentage
Assignments	10%
Major Exam Grades	50%
Final Exam Grade	25%
HESI	15%
Total	100%

In order to be eligible to take the FINAL EXAM and HESI, the student must have an EXAM average of 74.45 or higher.

In order to continue in the nursing program, a FINAL grade average of 75 must be obtained.

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 “O” 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.

Frank Phillips College Vocational Nursing Program Grade Scale:

A - 92-100

B - 83-91

C - 75-82

D - 60-74

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

Class Attendance

Nursing students must refer to the Vocational Nursing Student Policy Handbook for attendance requirements specific requirements for nursing students.

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

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve

the student of the responsibility of making up the missed work as designated by the instructor concerned.

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

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

Cell Phones and Other Electronic Devices Procedure:

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

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeroes for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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

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

Perryton: (806) 648-1450

Grievance Policy

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

Important Information

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

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

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

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

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

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

Thinking Skills:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

FRANK PHILLIPS COLLEGE
Foundations of Mental Health Care
VNSG 1236-Online
Fall 2015

I. General Course Information

Course Title: Mental Health

Course Number: VNSG 1236-Online

Credit Hours: 2

Instructor Phyllis Shira, RN

Work Phone: 806-457-4200 ext.608

E-Mail: pshira@fpctx.edu

Office Hours: Monday – Thursday 8-5 & Friday 8-4 by appointment

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 4th Edition

**** 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 Essential Competencies (DEC)

ROLE: MEMBER OF THE PROFESSION

1. Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.

Expected Outcomes:

- A. Become familiar with the Texas Nursing Practice Act, Texas Board of Nursing Rules, Position Statements and Guidelines and Federal, state or local laws, rules, regulations affecting nursing practice..
- B. Recognize the standards of vocational nursing education

- C. Become familiar with the nursing code of ethics for the LVN
 - D. Recognize issues affecting the role of the VN and the delivery of care
 - E. Understand available sources of continuing education and professional development.
 - F. Develop an understanding of common psychological diagnoses, drug and other therapies and treatments.
2. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning,.
- Expected Outcomes:
- A. Recognize the rights and responsibilities of clients regarding mental health care, including self-determination..
 - B. Recognize the individual's responsibility for quality nursing care.
 - C. Understand the individual nurse's role in the quality improvement/quality assurance process.
 - D. Recognize the responsibility for reporting to licensing and public protective agencies.
 - E. Develop a self-evaluation process.
 - F. Develop an understanding of work setting policies and procedures.
 - G. Recognize professional boundaries..
3. Assume responsibility and accountability for the quality of nursing care provided to patient and their families.
- Expected Outcomes:
- A. Become familiar with the Texas Board of Nursing Standards of Practice.
 - B. Develop methods of therapeutic communication.
 - C. Develop an understanding of legal parameters of vocational nursing practice and the Texas Nursing Practice Act..
 - D. Recognize basic rights and responsibilities of clients related to health care.
 - E. Promote continuing competency and professional development.
 - F. Develop understanding of properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents.
4. Contribute to activities that promote the development and practice of vocational nursing
- Expected Outcomes:
- A. Become aware of the historical evolution of nursing practice and mental health care.
 - B. Become aware of the issues affecting the development and practice of vocational nursing, including multistate licensing.
 - C. Become familiar with the role of vocational nursing organizations, regulatory agencies, and health care organizations..
 - D. Recognize the factors affecting the public image of nursing.

ROLE: PROVIDER OF PATIENT-CENTERED CARE:

1. Assist in determining the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based on interpretation of health-related data.

Expected Outcome:

- A. Identify the steps in the systemic process which include assessment, planning, implementation and evaluation.
 - B. Become familiar with the North American Nursing Diagnosis Association's basic components related to Mental Health Diagnosis.
 - C. Use structured data collection tools and techniques of assessment of clients inclusive of interviewing.
 - D. Recognize the characteristics, concepts, and processes related to clients, including 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.
2. Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice.

Expected Outcome:

- A. Develop an understanding of the dynamics of the nurse client relationship
 - B. Develop an understanding of the need for effective communication techniques.
 - C. Develop an understanding of the roles of all levels of nursing and other health care professionals.
 - D. Understand the need for client advocacy and consumer rights and responsibilities.
 - E. Recognize written, verbal, and non-verbal modes of communication including information technologies.
 - F. Recognize the relationship between the nursing plan of care, the plan of care of other health professionals, and the therapeutic regimen.
 - G. Develop criteria for setting priorities in planning and evaluating care for the client.
 - H. Understand the steps and procedures of discharge.
3. Implement aspects of the plan of care within legal, ethical and regulatory parameters and in consideration of patient factors.

