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ACCT 2302 – Principles of Accounting II (Managerial)

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: ACCT 2301 with a grade of C or better.

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

(A study of the fundamentals of managerial accounting. Emphasis on accounting for a manufacturing concern, budgeting, planning, management decision making, and analysis of financial reports. Equity accounting, stocks and long-term corporate debt, bonds, are also more closely examined. Annual report financial analysis with written report.)

Approval Number 52.0301.51.04

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

1. Analyze transactions for Partnerships.
2. Summarize the nature of corporations (financially) and examination of some realms of managerial accounting.
3. Define and apply financial and managerial accounting terms.
4. Prepare cash flow statement.
5. Summarize basic financial and managerial accounting concepts, financials and principles.
6. Analyze transactions using Cost accounting concepts, specifically job order cost accounting, product cost accounting and standard cost accounting.

III. Academic Honesty and Integrity

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

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

IV. Class Attendance

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

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

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus

site will be required to attend the class face to face in Borger from this class date forward.

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

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

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

Perryton: (806) 648-1450

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

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening

Speaking

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

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

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

VIII. Grievance Policy

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

IX. Methods of Evaluation

Three Exams each test = 20%, totaling 60%	
Comprehensive problem	20%
Final Exam	20%
Total	100%

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

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AGMG 1580 Cooperative Education
Agricultural Business and Management, General
Frank Phillips College

I. General Course Information

Credit Hours: 5

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.

Approval Number01.0101.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

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II. Learning Outcomes/Terminal Learning Outcomes

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

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3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

1. Attain occupational experience in a specialized field in the agriculture industry.
2. Perform task and duties associated with the specialized occupation
3. Attain skills to become successful in the workplace.
4. Evaluation of performance.

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Information:

- Acquires & Evaluates Information

- Organizes & Maintains Information

- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team

- Teaches Others

- Serves Clients/Customers

- Exercises Leadership

- Negotiates to Arrive at a Decision

- Works with Cultural Diversity

Systems:

- Understands Systems

- Monitors & Corrects Performance

- Improves & Designs Systems

Technology:

- Selects Technology

- Applies Technology

- Maintains & Troubleshoots Technology

Basic Skills:

- Reading

- Writing

- Arithmetic

- Mathematics

- Listening

- Speaking

Thinking Skills:

- Creative Thinking

- Decision Making

- Problem Solving

- Seeing Things in the Mind's Eye

- Knowing How to Learn

- Reasoning

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
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IX. 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.

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.

AGMG 2301 Livestock Business Management

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: N/A

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

Approval Number 01.0101.0000

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4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

III. Academic Honesty and Integrity

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

V. Cell Phones and Other Electronic Devices Procedure:

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

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

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

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

Perryton: (806) 648-1450

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

Resources:

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

Information:

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

Interpersonal:

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

Systems:

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

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

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

Thinking Skills:

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

Personal Qualities:

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

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

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

VIII. Grievance Policy

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

IX. Methods of Evaluation

Exam I	100 pts.	A= 810-900
Exam II	100 pts	B= 720-809
Exam III	100 pts	C= 630-719
FINAL Exam	100 pts.	D= 540-629
Assignments (10)	500 pts.	F=0-539

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AGRI 1121 Livestock Judging

Frank Phillips College

I. General Course Information

Credit Hours: 1

Prerequisite and/or Co-requisite: AGRI 2321 with a grade of C or better.

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

Approval Number01.0901.52.01

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

III. Academic Honesty and Integrity

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

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

IV. Class Attendance

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

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

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

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

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

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

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

Perryton: (806) 648-1450

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

Resources:

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

Information:

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

Interpersonal:

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

Systems:

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

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

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

Thinking Skills:

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

Personal Qualities:

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

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

VIII. Grievance Policy

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

IX. Methods of Evaluation

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

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

AGRI 1131 — Agriculture Industry (The Agricultural Industry)

Frank Phillips College

I. General Course Information

Credit Hours: 1

Prerequisite and/or Co-requisite:

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

Approval Number 01.0103.52.01

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

III. Academic Honesty and Integrity

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

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

IV. Class Attendance

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

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

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

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

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

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

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Perryton: (806) 648-1450

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

Resources:

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

Information:

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

Interpersonal:

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

Systems:

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

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

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

Thinking Skills:

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

Personal Qualities:

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

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

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

VIII. Grievance Policy

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

IX. Methods of Evaluation

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

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AGRI 1325 Marketing of Agriculture Products

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: N/A

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

Approval Number01.0102.51.01

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Learning Outcomes/Terminal Learning Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

III. Academic Honesty and Integrity

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

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

IV. Class Attendance

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

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

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

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

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

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Perryton: (806) 648-1450

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

Resources:

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

Information:

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

Interpersonal:

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

Systems:

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

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

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

Thinking Skills:

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

Personal Qualities:

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

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

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

VIII. Grievance Policy

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

IX. Methods of Evaluation

Exams will count for 70% of student's grade and assignments will count for 30% of student's grade. Students are allowed 2 unexcused absences, for each additional unexcused absence the student will receive one half of a letter grade reduction on their final course grade.

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AGRI 1407 Agronomy

Frank Phillips College

I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite:

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

Approval Number 01.1102.51 01

(Fundamentals underlying the production of crops. Includes classification and distribution of crops and some application of plant morphology, physiology, nutrition, and genetics to farm practices. Includes control of diseases, weeds, and insects.)

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

III. Academic Honesty and Integrity

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

- A grade of 0 for the test or assignment
- A semester grade of F for the course

- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

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

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

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

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

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

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

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

Resources:

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

Information:

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

Interpersonal:

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

Systems:

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

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

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

Thinking Skills:

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

Personal Qualities:

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

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

VIII. Grievance Policy

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

IX. Methods of Evaluation

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

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Frank Phillips College
AGRI 1419 – Introductory Animal Science

I. General Course Information

Credit Hours: 4

Prerequisite: None

Course Description: Scientific animal agriculture. Importance of livestock and meat industries. Selection, reproduction, nutrition, management, and marketing of beef cattle, swine, sheep, goats, and horses.

Approval Number 01.0901.51.01

(An introductory course to the study of livestock, their importance, development, distributions, care management, reproduction, marketing and evaluation.)

A series of basic intellectual competencies—reading, writing, speaking, listening, critical thinking, and computer literacy—are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate

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

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Learning Outcomes/Terminal Learning Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, the following student learning outcomes that are specific to Introductory Animal Science will be met:

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

III. Academic Honesty and Integrity

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- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

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

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

Resources:

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

Information:

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

Interpersonal:

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

Systems:

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

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

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

Thinking Skills:

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

Personal Qualities:

- Responsibility
- Self-Esteem

Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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VIII. Grievance Policy

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IX. Methods of Evaluation

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AGRI 2321 — Livestock Evaluation I

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

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

Approval Number01.0901.52.01

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

III. Academic Honesty and Integrity

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

IV. Class Attendance

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V. Cell Phones and Other Electronic Devices Procedure:

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Perryton: (806) 648-1450

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

Resources:

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

Information:

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

Interpersonal:

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

Systems:

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

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

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

Thinking Skills:

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

Personal Qualities:

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

VII. Correlation to Stated Mission Goals of Frank Phillips College

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- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

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IX. Methods of Evaluation

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

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

Grading System:

90% to 100%	A
80% to 89%	B
70 to 79%	C
60 to 69%	D
59% and Below	F

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AGRI 2330 Wildlife Conservation and Management

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

Course Description: Principles and practices used in the production and improvement of wildlife resources. Aesthetic, ecological, and recreational uses of public and private lands.

Approval Number 03.0601.51 01

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

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II. Learning Outcomes/Terminal Learning Outcomes

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1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

1. Summarize the importance of the wildlife to society;
2. Identify wildlife population problems as they relate to managing wildlife;
3. Summarize the importance of food, water and cover in establishing wildlife populations.

III. Academic Honesty and Integrity

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

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

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

Interpersonal:

Participates as a Member of a Team
Teaches Others
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Technology:

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Applies Technology
Maintains & Troubleshoots Technology

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Writing
Arithmetic
Mathematics
Listening
Speaking

Thinking Skills:

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

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

VIII. Grievance Policy

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

IX. Methods of Evaluation

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

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

AGRI 2403 Agriculture Construction

Frank Phillips College

I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite:

Course Description: Selection, use, and maintenance of hand and power tools; arc and oxy-acetylene welding; and construction materials and principles.

Approval Number 01.0201.51 01

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Learning Outcomes/Terminal Learning Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

1. Recognize and identify major work areas and safety purposes in the agricultural shop.
2. Recognize and interpret safety colors and codes, proper protective equipment and safe working procedures in construction areas.
3. Identify, select, and properly use commonly used hand tools, screws, bolts, and power tools such as grinders, circular saws, drills, sabre saws, and nibblers.
4. Selection and proper use of oxy-acetylene and arc welding equipment.
5. Selection and use of construction materials and principles.

III. Academic Honesty and Integrity

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

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

IV. Class Attendance

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

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

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

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

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

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

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

Perryton: (806) 648-1450

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

Resources:

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

Information:

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

Interpersonal:

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

Systems:

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

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

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

Thinking Skills:

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

Personal Qualities:

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

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

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

VIII. Grievance Policy

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

IX. Methods of Evaluation

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

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ANTH 2351 Cultural Anthropology

Frank Phillips College

I. General Course Information

Credit Hours: 3

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

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

Approval Number 45.0201.53 25

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to

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

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

1. To demonstrate awareness of the scope and variety of works in the arts and humanities;
2. To understand those works as expressions of individual and human values within an historical and social context;
3. To respond critically to works in the arts and humanities;
4. To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist;
5. To articulate an informed personal reaction to works in the arts and humanities;

6. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts; and
7. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

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

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

III. Academic Honesty and Integrity

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

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

IV. Class Attendance

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

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

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

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor

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

V. Cell Phones and Other Electronic Devices Procedure:

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2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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

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Perryton: (806) 648-1450

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

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:
Reading
Writing
Arithmetic
Mathematics
Listening
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Thinking Skills:
Creative Thinking
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Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
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Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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VIII. Grievance Policy

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IX. Methods of Evaluation

30% Participation Grade (Attendance, Daily Work)

- 10% Self-Ethnography Project (Midterm)
- 20% Presentations
- 40% Readings Reviews

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

I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: None

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

Approval Number.....11.0202.54 04

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and

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

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

1. Apply proficiency using PCs.
2. Apply proficiency using Word.
3. Apply proficiency using Excel.
4. Apply proficiency using Access.
5. Apply proficiency using PowerPoint.
6. Apply the correct application of Word packages in various scenarios.
7. Maintain a capability to adapt to changes in software applications that are generically similar in form and function.
8. Use creativity, tenacity and problem solving skills to solve PC software application problems.

III. Academic Honesty and Integrity*

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

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

IV. Class Attendance*

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

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

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

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

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

V. Cell Phones and Other Electronic Devices Procedure*

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

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
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Students should leave the college's main number with an appropriate contact in case of an emergency.

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Perryton: (806) 648-1450

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

Resources:

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

Information:

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

Interpersonal:

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

Systems:

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

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

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

Thinking Skills:

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

Personal Qualities:

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

VII. Correlation to Stated Mission Goals of Frank Phillips College

- Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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VIII. Grievance Policy

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

IX. Methods of Evaluation*

Grades to be determined in accordance with the following:

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

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

Grade Points

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

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

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BCIS 1405 — Business Computer Applications
(Advanced Microcomputer Applications Office 2010)
Frank Phillips College

I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: None

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

Approval Number.....11.0202.54 04

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

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WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and

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

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

1. Apply proficiency using PCs.
2. Apply proficiency using Word.
3. Apply proficiency using Excel.
4. Apply proficiency using Access.
5. Apply proficiency using PowerPoint.
6. Apply the correct application of Word packages in various scenarios.
7. Maintain a capability to adapt to changes in software applications that are generically similar in form and function.
8. Use creativity, tenacity and problem solving skills to solve PC software application problems.

III. Academic Honesty and Integrity*

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

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

IV. Class Attendance*

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

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

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

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

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

V. Cell Phones and Other Electronic Devices Procedure*

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

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

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

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

Perryton: (806) 648-1450

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

Resources:

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

Information:

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

Interpersonal:

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

Systems:

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

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

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

Thinking Skills:

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

Personal Qualities:

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

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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

IX. Methods of Evaluation*

Grades to be determined in accordance with the following:

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

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

Grade Points

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

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

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

BIOL 1322 Elementary Nutrition (Nutrition and Diet Therapy I)

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

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

Approval Number19.0501.51 09

(A study of the basic principles of nutrition in health and disease. The modern concept of an adequate diet as it pertains to the nutritional needs of the individual.)

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to

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

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

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

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

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

III. Academic Honesty and Integrity

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

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
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IV. Class Attendance

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

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

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

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

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

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

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening
Speaking

Thinking Skills:

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

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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

IX. Methods of Evaluation

40% Assignments & Quizzes

60% Exams - 2 regular exams and a final exam

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

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

BIOL 1407 — General Biology II

Frank Phillips College

I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: Must be taken concurrently with a laboratory section.

Course Description: Fundamental principles of living organisms including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of reproduction, genetics, ecology, and the scientific method are included.

Approval Number26.0101.51.03

(An introductory survey of contemporary biological concepts. Emphasis will be placed on topics that include evolution, biological diversity, ecology and comparative structure and function of the organism.)

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

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

1. Levels of organization and characteristics of living organisms.
2. Select themes in the chemistry of cells typically involving organic molecules.

3. Cell types and relate cell structures to their functions.
4. Metabolic processes for acquiring and releasing energy.
5. The framework of inheritance and genetics.
6. Identification and diagnostic characteristics of the organisms that comprise the 3 domains as well as their systems and components.
7. Basic laboratory techniques related to these studies (microscopy, basic chemistry, visual ID, dissections and proper use of various pieces of lab equipment).
8. Anatomical and physiological structure of various organisms.
9. The scientific method and documentation of scientific findings using detailed notes that include careful, accurate, and well-labeled illustrations structured by the framework of proper scientific methodology.
10. The importance of ecological system integrity and biological diversity across all clades of life throughout the extensive range of Earth's ecosystems.

III. Academic Honesty and Integrity

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

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IV. Class Attendance

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

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V. Cell Phones and Other Electronic Devices Procedure:

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

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

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Perryton: (806) 648-1450

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

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

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Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Technology:

Selects Technology

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Maintains & Troubleshoots Technology

Basic Skills:

Reading

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

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IX. Methods of Evaluation

Lecture	25%	Exams
	35%	Quizzes & Assignments
Lab	40%	From Practical Exams (20%) and Manual (20%)

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

BIOL 1413 Zoology (General Zoology)

Frank Phillips College

I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: Must be taken concurrently with a laboratory section.

Course Description: Study of the principles of taxonomy, molecular biology, and ecology as they relate to animal form and function, diversity, behavior, and evolution.

Approval Number26.0701.51 03

(Principles studied include classification, taxonomy, life histories, and ecology, as they relate to animal form, function, diversity, behavior, and evolution. Laboratory emphasis is on the dissection and study of zoological specimens from the major phyla.)

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

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

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

III. Academic Honesty and Integrity

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

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

IV. Class Attendance

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

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

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

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

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

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

Perryton: (806) 648-1450

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

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems
- Technology:
 - Selects Technology
 - Applies Technology
 - Maintains & Troubleshoots Technology
- Basic Skills:
 - Reading
 - Writing
 - Arithmetic
 - Mathematics
 - Listening
 - Speaking
- Thinking Skills:
 - Creative Thinking
 - Decision Making
 - Problem Solving
 - Seeing Things in the Mind's Eye
 - Knowing How to Learn
 - Reasoning
- Personal Qualities:
 - Responsibility
 - Self-Esteem
 - Sociability
 - Self-Management
 - Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

VIII. Grievance Policy

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

IX. Methods of Evaluation

Lecture	25%	Exams
	35%	Quizzes & Assignments
Lab	40%	From Practical Exams (20%) and Manual (20%)

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

BIOL 2401 Anatomy and Physiology I

Frank Phillips College

I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: Passage of or exemption from the reading section of a TSI approved test or completion of ENGL 0316 with a grade of C or better. Must be taken concurrently with a laboratory section.

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

Approval Number26.0707.51 03

(A course designed for pre-med, nurses, physical education majors and for those who would prepare to become medical or clinical laboratory technologists. A general plan of vertebrate structure, cavities and regions of the human body will be made followed by the study of the systems of the human body.)