Expected Outcome:

- A. Become aware of common health practices and behaviors of clients related to developmental level, gender, cultures, belief systems, and the environment..
 - B. Develop methods of therapeutic communication.
 - C. Recognize the fundamental principles and factors that contribute to the maintenance or restoration of health.
 - D. Become familiar with the code of vocational nurse ethics, which will impact the practice of vocational nursing and health care.

- E. Become familiar with the legal parameters of vocational nursing practice.
- 4. Implement teaching plans for patients and their families with common health problems and well-defined learning needs.

Expected Outcome:

- A. Identify how developmental stages may affect learning by the client.
 - B. Identify situational variables, which may affect learning by the client.
 - C. Develop teaching techniques, which will enhance and facilitate client teaching
 - D. Identify methods to evaluate the client's level of learning..
 - E. Determine "Links between healthy lifestyles, prevention, and cost of healthcare."
- 5. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.

Expected Outcome:

- A. Become aware of components of compassionate, patient-centered care.
 - B. Be aware of characteristics, trends and issues of health care delivery.
 - C. Understand the basis for determining nursing care priorities in patient care and principles of decision making.
 - D. Become familiar with the vocational nurse's scope of responsibilities and accountability for supervision and collaboration.
 - E. Become familiar with channels of communication for decision-making processes within work settings.
 - F. Assume accountability and responsibility for nursing care through a directed scope of practice under the supervision of a registered nurse, advanced practice registered nurse, physician assistant, or dentist using standards of care and professional values.
- 6. Report data to assist in the identification of problems and formulation of goals/outcomes and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary health care team.

Expected Outcomes:

- A. Recognize written, verbal, and non-verbal modes of communication including information technologies.
 - B. Recognize the relationship between the nursing plan of care, the plan of care of other health care professional, and the therapeutic regimen
 - C. Develop criteria for setting priorities in planning and evaluating care for the client.
- 7. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.

Expected Outcomes:

- A. Recognize common methods for measuring client health-goal attainment
- B. Utilize basic tools for evaluating the effectiveness of specific nursing interventions.

ROLE: PATIENT SAFETY ADVOCATE:

1. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as, all federal, state, and local government, and accreditation organization safety requirements and standards..

Expected Outcome:

- A. Become familiar with the code of ethics for the LVN.
- B. Recognize the standards of vocational nursing education.
- C. Become aware of the Texas Nursing Practice Act and the Texas Board of Nursing Rules..
- D. Recognize issues affecting the role of the VN and the delivery of care.
- E. Become aware of federal, state, and local government and accreditation organizations' safety requirements and standards.
- F. Develop a self-evaluation process.
- G. Develop an understanding of work setting policies and procedures.
- H. Recognize professional boundaries.

2. Implement measures to promote quality and a safe environment for patients, self, and others.

Expected Outcome:

- A. Recognize the principles of patient safety including safe patient handling
- B. Recognize methods for promoting safety in the patient care environment consistent with current standards and guidelines.
- C. Become familiar with the role in safety and risk management for patients and others.
- D. Become aware of principles of a culture of safety including safe disposal of medications and hazardous materials.
- E. Become familiar with the Texas Board of Nursing Rules relating to mandatory reporting, Safe Harbor, and the Whistleblower protection.

3. Assist in the formulation of goals and outcomes to reduce patient risks.

Expected Outcome:

- A. Become familiar with the principles of disaster preparedness and fundamental principles of communicable disease prevention for patients and their families.
- B. Recognize current national and state standards and guidelines and local procedures for infection control.

4. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.

Expected Outcomes

- A. Recognize self-limiting factors to implement procedures or practices.
 - B. Understand need to seek assistance if practice requires behaviors or judgments outside of individual knowledge or expertise.
5. Accept and make assignment that take into consideration patient safety and organizational policy.

Expected Outcomes

- A. Become aware of the VN scope of Practice
 - B. Become aware of organizational policy of VN practice
 - C. Clarify any order or treatment regimen believed to be inaccurate, contraindicated, or otherwise harmful to the patient.
 - D. Provide nursing interventions safely and effectively using evidenced-based outcomes.

ROLE: MEMBER OF THE HEALTH CARE TEAM

1. Communicate and collaborate with patients, their families and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.

Expected Outcomes

- A. Develop an understanding of the need for effective patient centered communication.
 - B. Identify the role of the VN in the overall healthcare delivery to the patient.
 - C. Develop an understanding of the relationship of the interdisciplinary health care team in the smooth delivery of care to the patient.
 - D. Become familiar with patient advocacy and consumer rights and responsibilities.
 - E. Understand legal and ethical processes related to health care.
2. Participate as an advocate in activities that focus on improving the health care of patients and their families.

Expected Outcomes

- A. Understand the organizational mission, vision and values as a framework for care\

- B. Demonstrate awareness of lines of authority and accountability within structured health care settings.
 - C. Recognize methods for promoting safety in the work environment
 - D. Identify the role of the VN in risk management
 - E. Identify the role of the VN in implementing established cost containment measures.
3. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

Expected Outcomes:

- A. Become familiar with work settings and major community resources.
 - B. Recognize the role of the case manager
 - C. Be aware of the role of the family and significant others in providing support to the patient.
 - D. Recognize the functions of the members of the interdisciplinary health care team.
 - E. Understand confidentiality regulations.
 - F. Recognize the need for patient referrals to promote continuity of care.
 - G. Become aware of issues in current treatment modalities.
 - H. Be aware of the cost of health care services.
 - I. Become familiar with the organizational and local resources for health promotion, maintenance, and restoration.
4. Communicate and collaborate in a timely manner with members of the interdisciplinary healthcare team to promote and maintain optimal health status of patients and their families.

Expected Outcomes

- A. Develop an understanding of the need for effective patient centered communication.
- B. Become familiar with the principles of communication with patients, their families, and the interdisciplinary health care team.
- C. Recognize principles of interpersonal conflict management, problem solving, data collection, and basic time management skills.
- D. Understand the need for client advocacy and consumer rights and responsibilities.
- E. Develop an understanding of the roles of all levels of nursing and other health care professionals.

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 2015-2016 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	10%
Major Exam Grades	50%
Final Exam Grade	25%
HESI Exam	15%

YOU MUST HAVE AN AVERAGE EXAM GRADE OF 74.5% IN ORDER TO TAKE YOUR FINAL EXAM AND HESI (NOT INCLUDING HOMEWORK AND DAILY GRADES)

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.

Phyllis Shira, RN

pshira@fpctx.edu

806-457-4200 ext 608

Office hours: Monday – Thursday 8-5 & Friday 8-4 by appointment

VNSG 1402 – Applied Nursing Skills

Frank Phillips College

General Course Information

Credit Hours: 4

Career/Technical Education Course

Prerequisite

Admission into Licensed Vocational Nursing Program

Course Description

Introduction to and application of primary nursing skills. Emphasis on utilization of the nursing process and related scientific principles.

THECB Approval Number51.3901

End-of-Course Outcomes

1. Describe the underlying principles of selected nursing skills and their relationship to patient health status.
2. Demonstrate performance of selected nursing skills utilizing principles of safety.
3. Identify the nursing process as applied to basic care across the life span.

Methods of Evaluation

Category	Percentage
Assignments	10%
Major Exam Grades	50%
Final Exam Grade	25%
HESI	15%
Total	100%

In order to be eligible to take the FINAL EXAM and HESI, the student must have an EXAM average of 74.45 or higher.

In order to continue in the nursing program, a FINAL grade average of 75 must be obtained.

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 "O" 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.

Frank Phillips College Vocational Nursing Program Grade Scale:

A - 92-100

B - 83-91

C - 75-82

D - 60-74

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

Class Attendance

Nursing students must refer to the Vocational Nursing Student Policy Handbook for attendance requirements specific requirements for nursing students.

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

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

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

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

Cell Phones and Other Electronic Devices Procedure:

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

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeroes for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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

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

Perryton: (806) 648-1450

Grievance Policy

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

Important Information

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

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

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

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

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

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

Thinking Skills:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

**Frank Phillips College
Vocational Nursing Program
Fall 2015**

I. General Course Information

Lendy Tate, RN

VNSG 1402

APPLIED NURSING SKILLS

Credit Hours: 4

Main Campus Office: 806-457-4200 Ext. 610

Email: ltate@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 L 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

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 3rd Edition* Susan DeWitt
- B. Recommended: Hill & Howlett, *Successful in Practical/Vocational Nursing*, 6th 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:	10%
Major Exam Grades	50%
Final Exam Grade	25%
HESI	15%

YOU MUST HAVE AN AVERAGE EXAM GRADE OF 74.5% IN ORDER TO TAKE YOUR FINAL EXAM

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

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.