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

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

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

1. Demonstrate anatomy & physiology vocabulary mastery by correct usage both in writing assignments and oral presentations. (essay questions, article summary, research paper, poster)
2. Explain underlying concepts such as hierarchy of organization, complementarity of structure & function, homeostasis and regulation via feedback loops in the study of the body systems. (quizzing, test items, lab exercises, posters, clinical questions)
3. Identify & describe the body systems under study; explain their proper functioning & how each contributes to homeostasis. (Lab exercises, final review oral/written contributions)
4. Give examples of positive & negative feedback regulation during proper functioning of systems under study. (Demonstration/discussion of fight or flight response during lecture)
5. Locate & name body systems' organs on a human model, representative animal specimen or diagram; correctly describe anatomical features and/or landmarks that enable identification. (Lab icebreaker, Muscle LADSNOR and bone demonstrations)
6. Explain the system's organs' function as a consequence of interactions at the chemical level, cellular level and tissue level; describe interactions with other organs that enable healthy functioning of the system. (Essay questions on quizzes or tests)
7. Chart physiological events pertinent to the systems under study, i.e. generation of action potential, muscle stretch response, stress response/general adaptation syndrome, cardiac cycle, hemostasis, fluid & acid/base balance or other similar body responses to environmental changes. (Nervous system quiz, bone physiology poster, Muscle sliding filament "dance", muscle physiology concept map, skin quiz)
8. Predict effects of disruption to correct functioning of systems under study due to illness, trauma, etc. (i.e. Clinical questions exercise in lecture; lab manual questions)
9. Research additional information relevant to these studies to create a comprehensive, coherent, effective presentation of that information and present it. (Paper due 12/1)
10. Demonstrate effective use of basic laboratory techniques related to these studies. (lab participation, lab quizzes/practicals)

III. Academic Honesty and Integrity

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

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

IV. Class Attendance

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

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending.

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

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

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

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

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Perryton: (806) 648-1450

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

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity
- Systems:
 - Understands Systems
 - Monitors & Corrects Performance
 - Improves & Designs Systems
- Technology:
 - Selects Technology
 - Applies Technology
 - Maintains & Troubleshoots Technology
- Basic Skills:
 - Reading
 - Writing
 - Arithmetic
 - Mathematics
 - Listening
 - Speaking
- Thinking Skills:
 - Creative Thinking
 - Decision Making
 - Problem Solving
 - Seeing Things in the Mind's Eye
 - Knowing How to Learn
 - Reasoning
- Personal Qualities:
 - Responsibility
 - Self-Esteem
 - Sociability
 - Self-Management
 - Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

VIII. Grievance Policy

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

Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Lecture

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

Laboratory

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

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

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

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

BIOL 2402 Anatomy and Physiology II

Frank Phillips College

I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: Completion of BIOL 2401 with a grade of C or better. Must be taken concurrently with a laboratory section.

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

Approval Number26.0707.51 03

(Anatomy and Physiology I continued with the study of the systems of the human body and their functions.)

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

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

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

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

III. Academic Honesty and Integrity

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

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

IV. Class Attendance

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

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college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

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

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

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

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

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Perryton: (806) 648-1450

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

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

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

Interpersonal:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening
Speaking

Thinking Skills:

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

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

VIII. Grievance Policy

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

IX. Methods of Evaluation

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

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.

BUSI 1301 Introduction to Business (Business Principles)

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

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

Approval Number 52.0101.51 04

(A survey of modern business activities including a brief study of basic industries, forms of organization, banking, credit, problems of management and personnel, business risks and the relationship of government and business.)

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow. The student will be able to:

1. Use business terminology in all class discussions and assignments.
2. Identify and discuss the four main kinds of productive resources.
3. Explain how the forces of supply and demand determine fair or market prices.
4. Describe the 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.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited

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

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

IV. Class Attendance

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

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

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

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.

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

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

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Perryton: (806) 648-1450

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

Resources:

- Allocates Time

- Allocates Money

- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information

- Organizes & Maintains Information

- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team

- Teaches Others

- Serves Clients/Customers

- Exercises Leadership

- Negotiates to Arrive at a Decision

- Works with Cultural Diversity

Systems:

- Understands Systems

- Monitors & Corrects Performance

- Improves & Designs Systems

Technology:

- Selects Technology

- Applies Technology

- Maintains & Troubleshoots Technology

Basic Skills:

- Reading

- Writing

- Arithmetic

- Mathematics

- Listening

- Speaking

Thinking Skills:

- Creative Thinking

- Decision Making

- Problem Solving

- Seeing Things in the Mind's Eye

- Knowing How to Learn

- Reasoning

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

VIII. Grievance Policy

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

IX. Methods of Evaluation

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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CETT 1409 – DC/AC Circuits

Frank Phillips College

I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: 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.

Approval Number15.1201.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to

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

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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.

III. Academic Honesty and Integrity

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

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the

responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

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V. Cell Phones and Other Electronic Devices Procedure:

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

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

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

Resources:

Allocates Time

- Allocates Money
- Allocates Material & Facility Resources
- Information:
 - Acquires & Evaluates Information
 - Organizes & Maintains Information
 - Uses Computers to Process Information
- Interpersonal:
 - Participates as a Member of a Team
 - Teaches Others
 - Serves Clients/Customers
 - Exercises Leadership
 - Negotiates to Arrive at a Decision
 - Works with Cultural Diversity
- Systems:
 - Understands Systems
 - Monitors & Corrects Performance
 - Improves & Designs Systems
- Technology:
 - Selects Technology
 - Applies Technology
 - Maintains & Troubleshoots Technology
- Basic Skills:
 - Reading
 - Writing
 - Arithmetic
 - Mathematics
 - Listening
 - Speaking
- Thinking Skills:
 - Creative Thinking
 - Decision Making
 - Problem Solving
 - Seeing Things in the Mind's Eye
 - Knowing How to Learn
 - Reasoning
- Personal Qualities:
 - Responsibility
 - Self-Esteem
 - Sociability
 - Self-Management
 - Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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- C. Provide, assist, and promote the use of learning resources in the classroom.

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- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

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IX. Methods of Evaluation

Labs	40%
Participation	10%
Midterm exam	25%
Final exam	25%
	<hr/>
	100%

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CHEM 1407 Introductory Chemistry II

Frank Phillips College

I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite:

Course Description: Survey course introducing chemistry. Topics may include inorganic, organic, biochemistry, food/physiological chemistry, and environmental/consumer chemistry.

Approval Number40.0501.51 03

(A study of the chemistry of the materials and energy that man produces and consumes, his means of production of food and its attendant problems and the effect these have on the ecosystem. There is an emphasis on environmental aspects related to these topics. This course is designed for students planning to enter senior college as non-science majors.)

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

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

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

1. Identify and analyze man's impact on the natural resources found on Earth.
2. Explain the structure of the atmosphere, its function and the impact of man-made pollution on air and water quality with particular emphasis on the greenhouse effect and ozone depletion.
3. Comprehend the origins of energy, the chemical constraints and history of energy use.
4. Compare and contrast the benefits and problems of the various fossil fuels and renewable energy sources. Explain the political and ethical considerations of energy use.
5. Analyze the impact of health and fitness on people's life.
6. Evaluate the differences between different household chemicals (green versus non-green chemicals); compare and contrast the different chemicals people use every day.
7. Recognize the global and individual impact of chemicals.

III. Academic Honesty and Integrity

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IV. Class Attendance

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Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

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Understands Systems

- Monitors & Corrects Performance
- Improves & Designs Systems
- Technology:
 - Selects Technology
 - Applies Technology
 - Maintains & Troubleshoots Technology
- Basic Skills:
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 - Arithmetic
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 - Listening
 - Speaking
- Thinking Skills:
 - Creative Thinking
 - Decision Making
 - Problem Solving
 - Seeing Things in the Mind's Eye
 - Knowing How to Learn
 - Reasoning
- Personal Qualities:
 - Responsibility
 - Self-Esteem
 - Sociability
 - Self-Management
 - Integrity/Honesty

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IX. Methods of Evaluation

Contact the instructor.

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CHEM 1412 General Chemistry II

Frank Phillips College

I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: CHEM 1411 or its equivalent with a grade of C or better.

Course Description: (Lecture) Chemical equilibrium; phase diagrams and spectrometry; acid-base concepts; thermodynamics; kinetics; electrochemistry; nuclear chemistry; an introduction to organic chemistry and descriptive inorganic chemistry.

(LAB) Basic laboratory experiments supporting theoretical principles presented in CHEM 1412; introduction of the scientific method, experimental design, chemical instrumentation, data collection and analysis, and preparation of laboratory reports.

Approval Number 40.0501.57 03

(A detailed study of chemical rates, the factors governing equilibria, ionic equilibria, the acid-base phenomena and pH scale, solubility product principle, and electrochemistry and the oxidation-reduction phenomena. This course is designed for science majors including pre-med, pre-pharmacy, and pre-engineering.)

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

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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.

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

Upon successful completion of this course, students will:

1. State the characteristics of liquids and solids, including phase diagrams and spectrometry.
2. Articulate the importance of intermolecular interactions and predict trends in physical properties.
3. Identify the characteristics of acids, bases, and salts, and solve problems based on their quantitative relationships.
4. Identify and balance oxidation-reduction equations, and solve redox titration problems.
5. Determine the rate of a reaction and its dependence on concentration, time, and temperature.
6. Apply the principles of equilibrium to aqueous systems using LeChatelier's Principle to predict the effects of concentration, pressure, and temperature changes on equilibrium mixtures.
7. Analyze and perform calculations with the thermodynamic functions, enthalpy, entropy, and free energy.
8. Discuss the construction and operation of galvanic and electrolytic electrochemical cells, and determine standard and non-standard cell potentials.
9. Define nuclear decay processes.
10. Describe basic principles of organic chemistry and descriptive inorganic chemistry.

And;

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

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

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

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

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

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

Perryton: (806) 648-1450

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

Resources:

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

Information:

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

Interpersonal:

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

Systems:

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

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

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

Thinking Skills:

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

Personal Qualities:

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

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

VIII. Grievance Policy

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

IX. Methods of Evaluation

Contact the instructor.

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.

CHEM 2425 Organic Chemistry II

Frank Phillips College

I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: CHEM 2423 with a grade of C or better.

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

Approval Number.....40.0504.52 03

(A continuation of the study of organic molecules with special emphasis on the addition, substitution and elimination reactions of aromatic compounds. Instrumental methods of analysis of molecules are also emphasized. This course is designed for science majors including pre-med, pre-pharmacy, and chemistry majors.)

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

In addition, this course will meet the specific learning outcomes that follow: (Chris-are these correct?)

1. Compare and contrast SN1, SN2, E1, and E2 reactions.
2. Recognize and identify the reactants and products of the different organic reactions.
3. Relate basic nomenclature, characteristics, of aromatic compounds to the different reactions of the aromatic compounds.
4. Illustrate how structure and properties of amines govern the different reactions of amines.
5. Use infrared spectroscopy, NMR spectroscopy, Gas Chromatography, and UV-Vis spectroscopy to determine molecular structure as well as analysis of organic compounds.
6. Demonstrate an understanding of the nomenclature, structure, properties and reactions of aldehydes, ketones, and carboxylic acids.
7. Show competency of common organic laboratory glassware (ground glass distillation equipment, separatory funnels, etc) through experiments relating these concepts.

III. Academic Honesty and Integrity

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

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

IV. Class Attendance

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

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

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Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Systems:

Understands Systems

- Monitors & Corrects Performance
- Improves & Designs Systems
- Technology:
 - Selects Technology
 - Applies Technology
 - Maintains & Troubleshoots Technology
- Basic Skills:
 - Reading
 - Writing
 - Arithmetic
 - Mathematics
 - Listening
 - Speaking
- Thinking Skills:
 - Creative Thinking
 - Decision Making
 - Problem Solving
 - Seeing Things in the Mind's Eye
 - Knowing How to Learn
 - Reasoning
- Personal Qualities:
 - Responsibility
 - Self-Esteem
 - Sociability
 - Self-Management
 - Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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

IX. Methods of Evaluation (Chris, put yours here and delete these)

1. Chapter Exams (20 % of total grade)
 - a. There will be 2 equally weighted major exams. Any exam missed due to excused absences will be made up within one week of the excused absence.
2. Final (cumulative) (20% of total grade)
3. Weekly and Daily grades primarily from homework and quizzes (20% of total grade). Includes:
 - a. Writing assignments that demonstrate competency in communicating concepts related to material covered.
 - b. Homework requirements adequately met:
 - c. Demonstrating that outside reading was met.
 - d. Assignments announced in class & exact instructions posted to "Assignments" section of online course support.
4. Presentation and Writing assignment (20% of total grade)
5. Lab activities (20% of grade): The lowest individual lab grade will be dropped. There are no make up labs.
 - a. Completion of prelab questions and summary of experiment.
 - b. Lab quizzes on the experimental concepts, procedures, equipment, and calculations.
 - c. Laboratory notebook with proper reporting of data, calculations, discussion of results, post lab questions, and conclusions.
6. Final grade derived will be reported as: 90 -100= A, 80 - 89= B, 70 - 79= C, 60 - 69= D, <60 = F. Students will receive their semester grades & other course information on line. Semester grades are reported on line. Students are responsible for checking their grades to see how they are doing throughout the semester.

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COSC 1301 — Introduction to Computing

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: None

Course Description: Overview of computer systems—hardware, operating systems, and microcomputer application software, including the Internet, word processing, spreadsheets, presentation graphics, and databases. Current issues such as the effect of computers on society, and the history and use of computers in business, educational, and other modern settings are also studied. (Topics may include but are not limited to introduction to operating systems, the Internet, word processing, spreadsheets, databases, and programming concepts with emphasis on critical thinking/problem solving.) Course requires Microsoft Office 2010 Professional software, which includes Word, Excel, Access and PowerPoint. This course is intended for non-Business and non-Computer Science majors.

Approval Number 11.0101.51 07

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

III. Academic Honesty and Integrity

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

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

IV. Class Attendance*

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

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

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

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Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

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Understands Systems

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Technology:

Selects Technology

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Maintains & Troubleshoots Technology

Basic Skills:

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Arithmetic

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Thinking Skills:

Creative Thinking

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VIII. Grievance Policy

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IX. Methods of Evaluation

Grades to be determined in accordance with the following:

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

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

Grade Points

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

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CRIJ 1301 — Introduction to Criminal Justice

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

Course Description: History, philosophy, and ethical considerations of criminal justice; the nature and impact of crime; and an overview of the criminal justice system including law enforcement and court procedures.

Approval Number43.0104.51.24

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternative explanations or solutions for contemporary social issues.
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
7. To understand the evolution and current role of the U.S. in the world.
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.

9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
10. To analyze, critically assess, and develop creative solutions to public policy problems.
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
12. To identify and understand differences and commonalities within diverse cultures.

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

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

III. Academic Honesty and Integrity

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

V. Cell Phones and Other Electronic Devices Procedure:

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

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

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

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

Perryton: (806) 648-1450

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

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity
- Systems:
 - Understands Systems
 - Monitors & Corrects Performance
 - Improves & Designs Systems
- Technology:
 - Selects Technology
 - Applies Technology
 - Maintains & Troubleshoots Technology
- Basic Skills:
 - Reading
 - Writing
 - Arithmetic
 - Mathematics
 - Listening
 - Speaking
- Thinking Skills:
 - Creative Thinking
 - Decision Making
 - Problem Solving
 - Seeing Things in the Mind's Eye
 - Knowing How to Learn
 - Reasoning
- Personal Qualities:
 - Responsibility
 - Self-Esteem
 - Sociability
 - Self-Management
 - Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

VIII. Grievance Policy

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

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

IX. Methods of Evaluation

100% - 90%	A	Exams	30%
80% - 89%	B	Quizzes	20%
70% - 79%	C	Paper	15%
60% - 69%	D	Presentation	<u>15%</u>
Below 60%	F	Participation	<u>20%</u>
		Total	100%

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CSME 1310 Introduction to Haircutting and Related Theory

Frank Phillips College

I. General Course Information

Credit Hours: 3

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

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

Approval Number 12.0407 0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

III. Academic Honesty and Integrity

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

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

IV. Class Attendance

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

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

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

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2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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

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Perryton: (806) 648-1450

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

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources
Information:
Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information
Interpersonal:
Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity
Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems
Technology:
Selects Technology
Applies Technology
Maintains & Troubleshoots Technology
Basic Skills:
Reading
Writing
Arithmetic
Mathematics
Listening
Speaking
Thinking Skills:
Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning
Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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

IX. Methods of Evaluation

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

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CSME 1330 Orientation to Nail Technology

Frank Phillips College

I. General Course Information

Credit Hours: 3

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

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

Approval Number12.0410.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

III. Academic Honesty and Integrity

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

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

IV. Class Attendance

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

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending.

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

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

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V. Cell Phones and Other Electronic Devices Procedure:

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Perryton: (806) 648-1450

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

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

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

Systems:

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

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

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

Thinking Skills:

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

Personal Qualities:

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

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

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

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CSME 1401 Orientation to Cosmetology

Frank Phillips College

I. General Course Information

Credit Hours: 4

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

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

Approval Number 12.0401.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

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SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
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3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

III. Academic Honesty and Integrity

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

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college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

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

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

- Organizes & Maintains Information
- Uses Computers to Process Information
- Interpersonal:
 - Participates as a Member of a Team
 - Teaches Others
 - Serves Clients/Customers
 - Exercises Leadership
 - Negotiates to Arrive at a Decision
 - Works with Cultural Diversity
- Systems:
 - Understands Systems
 - Monitors & Corrects Performance
 - Improves & Designs Systems
- Technology:
 - Selects Technology
 - Applies Technology
 - Maintains & Troubleshoots Technology
- Basic Skills:
 - Reading
 - Writing
 - Arithmetic
 - Mathematics
 - Listening
 - Speaking
- Thinking Skills:
 - Creative Thinking
 - Decision Making
 - Problem Solving
 - Seeing Things in the Mind's Eye
 - Knowing How to Learn
 - Reasoning
- Personal Qualities:
 - Responsibility
 - Self-Esteem
 - Sociability
 - Self-Management
 - Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

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IX. Methods of Evaluation

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

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CSME 1420 Orientation to Facial Specialist

Frank Phillips College

I. General Course Information

Credit Hours: 4

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

Course Description: An overview of the skills and knowledge necessary for the field of facials and skin care.