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

Frank Phillips College

Vocational Nursing Program

Fall 2013

General Course Information

VNSG 1360

CLINICAL INTRODUCTORY

Credit Hours: 3

Course Description: A basic type of health professions work-based instruction that helps students to synthesize new knowledge, apply previous knowledge, or gain experience managing the workflow. Practical experience is simultaneously related to theory. Close and/or direct supervision is provided by the clinical professional (faculty or preceptor), generally in a clinical setting. Clinical education is an unpaid learning experience. As outlined in the learning plan, the student will apply introductory knowledge about theory, concepts and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

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.

Differentiated Essential Competencies (DEC)

ROLE: PROVIDER OF PATIENT CENTERED CARE:

Competency:

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 Clinical Behaviors:

- 1 Identify four steps in a systemic process (i.e. nursing process), which includes assessment, planning, implementation, and evaluation..

- 2 Become familiar with the basic components of nursing diagnosis (e.g. North American Nursing Diagnosis Association).
- 3 Observe nurse utilizing structured data collection tools and techniques of assessment of clients inclusive of interviewing.
- 4 Identify 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 Understand the basic characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventive health practices.
- 6 Develop an understanding of common medical diagnosis, drug and other therapies and treatments.

Competency:

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 Clinical Behaviors:

- 1 Identify short-term goals/outcomes, select basic interventions, and establish priorities for care in collaboration with the client.
- 2 Identify how the VN can contribute to development of nursing plan of care.
- 3 Discuss with health care team members potential conflicts between the nursing plan of care and the interdisciplinary plan of care.
- 4 Utilize the plan of care to implement care to assigned clients.
- 5 Observe discharge planning for selected clients.

Competency:

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 Clinical Behaviors:

- 1 Develop an understanding of the dynamics of the nurse client relationship. Identify written, verbal, and non-verbal modes of communication including information technologies.
- 2 Become aware of the fundamental principles of disease prevention, promotion of health and wellness, and the restoration of health.

- 3 Observe basic intervention skills designed to support the client and family during the various life stages, including death and dying.
- 4 Discuss the relationship between the nursing plan of care, the plan of care of other health care professionals, and the therapeutic regimen.
- 5 Discuss criteria for setting priorities in planning and evaluating care for the client.
- 6 Observe the nurse utilizing the steps and procedures of discharge planning.

Competency:

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

Expected Clinical Behaviors:

1. Become aware of common health practices and behaviors of clients related to developmental level, gender, cultures, belief systems, and the environment..
2. Observe the 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 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.
13. Understand the key federal and state statutes and institutional policies regarding patient confidentiality.

14. Observe nurses performing nursing skills/procedures

Competency:

Implement teaching plan for client with common health problems and well-defined learning needs.

Expected Clinical Behaviors:

1. Identify how developmental stages may affect learning by the client.
2. Identify situational variable, which may affect learning by the client (i.e. stress, pain, and fear).
3. Observe teaching techniques which will enhance and facilitate client teaching.
4. Identify methods to evaluate the client's level of learning.
5. Discuss "Links between health lifestyles, prevention, and cost of healthcare".

Competency:

Communicate patient data using technology to support decision making to improve patient care.

Expected Clinical Behaviors:

1. Become aware of the use of current technology to enhance patient care while maintaining confidentiality and promoting safety.
2. Discuss communication theory and techniques in maintaining professional relationships with patient and families.

Competency:

Assign nursing care to LVNs or unlicensed personnel based upon an analysis of patient or unit need.

Expected Clinical Behaviors:

- 1 Discuss the use of management skills to delegate to licensed and unlicensed personnel.
- 2 Observe leadership roles in achieving patient goals or needs

Competency:

Supervise nursing care provided by others for whom the nurse is responsible.

Expected Clinical Behaviors:

- 1 Observe the use of management, leadership, team building, and administrative skills to organize and manage the functioning of groups of individuals and staff.

ROLE: MEMBER OF THE PROFESSION

Competency:

Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.

Expected Clinical Behaviors:

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.

Competency:

Assume responsibility and accountability for the quality of nursing care provided to patients and their families.

Expected Clinical Behaviors:

1. Demonstrate accountability by using independent clinical judgment and established guidelines to reduce risks and promote health.
2. Provide basic nursing interventions safely and effectively using evidence-based outcomes.
3. Maintain a self-evaluation method to promote accountability and responsibility.

Competency:

Contribute to activities that promote the development and practice of vocational nursing.

Expected Clinical Behaviors:

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.

ROLE: PATIENT SAFETY ADVOCATE

Competency:

Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.