Approval Number 12.0408.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to

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

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

Demonstrate the theory, skills, safety and sanitation, and professional ethics of basic facials and skin care. Explain the laws and rules of the state licensing agency.

III. Academic Honesty and Integrity

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

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

IV. Class Attendance

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

course as established by the instructor.

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

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

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

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

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

Perryton: (806) 648-1450

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

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

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

Interpersonal:

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

Systems:

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

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

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

Thinking Skills:

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

Personal Qualities:

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

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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

IX. Methods of Evaluation

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

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CSME 1431 Principles of Nail Technology I

Frank Phillips College

I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: CSME 1330

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

Approval Number12.0410.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

III. Academic Honesty and Integrity

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

IV. Class Attendance

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

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

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

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

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

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

Interpersonal:

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

Systems:

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

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

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

Thinking Skills:

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

Personal Qualities:

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

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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

IX. Methods of Evaluation

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

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CSME 1434 Cosmetology Instructor I

Frank Phillips College

I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: Permission of instructor.

Course Description: The fundamentals of instructing cosmetology students.

Approval Number12.0413.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

III. Academic Honesty and Integrity

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

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

IV. Class Attendance

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

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending.

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

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

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

- Organizes & Maintains Information
- Uses Computers to Process Information
- Interpersonal:
 - Participates as a Member of a Team
 - Teaches Others
 - Serves Clients/Customers
 - Exercises Leadership
 - Negotiates to Arrive at a Decision
 - Works with Cultural Diversity
- Systems:
 - Understands Systems
 - Monitors & Corrects Performance
 - Improves & Designs Systems
- Technology:
 - Selects Technology
 - Applies Technology
 - Maintains & Troubleshoots Technology
- Basic Skills:
 - Reading
 - Writing
 - Arithmetic
 - Mathematics
 - Listening
 - Speaking
- Thinking Skills:
 - Creative Thinking
 - Decision Making
 - Problem Solving
 - Seeing Things in the Mind's Eye
 - Knowing How to Learn
 - Reasoning
- Personal Qualities:
 - Responsibility
 - Self-Esteem
 - Sociability
 - Self-Management
 - Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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IX. Methods of Evaluation

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

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CSME 1435 Orientation to the Instruction of Cosmetology

Frank Phillips College

I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: Permission of Instructor.

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

Approval Number12.0413.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

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II. Outcomes/Terminal Outcomes

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3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

III. Academic Honesty and Integrity

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

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Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

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

Interpersonal:

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

Systems:

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

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

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

Thinking Skills:

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

Personal Qualities:

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

VII. Correlation to Stated Mission Goals of Frank Phillips College

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- Provide an opportunity to participate in and contribute to the democratic society in which we live.

- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

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4. Final written and practical evaluations (25%)

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CSME 1441 Principles of Nail Technology II

Frank Phillips College

I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: CSME 1431

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

Approval Number.....12.0410.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to

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

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

III. Academic Honesty and Integrity

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

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

IV. Class Attendance

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

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

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

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

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

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

Perryton: (806) 648-1450

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

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

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

Interpersonal:

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

Systems:

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

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

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

Thinking Skills:

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

Personal Qualities:

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

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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

IX. Methods of Evaluation

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

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CSME 1443 Manicuring and Related Theory

Frank Phillips College

I. General Course Information

Credit Hours: 4

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

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

Approval Number 12.0410.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

III. Academic Honesty and Integrity

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

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

IV. Class Attendance

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

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

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

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

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

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

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

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

Interpersonal:

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

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening
Speaking

Thinking Skills:

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

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

VIII. Grievance Policy

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

IX. Methods of Evaluation

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

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CSME 1447 Principles of Skin Care/Facials and Related Theory

Frank Phillips College

I. General Course Information

Credit Hours: 4

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

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

Approval Number.....12.0409.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

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SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

III. Academic Honesty and Integrity

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

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- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

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

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending.

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

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

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

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V. Cell Phones and Other Electronic Devices Procedure:

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

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Perryton: (806) 648-1450

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

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

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

Systems:

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

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

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

Thinking Skills:

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

Personal Qualities:

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

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

VIII. Grievance Policy

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IX. Methods of Evaluation

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

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CSME 1505 Fundamentals of Cosmetology
Frank Phillips College

I. General Course Information

Credit Hours: 5

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

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

Approval Number12.0401.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

III. Academic Honesty and Integrity

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

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

IV. Class Attendance

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

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

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

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

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

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

Interpersonal:

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

Systems:

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

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

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

Thinking Skills:

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

Personal Qualities:

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

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

VIII. Grievance Policy

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

IX. Methods of Evaluation

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

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

CSME 1553 Chemical Reformation and Related Theory

Frank Phillips College

I. General Course Information

Credit Hours: 5

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

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

Approval Number12.0407 0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

III. Academic Honesty and Integrity

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

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

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor. Students will be excused from class without penalty when either representing the College in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course.

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

V. Cell Phones and Other Electronic Devices Procedure:

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

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

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

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

Perryton: (806) 648-1450

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

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity
- Systems:
 - Understands Systems
 - Monitors & Corrects Performance
 - Improves & Designs Systems
- Technology:
 - Selects Technology
 - Applies Technology
 - Maintains & Troubleshoots Technology
- Basic Skills:
 - Reading
 - Writing
 - Arithmetic
 - Mathematics
 - Listening
 - Speaking
- Thinking Skills:
 - Creative Thinking
 - Decision Making
 - Problem Solving
 - Seeing Things in the Mind's Eye
 - Knowing How to Learn
 - Reasoning
- Personal Qualities:
 - Responsibility
 - Self-Esteem
 - Sociability
 - Self-Management
 - Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

VIII. Grievance Policy

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

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

IX. Methods of Evaluation

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

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

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

I. General Course Information

Credit Hours: 3

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

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

Approval Number12.0407 0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to

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

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

III. Academic Honesty and Integrity

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

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

IV. Class Attendance

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

course as established by the instructor.

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

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

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

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

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

Perryton: (806) 648-1450

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

Resources:

Allocates Time

- Allocates Money
- Allocates Material & Facility Resources
- Information:
 - Acquires & Evaluates Information
 - Organizes & Maintains Information
 - Uses Computers to Process Information
- Interpersonal:
 - Participates as a Member of a Team
 - Teaches Others
 - Serves Clients/Customers
 - Exercises Leadership
 - Negotiates to Arrive at a Decision
 - Works with Cultural Diversity
- Systems:
 - Understands Systems
 - Monitors & Corrects Performance
 - Improves & Designs Systems
- Technology:
 - Selects Technology
 - Applies Technology
 - Maintains & Troubleshoots Technology
- Basic Skills:
 - Reading
 - Writing
 - Arithmetic
 - Mathematics
 - Listening
 - Speaking
- Thinking Skills:
 - Creative Thinking
 - Decision Making
 - Problem Solving
 - Seeing Things in the Mind's Eye
 - Knowing How to Learn
 - Reasoning
- Personal Qualities:
 - Responsibility
 - Self-Esteem
 - Sociability
 - Self-Management
 - Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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

IX. Methods of Evaluation

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

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CSME 2337 Advanced Cosmetology Techniques

Frank Phillips College

I. General Course Information

Credit Hours: 3

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

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

Approval Number12.0401 0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

III. Academic Honesty and Integrity

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

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

IV. Class Attendance

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

Students will be excused from class without penalty when either representing the

college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

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

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

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

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

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Perryton: (806) 648-1450

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

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

- Organizes & Maintains Information
- Uses Computers to Process Information
- Interpersonal:
 - Participates as a Member of a Team
 - Teaches Others
 - Serves Clients/Customers
 - Exercises Leadership
 - Negotiates to Arrive at a Decision
 - Works with Cultural Diversity
- Systems:
 - Understands Systems
 - Monitors & Corrects Performance
 - Improves & Designs Systems
- Technology:
 - Selects Technology
 - Applies Technology
 - Maintains & Troubleshoots Technology
- Basic Skills:
 - Reading
 - Writing
 - Arithmetic
 - Mathematics
 - Listening
 - Speaking
- Thinking Skills:
 - Creative Thinking
 - Decision Making
 - Problem Solving
 - Seeing Things in the Mind's Eye
 - Knowing How to Learn
 - Reasoning
- Personal Qualities:
 - Responsibility
 - Self-Esteem
 - Sociability
 - Self-Management
 - Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

VIII. Grievance Policy

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

IX. Methods of Evaluation

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

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CSME 2414 Cosmetology Instructor II

Frank Phillips College

I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: Permission of Instructor

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

Approval Number12.0413.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to

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

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

III. Academic Honesty and Integrity

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

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

IV. Class Attendance

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

course as established by the instructor.