Expected Clinical Behaviors:

1. Become aware of and conform to the Texas Nursing Practice Act and the Board's rules and regulations as well as all federal, state, and local laws, rules or regulations affecting the nurse's current area of practice.
2. Recognize importance of making a reasonable effort to obtain orientation, training for competency when encountering new equipment for patients, self and unfamiliar care situations.

Competency:

Implement measures to promote quality and safe environment for patients, self and others

Expected Clinical Behaviors:

1. Recognize individual knowledge and scope of practice.
2. Seek assistance if practice requires behaviors outside of individual knowledge or expertise.
3. Recognize and report unsafe practices.

Competency:

Assist in the formation of goals and outcomes to reduce patient risks

Expected Clinical Behaviors:

1. Observe standards of nursing practice to provide and evaluate patient care.
2. Discuss quality improvement processes for safe patient care.
3. Discuss evidence-based information related to patient safety to contribute to the goal and outcome formation.

Competency

Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.

Expected Clinical Behaviors:

1. Recognize self-limiting factors to implement procedures or practices.
2. Seek assistance if practice requires behaviors or judgments outside of individual knowledge.

Competency

Comply with mandatory reporting requirements of the Texas Nursing Practice Act.

Expected Clinical Behaviors:

- 1 Become aware of the reporting requirements of the Texas Nursing Practice Act.
- 2 Discuss standards of nursing practice to evaluate patient care.
- 3 Recognize and report unsafe practices.

Competency:

Accept and make assignments that take into consideration patient safety and organizational policy.

Expected Clinical Behaviors:

- 1 Be aware of VN scope of practice.
- 2 Become aware of organizational policy of VN practice.
- 3 Observe nurses when clarifying any order or treatment regimen believed to be inaccurate, contraindicated, or otherwise harmful to the patient.
- 4 Discuss importance of providing nursing interventions safely and effectively using evidence-based outcomes.

ROLE: MEMBER OF THE HEALTHCARE TEAM

Competency:

Communicate and collaborate with patients, their families and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.

Expected Clinical Behaviors:

- 1 Develop an understanding of the need for effective patient-centered communications
- 2 Identify the role of the VN in the overall healthcare delivery to the patient.
- 3 Develop an understanding of the relationship of the interdisciplinary health-care team in the smooth delivery of care to the patient..

Competency:

Communicate and collaborate in a timely manner with the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.

Expected Clinical Behaviors:

1. Observe 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.

Competency:

Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

Expected Clinical Behaviors:

1. Become aware of institutional and community resources.
2. Become aware of the roles of family dynamics and significant others support of individual clients.
3. Discuss the ethical and legal implications regarding confidentiality in all situations in the health care setting.

Competency

Participate as an advocate in activities that focus on improving the health care of patients and their families.

Expected Clinical Behaviors:

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

Competency

Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes

Expected Clinical Behaviors

- 1 Identify common methods of measuring client health-goal attainment
- 2 Identify basic tools for evaluating the effectiveness of specific nursing interventions.

Textbook and Other Required Materials

Nursing Diagnosis Handbook, Ackley & Ladwig, 10th ed. 2011, Elsevier
Mosby's Diagnostic and Laboratory Test Reference, Pagana & Pagana, 11th ed., 2013, Mosby
2014 Intravenous Medications, Gahart & Nazareno, 230th ed. 2013, Elsevier
Mosby's 2014 Nursing Drug Reference, Mosby, 27th ed. 2013, Elsevier

Clinical Policy and Instructor Expectations

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

Participation in a Post Conference session will be use when performing clinical evaluation.

NONDISCRIMINATION ON A BASIS OF DISABILITY

Refer to the Frank Phillips College 2013 Catalog.

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

Additional/Supplemental References

Available Student Library Materials related to the nursing field

Methods of Evaluation

A Clinical Evaluation will be performed at the conclusion of this course.

In order to progress to Level II the student must achieve a Clinical Evaluation grade of 75 or better.

Frank Phillips College Vocational Nursing Program Grade Scale:

A - 92-100

B - 83-91

C - 75-82

D - 60-74

F - Below 60

Attendance Requirements

As stated in the Vocational Nursing Student Policy Handbook

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

WLDG 1202 — Fundamentals of Gas Metal Arc Welding (GMAW)

Frank Phillips College

General Course Information

Credit Hours: 2

Prerequisite

None

Course Description

Fundamentals of Gas Metal Arc Welding (GMAW). Includes setup and safe use of GMAW equipment as well as instruction in various basic weld joints.

THECB Approval Number48.0508.0000

End-of-Course Outcomes

1. Describe welding positions of basic weld joints.
2. Describe safety rules, equipment use, and basic visual inspection.
3. Demonstrate proper welding of basic joints in the flat position.