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

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

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

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

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

Perryton: (806) 648-1450

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

Resources:

Allocates Time

- Allocates Money
- Allocates Material & Facility Resources
- Information:
 - Acquires & Evaluates Information
 - Organizes & Maintains Information
 - Uses Computers to Process Information
- Interpersonal:
 - Participates as a Member of a Team
 - Teaches Others
 - Serves Clients/Customers
 - Exercises Leadership
 - Negotiates to Arrive at a Decision
 - Works with Cultural Diversity
- Systems:
 - Understands Systems
 - Monitors & Corrects Performance
 - Improves & Designs Systems
- Technology:
 - Selects Technology
 - Applies Technology
 - Maintains & Troubleshoots Technology
- Basic Skills:
 - Reading
 - Writing
 - Arithmetic
 - Mathematics
 - Listening
 - Speaking
- Thinking Skills:
 - Creative Thinking
 - Decision Making
 - Problem Solving
 - Seeing Things in the Mind's Eye
 - Knowing How to Learn
 - Reasoning
- Personal Qualities:
 - Responsibility
 - Self-Esteem
 - Sociability
 - Self-Management
 - Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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

IX. Methods of Evaluation

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

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CSME 2415 Cosmetology Instructor III

Frank Phillips College

I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: Permission of Instructor

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

Approval Number 12.0413.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

III. Academic Honesty and Integrity

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

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

IV. Class Attendance

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

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending.

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

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

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

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

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

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Perryton: (806) 648-1450

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

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

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

Systems:

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

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

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

Thinking Skills:

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

Personal Qualities:

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

VII. Correlation to Stated Mission Goals of Frank Phillips College

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

VIII. Grievance Policy

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

IX. Methods of Evaluation

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

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CSME 2430 Nail Enhancement

Frank Phillips College

I. General Course Information

Credit Hours: 4

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

Course Description: A course in the theory, application, and related technology of artificial nails. (Demonstrate product knowledge and the application of artificial nails and exhibit competencies as related to the state licensing examination.)

Approval Number12.0410 0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to

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

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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

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

III. Academic Honesty and Integrity

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

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

IV. Class Attendance

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

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

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

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

V. Cell Phones and Other Electronic Devices Procedure:

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

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

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

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Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- Provide a classroom setting which is conducive to learning.
- Provide, assist, and promote the use of learning resources in the classroom.
- Provide an opportunity to participate in and contribute to the democratic society in which we live.

- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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IX. Methods of Evaluation

1. Weekly individual practical sheets, including a daily sanitation grade.
(Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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CSME 2445 Instructional Theory and Clinic Operation

Frank Phillips College

I. General Course Information

Credit Hours:

Prerequisite and/or Co-requisite: Permission of Instructor

Course Description: An overview of the objectives required by the Texas Department of Licensing and Regulation Instructor Examination. (Covers the skills required for the completion of the Texas Department of Licensing and Regulation curriculum including the management of a lab/clinic in a cosmetology program and classroom management skills.)

Approval Number12.0413.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to

evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

Demonstrate the skills required for the completion of the state licensing agency's curriculum including the management of a lab/clinic in a cosmetology program and classroom management skills.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the

course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

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V. Cell Phones and Other Electronic Devices Procedure:

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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- Provide an opportunity to participate in and contribute to the democratic society in which we live.

- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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IX. Methods of Evaluation

1. Weekly individual practical sheets, including a daily sanitation grade.
(Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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CSME 2501 Principles of Hair Coloring and Related Theory

Frank Phillips College

I. General Course Information

Credit Hours: 5

Prerequisite and/or Co-requisite: Consult Coordinator of Cosmetology

Course Description: Presentation of the theory, practice, and chemistry of hair color. Topics include terminology, application, and workplace competencies related to hair color.

Approval Number 12.0407 0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to

evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

Identify terminology, demonstrate hair color application, and practice workplace competencies related to hair color.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- Provide a classroom setting which is conducive to learning.
- Provide, assist, and promote the use of learning resources in the classroom.
- Provide an opportunity to participate in and contribute to the democratic society in which we live.

- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

1. Weekly individual practical sheets, including a daily sanitation grade.
(Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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CSME 2539 Advanced Hair Design

Frank Phillips College

I. General Course Information

Credit Hours: 5

Prerequisite and/or Co-requisite: CSME 1505 with grade of C or better.

Course Description: Advanced concepts in the theory and practice of hair design.

Approval Number 12.0407 0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

Identify terminology, demonstrate proper techniques related to hair design, and exhibit workplace competencies.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending.

Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.

For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

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Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

1. Weekly individual practical sheets, including a daily sanitation grade.
(Practical sheets 12.5%, Daily sanitation grade 12.5%)
2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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**CSME 2541 Preparation for Texas Cosmetology Examination
(Preparation for State Licensing Examination)
Frank Phillips College**

I. General Course Information

Credit Hours: 5

Prerequisite and/or Co-requisite: CSME 1443, 1310, 1447, 1505, 1553, 2310, 2337, 2501, and 2539, with grades of C or better. * Capstone course

Course Description: Preparation for the state licensing examination. (The student will exhibit the skills required for the completion of the Texas Cosmetology practical exam; and complete the theory curriculum for the Texas Department of Licensing and Regulation theory examination.)

Approval Number12.0401.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

Demonstrate the skills and knowledge required for completion of the state licensing examination.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the

responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.

For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

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Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources
- Information:
 - Acquires & Evaluates Information
 - Organizes & Maintains Information
 - Uses Computers to Process Information
- Interpersonal:
 - Participates as a Member of a Team
 - Teaches Others
 - Serves Clients/Customers
 - Exercises Leadership
 - Negotiates to Arrive at a Decision
 - Works with Cultural Diversity
- Systems:
 - Understands Systems
 - Monitors & Corrects Performance
 - Improves & Designs Systems
- Technology:
 - Selects Technology
 - Applies Technology
 - Maintains & Troubleshoots Technology
- Basic Skills:
 - Reading
 - Writing
 - Arithmetic
 - Mathematics
 - Listening
 - Speaking
- Thinking Skills:
 - Creative Thinking
 - Decision Making
 - Problem Solving
 - Seeing Things in the Mind's Eye
 - Knowing How to Learn
 - Reasoning
- Personal Qualities:
 - Responsibility
 - Self-Esteem
 - Sociability
 - Self-Management
 - Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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IX. Methods of Evaluation

1. Weekly individual practical sheets, including a daily sanitation grade.
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2. Written assignments including computer assignments (25%)
3. Attendance (25%)
4. Final written and practical evaluations (25%)

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DFTG 1325 Blueprint Reading and Sketching

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: None

Course Description: An introduction to reading and interpreting working drawings for fabrication processes and associated trades. Use of sketching techniques to create pictorial and multiple-view drawings. (A study of industrial blueprints. Emphasis placed on terminology, symbols, graphic description, and welding processes, including systems of measurement and industry standards. Interpretation of plans and drawings used by industry.)

Approval Number15.1301 0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, the following outcomes that are specific to Blueprint Reading and Sketching will be met:

1. Identify weld symbols
2. Identify and demonstrate the various types of lines, dimensions, scales and views of blue prints used in industry and construction including,
3. Recognize and interpret engineering drawings.
4. Perform pipe fitter math including measurements from isometric piping drawings.
5. Draw sketches of objects and pipe isometrics.
6. Locate areas and equipment from detailed drawings and prints

III. Academic Honesty and Integrity

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- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

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Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.

For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

Welding Program Attendance Requirements*

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the "Attendance Probation List" for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.

2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye

Knowing How to Learn
Reasoning
Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Attendance = 60%

Exams = 40%

Grade Scale:

90 - 100 = A

80 - 89 = B

70 - 79 = C

Below 70 = F

Attendance Percentage		Grade
90 – 100	=	100
80 – 90	=	90
70– 80	=	80
60 – 70	=	70
0 – 60	=	50

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.

ECON 2301 Economic Principles: Macroeconomics
(Principles of Macroeconomics)
Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description: History, development, and application of macroeconomic and microeconomic theory underlying the production, distribution, and exchange of goods and services including the utilization of resources, analysis of value and prices, national income analysis, fiscal policies, monetary and banking theory and policy, distribution of income, labor problems, international economics, and economics systems. Attention given to the application of economic principles to economic problems. (An introduction to modern, developed and information economics with an emphasis upon the U.S. economy. Topics will include theories of production, exchange and allocation, including fiscal and monetary policies.)

Approval Number..... 45.0601.51 25

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the

language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Social and Behavioral Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition;
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures;
3. To use and critique alternative explanatory systems or theories;

4. To develop and communicate alternative explanations or solutions for contemporary social issues;
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study;
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights;
7. To understand the evolution and current role of the U.S. in the world;
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view;
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research;
10. To analyze, critically assess, and develop creative solutions to public policy problems;
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy; and
12. To identify and understand differences and commonalities within diverse cultures

In addition, this course will meet the specific learning outcomes that follow:

1. Use key terms, important arguments, and major concepts in when discussing economics issues.
2. Describe a general view of how the United States Economy operates.
3. Explain the mechanics of the market system and the forces and variables of supply and demand.
4. Express a basic understanding of the features of a mixed economy and the effects of social insurance and business regulation on capitalism.
5. Show a basic understanding of the economic models which distinguish between several sectors of the economy such as households, business firms, government, finance, and international trade.
6. Explain the idea of using tradeoffs between different economic concepts to accomplish goals and to understand why they are necessary.
7. Describe the role of government in the establishment of fiscal policy and the complexities of budgetary policies.
8. Discuss the nature of money and the role of financial institutions in the United States.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course

- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
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- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

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IX. Methods of Evaluation

Group Methods of Evaluation (Econ2301)

Attendance & participation	10 %
Homework/writing/articles	20 %
Quizzes/tests/Exams	30 %
Final Exam	40 %

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.

ECON 2302 Economic Principles: Microeconomics
(Principles of Microeconomics)
Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description: History, development, and application of macroeconomic and microeconomic theory underlying the production, distribution, and exchange of goods and services including the utilization of resources, analysis of value and prices, national income analysis, fiscal policies, monetary and banking theory and policy, distribution of income, labor problems, international economics, and economics systems. Attention given to the application of economic principles to economic problems. (An introduction to the principles of market mechanisms and price theory. Topics include major types of firms, industries, and market structures as well as mechanisms of product, labor, land, and capital markets.)

Approval Number..... 45.0601.51 25

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WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the

language through experience in making presentations to small groups, to large groups, and through the media.

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12. To identify and understand differences and commonalities within diverse cultures.

In addition, this course will meet the specific learning outcomes that follow:

1. To become familiar with the key terms, important arguments, and major concepts in economics.
2. To develop a general view of how the United States Economy operates.
3. To learn the mechanics of the market system and the forces and variables of supply and demand.
4. To develop a basic understanding of the economic models which distinguish between several sectors of the economy such as households, business firms, government, finance, and international trade.
5. To develop an understanding of idea of using tradeoffs between different economic concepts to accomplish goals and to understand why they are necessary.
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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

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- Uses Computers to Process Information

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- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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IX. Methods of Evaluation

Grading:		Assignments:	
100% - 90%	A	Class Participation	10%
89% - 80%	B	Quizzes	20%
79% - 70%	C	Homework	20%
69% - 60%	D	Exams	30%
Below 60%	F	Final Exam	20%
		Total:	100%

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EDUC 1200 Learning Framework

Frank Phillips College

I. General Course Information

Credit Hours: 2

Prerequisite: 30 hours college-level credit

Course Description: A study of the: research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. (*Cross-listed as PSYC 1200*)

Approval Number42.2701.51 25

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

1. Analyze, synthesize and evaluate his/her assessment results in the areas of
 - a) Learning Styles (preference) and Multiple Intelligences
 - b) Study and learning skills
 - c) Personality development as related to learning
 - d) Motivation
 - e) Self-discipline and self-management behaviors
 - f) Reading skills
 - g) Writing skills
 - h) Critical thinking skills.
2. Demonstrate comprehension and application of
 - a) Learning, cognitive, and motivational theory
 - b) Characteristics of successful adult learners
3. Demonstrate the ability to apply learning concepts to his/her university experience.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
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- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

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Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

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2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus

site will be required to attend the class face to face in Borger from this class date forward.

3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening

Speaking

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Grades to be determined in accordance with the following:

Exams=20%, Assignments/Projects=20% Resume/Cover Letter/References=20%

Interview=20% Job Shadow=20%

Grade Points

90-100	A
80-89	B
70-79	C
60-69	D
59 and lower	F

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EDUC 2301 Introduction to Special Populations

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Completion of EDUC 1301 with a grade of C or better.

Course Description: An enriched, integrated pre-service course and content experience that:

- 1) Provides an overview of schooling and classrooms from the perspectives of language, gender, socioeconomic status, ethnic and academic diversity, and equity with an emphasis on factors that facilitate learning;
- 2) Provides students with opportunities to participate in early field observations of P-12 special populations;
- 3) Should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards;
- 4) must include a minimum of 16 contact hours of field experience in P-12 classrooms with special populations; and
- 5) Pre-requisite for this course is EDUC 1301.

(An education course that introduces students to the special education students and prepares the student interested in a teaching career for the classroom. Content includes characteristics, problems, and the needs of the exceptional learner as well as public and private services available to the handicapped citizen. Course includes a 36-hour lab commitment with minimum of 16 hours that must be in EC-12 schools.)

Approval Number13.1001.51.09

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a

topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

After studying the material presented in this course, the student will be able to demonstrate the following:

(All objectives are taken directly from State Board of Educator Certification Standards for Professional Development EC-12 and EC-12 Special Education).

1. The implications of student's developmental characteristics for planning appropriate instruction

2. Cultural and socioeconomic differences and the significance of these differences for instructional planning
3. The importance of developing instructional goals and objectives that are suitable for students with varied learning needs
4. The importance of creating a learning environment in which diversity and individual differences are respected
5. The importance of communicating enthusiasm for learning
6. The necessity of communicating teacher expectations for student learning
7. Current educational terminology and definitions of individuals with disabilities, including professionally accepted classification systems and current incidence and prevalence figures
8. Differing perspectives (e.g., medical, psychological, behavioral, educational) regarding the definitions and etiologies of individuals with disabilities
9. The continuum of placement and services available for individuals with disabilities
10. Rights and responsibilities of parents/guardians, students, teachers and other professionals, and schools as they relate to individual learning needs
11. Ethical practices for confidential communication about individuals with disabilities
12. The collaborative roles of individuals with disabilities, parents/guardians, teachers, and other school and community personnel in planning an individualized program
13. Cognitive, physical, cultural, social, environmental, psychological, and emotional needs of individuals with and without disabilities
14. The educational implications of various disabilities
15. Methods for monitoring the progress of individuals with disabilities
16. The reciprocal nature of assessment and instruction and how to evaluate assessment results to design, monitor, and modify instruction for individuals with disabilities
17. How to use Individual Educational Plan (IEP) objectives to plan educational setting and instruction
18. Teacher attitudes and behaviors that positively or negatively influence the behavior of individuals with disabilities

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the

course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.

For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- Provide a classroom setting which is conducive to learning.
- Provide, assist, and promote the use of learning resources in the classroom.
- Provide an opportunity to participate in and contribute to the democratic society in which we live.

- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

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IX. Methods of Evaluation

On-line and lab assignments	25%
Observation Time (16 hours) and Journal	25%
Assessments	25%
Lesson Plan Project	25%

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ELPT 1341 Motor Control

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: 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.

Approval Number.....46.0301 0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

1. Understand the theory of and application of various types of single-phase motors.
2. Understand the principles of various types of three-phase motors.
3. Understand manual and magnetic motor starters.
4. Understand the different types of three-phase motor starters.
5. Understand the characteristics, advantages, and disadvantages of motor control centers, and have a basic knowledge of their installation.
6. Understand basic control panel wiring and the various components used.
7. Understand the differences of equipment for hazardous locations.
8. Understand and demonstrate basic troubleshooting for AC motors.
9. Understand maintaining three-phase motors.

III. Academic Honesty and Integrity

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- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course

- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
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Students should leave the college's main number with an appropriate contact in case of an emergency.

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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IX. Methods of Evaluation

A = 100 – 90%; B = 80 – 89%; C = 70 – 79%; D = 60 – 69%

- Lab/Classroom Participation and Homework = 40%
- Mid Term Test = 25%
- Final Test = 25%
- Attendance and Punctuality = 10%

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ELPT 2347 Electrical Testing and Maintenance

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: 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.

Approval Number46.0301 0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

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SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

1. Understand the principles of meter operation.
2. Understand and demonstrate the safe use of various types of electrical testing equipment on power and control circuits.
3. Understand and demonstrate the basic operation of an oscilloscope.
4. Understand basic troubleshooting using building drawings.
5. Troubleshoot lighting systems.
6. Understand and demonstrate the knowledge of various types of electrical control devices and their application.
7. Understand insulation testing of motors and cables using a Megger.
8. Understand and demonstrate troubleshooting using electrical schematics.
9. Understand and demonstrate troubleshooting motor starters.
10. Understand and demonstrate knowledge of transformer principles, applications, and maintenance.