Methods of Evaluation

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

Academic Honesty and Integrity

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without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

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

Class Attendance*

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

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

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

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

Welding Program Attendance Requirements*

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four

unexcused absences they will be placed on the “Attendance Probation List” for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

Cell Phones and Other Electronic Devices Procedure:

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

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeroes for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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

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

Perryton: (806) 648-1450

Grievance Policy

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

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

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

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

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

Thinking Skills:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 1204 — Fundamentals of Oxy-Fuel Welding & Cutting

Frank Phillips College

General Course Information

Credit Hours: 2

Prerequisite

None

Course Description

Oxy-fuel welding and cutting equipment. Includes equipment safety, setup , and maintenance.

THECB Approval Number48.0508.0000

End-of-Course Outcomes

1. Demonstrate proper set up and use of oxy-fuel welding equipment.
2. Demonstrate safety procedures for oxy-fuel equipment.
3. Demonstrate proper welding of basic joints and basic cutting.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
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90 – 100	100
80 – 90	90
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Welding Program Attendance Requirements*

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 1206 — Fundamentals of Gas Tungsten Arc Welding (GTAW)

Frank Phillips College

General Course Information

Credit Hours: 2

Prerequisite

None

Course Description

Fundamentals of Gas Tungsten Arc Welding (GTAW). Includes setup and safe use of GTAW equipment as well as instruction in flat positions on joint designs.

THECB Approval Number48.0508.0000

End-of-Course Outcomes

1. Describe various joint designs.
2. Describe safety rules and equipment.
3. Perform basic visual inspection of equipment.
4. Demonstrate proper welding techniques of ferrous or non-ferrous metal in the flat position.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
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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

WLDG 1305 — Art Metals

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

None

Course Description

Fundamentals of conceptualizing and producing utilitarian items in ferrous and non-ferrous metals. Skill development through the techniques of sinking, raising, repousse, and piercing to create objects from sheet and stock materials. Includes welding, brazing, soldering, tinning, polishing, and tool making.

THECB Approval Number48.0508.0000

Learning Outcomes

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

- Utilize various welding processes to cut out art shapes and forms and join individual components to fabricate artistic objects.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
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Attendance Percentage	Grade
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Welding Program Attendance Requirements*

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Knowing How to Learn
Reasoning

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 1317 — Introduction to Layout Fabrication

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

None

Course Description

A fundamental course in layout fabrication related to the welding industry. Major emphasis is placed on structural shapes and their use in construction.

THECB Approval Number48.0508.0000

End-of-Course Outcomes

1. Identify welding symbols.
2. Identify and select measuring instruments and tools for fabricating projects.
3. Recognize correct layout and fabrication terminology.
4. Identify structural shapes and materials.

Methods of Evaluation

Category	Percentage
Attendance	60%
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Total	100%
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Self-Esteem
Sociability
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WLDG 1337 — Introduction to Metallurgy

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

None

Course Description

A study of ferrous and nonferrous metals from the ore to the finished product. Emphasis on metal alloys, heat treating, hard surfacing, welding techniques, forging, foundry processes and mechanical properties of metal including hardness, weldability, machinability, and ductility.

THECB Approval Number48.0508.0000

End-of-Course Outcomes

1. Describe technical terms used in the various phases of metallurgy, from early history to classification of steel.
2. Discuss ferrous and nonferrous metals and how they are processed and used in industry.
3. Describe mechanical and physical properties, surface treatments, and heat treatment of metals.

Methods of Evaluation

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Grade Scale	Grade
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Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 1391 — Special Topics in Welder/Welding Technologist

Frank Phillips College

General Course Information

Credit Hours: 3

Prerequisite

None

Course Description

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

THECB Approval Number48.0508.0000

End-of-Course Outcomes

1. Learning outcomes/objectives are determined by occupational need and business and industry trends.

Methods of Evaluation

Category	Percentage
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Personal Qualities:

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WLDG 1428 — Introduction to Shielded Metal Arc Welding (SMAW)

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

None

Course Description

An introduction to shielded metal arc welding processes. Emphasis placed on power sources, electrode selection, oxy-fuel cutting, and various joint designs. Instruction provided in SMAW fillet welds in various positions.

THECB Approval Number48.0508.0000

End-of-Course Outcomes

1. Select electrodes and amperage settings for various thicknesses of materials and welding positions.
2. Define principles of arc welding.
3. Explain electrode classifications.
4. Perform SMAW operations in various positions using selected electrodes and different joint designs.

Methods of Evaluation

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 1435 — Introduction to Pipe Welding

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

None

Course Description

An introduction to welding of pipe using the shielded metal arc welding process (SMAW), including electrode selection, equipment setup, and safe shop practices. Emphasis on weld positions 1G and 2G using various electrodes.

THECB Approval Number48.0508.0000

End-of-Course Outcomes

1. Describe equipment and required pipe preparation.
2. Perform 1G and 2G welds using various electrodes.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F
Attendance Percentage	Grade
90 – 100	100
80 – 90	90
70 – 80	80
60 – 70	70
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Sociability
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WLDG 1457 — Intermediate Shielded Metal Arc Welding (SMAW)

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Completion of WLDG 1428 with a grade of C or better or Industry Equivalent Experience, see Instructor.

Course Description

A study of the production of various fillet and groove welds. Preparation of specimens for testing various positions.

THECB Approval Number48.0508.0000

End-of-Course Outcomes

1. Identify principles of arc welding.
2. Describe arc welding operations of fillet and groove joints.
3. Explain heat treatments of low alloy steels.
4. Explain weld size and profiles.
5. Prepare test plates.
6. Perform fillet welds in the overhead position.
7. Perform air carbon arc weld removal.
8. Perform bevel groove welds with backing plates in various positions.
9. Demonstrate use of tools and equipment.

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

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Total	100%
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WLDG 2439 — Advanced Oxy-Fuel Welding & Cutting

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Recommended Prerequisite: WLDG 1204 Fundamentals of Oxy-Fuel Welding with a grade of C or better.

Course Description

A study of all position welding on ferrous and nonferrous metals using oxy-fuel welding process, including welding and cutting, brazing, and soldering operations.

THECB Approval Number48.0508.0000

End-of-Course Outcomes

1. Demonstrate oxy-fuel welding procedures.
2. Demonstrate advance oxy-fuel welding and cutting operations.
3. Select appropriate tools, equipment, and materials.

Methods of Evaluation

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
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WLDG 2443 — Advanced Shielded Metal Arc Welding (SMAW)

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Recommended Prerequisite: WLDG 1457 with a grade of C or better, Internship or Instructor Approval

Course Description

Advanced topics based on accepted welding codes. Training provided with various electrodes in shielded metal arc welding processes with open V-groove joints in all positions.

THECB Approval Number48.0508.0000

End-of-Course Outcomes

1. Describe effects of preheating and postweld heating.
2. Explain precautions used when welding various metals and alloys.
3. Distinguish between qualification and certification procedures.
4. Discuss problems of welding discontinuities.
5. Perform open groove welds with low carbon steel and low alloy electrodes in all positions.

Methods of Evaluation

Evaluation Testing and Grade Distribution:

Classroom Discussion	10 points
Visual Welding Exam	10 points
Lab Exercise Repairs	20 points
Lab Exercise Chrome Weld	20 points
Lab Exercise Nickle Weld	20 points
Lab Exercise Stainless Weld	20 points

Total Points Possible 100

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Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 2447 — Advanced Gas Metal Arc Welding (GMAW)

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Recommended Prerequisite: WLDG 1202 Fundamentals of Gas Metal Arc Welding (GMAW) with a grade of C or better.

Course Description

Advanced topics in Gas Metal Arc Welding (GMAW). Includes welding in various positions and directions.

THECB Approval Number48.0508.0000

End-of-Course Outcomes

1. Demonstrate proficiency in various welding positions.
2. Describe safety rules and equipment use.
3. Describe the effects of welding parameters in GMAW.
4. Weld various joint designs.
5. Diagnose welding problems.
6. Perform visual inspection.

Methods of Evaluation

Evaluation Testing and Grade Distribution:

Lab 1	Equipment Setup	20 points
Lab 2	Weld Fillet weld	20 points
Lab 3	Weld V-groove weld	20 points
Lab 4	Perform proper maintenance of welder	20 points
Lab 5	Properly clean and secure work area	20 points

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

70 – 80	80
60 – 70	70
0 – 60	50

Academic Honesty and Integrity

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Class Attendance*

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Any student who is absent from classes for the observance of a religious holy day shall be

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

Welding Program Attendance Requirements*

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

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

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

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

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

Thinking Skills:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 2451 — Advanced Gas Tungsten Arc Welding (GTAW)

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Recommended Prerequisite: WLDG 1206 with a grade of C or better.

Course Description

Advanced topics in GTAW welding, including welding in various positions and directions.

THECB Approval Number48.0508.0000

End-of-Course Outcomes

1. Demonstrate proficiency in various welding positions.
2. Describe safety rules and equipment used.
3. Describe the effects of welding parameters in GTAW.
4. Weld various joint designs.
5. Diagnose welding problems.
6. Perform visual inspection.