III. Academic Honesty and Integrity

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and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

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- Allocates Money
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Information:

- Acquires & Evaluates Information
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Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
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Basic Skills:

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- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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IX. Methods of Evaluation

A = 100 – 90%; B = 80 – 89%; C = 70 – 79%; D = 60 – 69%

- Lab/Classroom Participation and Homework = 40%
- Mid Term Test = 25%
- Final Test = 25%
- Attendance and Punctuality = 10%

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ENGL 0311 Basic English

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Students who have not passed the Writing Section of a TSI approved test may be placed in this course. Please consult with an academic advisor. (Does not count toward a degree.)

Course Description: Development of fundamental writing skills such as idea generation, organization, style, utilization of standard English, and revision. (Intense review of grammatical principles with emphasis on correct usage, spelling, sentence structure, punctuation, and application of writing skills.)

Approval Number 32.0108.53 12

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Communication (composition, speech, modern language) courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

The following student outcomes that are specific to Basic English will be met:

1. To use Standard English rules of grammar, punctuation, and usage as a corollary to writing;
2. To identify parts of speech, verbals, objects, and complements;
3. To edit sentences for point of view, verb tense, and pronoun agreement;
4. To conjugate verbs, create possessive and plural nouns, and adjust passive voice; and
5. To correct sentences through a rigorous editing and proofreading process.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.

For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Lab Attendance

Students enrolled in English 0311 are required to spend 30 hours of directed study in the Academic Readiness Center (ARC) or TRIO per semester. Attendance must be electronically documented by using the FPC student ID card.

VI. 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

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

VIII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

IX. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

X. Methods of Evaluation

Lab	20%
Project	05%
Exams	60%
Daily Grades	15%

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ENGL 0312 Intermediate Writing Skills

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: ENGL 0311 with a grade of C or better or placement by a TSI approved test. Please consult with an academic advisor. (Does not count toward a degree.)

Course Description: Development of fundamental writing skills such as idea generation, organization, style, utilization of standard English, and revision. (A course designed to develop writing skills. Focus on rhetorical principles, pre-writing, organization, and structure of paragraphs and essays.)

Approval Number 32.0108.53 12

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to

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evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Communication (composition, speech, modern language) courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

In addition, this course will meet the specific learning outcomes that follow:

1. To understand writing as a process;
2. To understand how writing is judged;
3. To use methods of prewriting;
4. To consider audience and purpose;
5. To write effective topic sentences/thesis statements;
6. To understand the revising process;
7. To use effective details and word choices;
8. To develop expository writings;
9. To write essay body paragraphs; and
10. To understand the importance of correctness as corollary to good writing.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
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- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.

For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening
Speaking

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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IX. Methods of Evaluation

Compositions	50%
Lab Assignments	20%
Homework Assignments	20%
Daily Grades	10%

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ENGL 0315 Basic Reading

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Students who have not passed the Reading Section of a TSI approved test may be placed in this course.

Please consult with an advisor. (Does not count toward a degree.)

Course Description: Fundamental reading skills to develop comprehension, vocabulary, and rate. (A guided reading program using multifunctional instructional materials to develop skills and fluency in vocabulary, comprehension, and reading speed. Continuous testing and immediate scoring give the student evaluation of his/her progress.)

Approval Number 32.0108.52 12

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to

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evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
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7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Communication (composition, speech, modern language) courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

In addition, this course will meet the specific learning outcomes that follow:

1. To develop skills and fluency in vocabulary, comprehension, and reading rate;
2. To develop basic study skills;
3. To use content clues and word structures to develop vocabulary and comprehension;
4. To apply effective pre- and post- reading strategies;
5. To recognize the building-block relationship among topics, main ideas, and supporting details;
6. To annotate while reading and to create a summary from annotations;
7. To use outlines and/or concept maps to show relationships among ideas in a passage;
8. To recognize fundamental and complex thought patterns and sign words identifying these patterns;
9. To recognize the connection between reading and writing; and
10. To develop critical reading strategies for interpreting and evaluating material.

III. Academic Honesty and Integrity

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V. Cell Phones and Other Electronic Devices Procedure:

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Negotiates to Arrive at a Decision

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Maintains & Troubleshoots Technology

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Writing
Arithmetic
Mathematics
Listening
Speaking

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Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

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IX. Methods of Evaluation

Readings/Tests 50%
Lab (2+hours per week) 25%
Vocabulary 15%
Daily Work/Attendance 10%

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ENGL 0316 Reading Techniques

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: ENGL 0315 with a grade of C or better or placement by a TSI approved test. Please consult with an academic advisor. (Does not count toward a degree.)

Course Description: Fundamental reading skills to develop comprehension, vocabulary, and rate. (A program using multifunctional instructional materials to improve reading proficiency, comprehension, and general study skills. A program to help develop skills for reading college-level textbooks in all disciplines.)

Approval Number 32.0108.52 12

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WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
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1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

In addition, this course will meet the specific learning outcomes that follow:

1. To further develop study skills;
2. To recognize new learning strategies by identifying individual learning styles;
3. To master effective vocabulary through use in context, definitions, and sentence skills;
4. To apply pre- and post- reading strategies;
5. To recognize the building block relationships among topics, main ideas, and supporting details;
6. To annotate while reading and to create summaries from annotations;
7. To use outlines and/or concept maps to show relationships among ideas in a passage;
8. To recognize fundamental and complex thought patterns and signal words identifying these patterns; and
9. To recognize the connection between reading and writing.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first

fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening
Speaking

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Exams/Project 50%
Lab (2 hours per week) 25%
Vocabulary 15%
Attendance 10%

Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work.

ENGL 1301 Composition I

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Passage of or exemption from the Writing and Reading sections of a TSI approved test or completion of ENGL 0312 and/or ENGL 0316 with a grade of C or better.

Course Description:

Principles and techniques of written, expository, and persuasive composition; analysis of literary, expository, and persuasive texts; and critical thinking. (Review of the principles of rhetoric and the fundamentals of grammar, punctuation and sentence structure as employed in effective written composition; a study of model essays; theme writing; assigned readings.)

Approval Number 23.1301.51 12

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Communication (composition, speech, modern language) courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and

6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

In addition, this course will meet the specific learning outcomes that follow:

1. Identify and integrate the basic mechanics of writing. These include:
 - a. Focus and purpose
 - b. Development
 - c. Organization
 - d. Style and tone
 - e. Editing
2. Identify and critique the purpose of a variety of written texts such as letters, memos, and essays.
3. Compose a variety of texts using the basic mechanics of writing effectively.
4. Construct and practice a personal writing process, which includes revision.
5. Evaluate and express personal progress in writing and this course overall.
6. Outline reading strategies that create self-sufficiency in a reading experience. These include:
 - a. Identifying unknown words and ideas through context.
 - b. Identifying unknown words and ideas through references.
 - c. Applying knowledge gained through contextual and referential practices.
7. Identify, analyze, and use textual information to determine the techniques and mechanics of an author.
8. Express verbally and through writing evaluations and analyses of textual information, techniques and mechanics of an author.
9. Develop, plan, and practice useful and effective research techniques and processes. These include:
 - a. Evaluation
 - b. Analysis
 - c. Synthesis
 - d. Note taking
 - e. Record keeping
 - f. Proper citation

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the

responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.

For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

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Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

- Allocates Money
- Allocates Material & Facility Resources
- Information:
 - Acquires & Evaluates Information
 - Organizes & Maintains Information
 - Uses Computers to Process Information
- Interpersonal:
 - Participates as a Member of a Team
 - Teaches Others
 - Serves Clients/Customers
 - Exercises Leadership
 - Negotiates to Arrive at a Decision
 - Works with Cultural Diversity
- Systems:
 - Understands Systems
 - Monitors & Corrects Performance
 - Improves & Designs Systems
- Technology:
 - Selects Technology
 - Applies Technology
 - Maintains & Troubleshoots Technology
- Basic Skills:
 - Reading
 - Writing
 - Arithmetic
 - Mathematics
 - Listening
 - Speaking
- Thinking Skills:
 - Creative Thinking
 - Decision Making
 - Problem Solving
 - Seeing Things in the Mind's Eye
 - Knowing How to Learn
 - Reasoning
- Personal Qualities:
 - Responsibility
 - Self-Esteem
 - Sociability
 - Self-Management
 - Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.

- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Category	Percentage
Formal Composition/ Projects	70
Weekly/ Daily Assignments and Activities	10
Style Book	20
Total	100%

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ENGL 1302 Composition II

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Passage of or exemption from the Writing and Reading sections of a TSI approved test and completion of ENGL 1301 or its equivalent with a grade of C or better

Course Description:

Principles and techniques of written, expository, and persuasive composition; analysis of literary, expository, and persuasive texts; and critical thinking. (