Methods of Evaluation

Evaluation Testing and Grade Distribution:

Participation in theory discussion	20 points
Equipment setup/utilization	20 points
Lab exercise: exotic metals	20 points
Lab exercise: weld quality	20 points
Lab exercise: cost evaluation	20 points

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
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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Welding Program Attendance Requirements*

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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

WLDG 2452 — Advanced Flux Core Arc Welding

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Completion of WLDG 1206 with a grade of C or better.

Course Description

Advanced concepts of flux cored arc welding of structural and fabricated steel products. Skill development in multi-pass fillet and v-groove welding.

THECB Approval Number48.0508.0000

End-of-Course Outcomes

1. Perform proper safety inspections of equipment, accessories and surrounding areas.
2. Perform multi-pass fillet and v-groove welds in various positions: 1G, 3G, & 5G.

Methods of Evaluation

Evaluation Testing and Grade Distribution:

Lab 1	Equipment Setup	20 points
Lab 2	Weld multi-pass Fillet weld	20 points
Lab 3	Weld multi-pass V-groove weld	20 points
Lab 4	Perform proper maintenance of welder	20 points
Lab 5	Properly clean and secure work area	20 points

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

80 – 90	90
70 – 80	80
60 – 70	70
0 – 60	50

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Applies Technology
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Information:

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Thinking Skills:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 2453 — Advanced Pipe Welding

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Recommended Prerequisite: WLDG 1435 with a grade of C or better.

Course Description

Advanced topics involving welding of pipe using the shielded metal arc welding (SMAW) process. Topics include electrode selection, equipment setup, and safe shop practices. Emphasis on weld positions 5G and 6G using various electrodes.

THECB Approval Number48.0508.0000

End-of-Course Outcomes

1. Describe equipment and required pipe preparation.
2. Perform 5G and 6G welds using various electrodes.

Methods of Evaluation

Evaluation Testing and Grade Distribution:

Lab 1	Equipment Setup	20 points
Lab 2	Weld pipe w/ carbon steel 6G SMAW	20 points
Lab 3	Weld pipe w/ stainless steel 6G SMAW	20 points
Lab 4	Weld pipe w/ carbon steel 6G GTAW	20 points
Lab 5	Weld pipe w. stainless steel 6G GTAW	20 points

Category	Percentage
Attendance	60%
Exams	40%
Total	100%
Grade Scale	Grade
90 – 100	A
80 – 89	B
70 – 79	C
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Problem Solving
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Knowing How to Learn
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Systems:

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Personal Qualities:

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WLDG 2488 — Internship Welding Technology/Welder

Frank Phillips College

General Course Information

Credit Hours: 4

Prerequisite

Recommended Prerequisite: Instructor's Approval

Course Description

A work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts. A learning plan is developed by the college and the employer.

(An experience external to the college for an advanced student in a specialized field involving a written agreement between the educational institution and a business or industry. Mentored and supervised by a workplace employee, the student achieves objectives that are developed and documented by the college and that are directly related to specific occupational outcomes. This may be a paid or unpaid experience. *Capstone course and requires the instructor's approval for enrollment.)

THECB Approval Number48.0508.0000

End-of-Course Outcomes

As outlined in the learning plan:

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

Methods of Evaluation

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	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
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Welding Program Attendance Requirements*

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

Cell Phones and Other Electronic Devices Procedure:

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

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeroes for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
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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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Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Interpersonal:

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

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Information:

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

Thinking Skills:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

WLDG 2506 — Intermediate Pipe Welding

Frank Phillips College

General Course Information

Credit Hours: 5

Prerequisite

Recommended Prerequisite: WLDG 1435

Course Description

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

THECB Approval Number48.0508.0000

End-of-Course Outcomes

1. Describe equipment and required pipe preparation.
2. Perform welds using various positions.

Methods of Evaluation

Evaluation Testing and Grade Distribution:

Lab 1	Prepare coupons for (SMAW) in various pos.	200 points
Lab 2	Weld 6" pipe w/min. sch. 80 in 5G & 6G	200 points
Lab 3	Weld 6" pipe w/max sch. 40 in 5G & 6G	200 points
Lab 4	Weld 2" pipe w/ schedule 160	200 points
Lab 5	Weld 2" pipe w/ schedule 40	200 points

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

Academic Honesty and Integrity

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

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

Class Attendance*

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

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

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Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Organizes & Maintains Information
Uses Computers to Process Information

Thinking Skills:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty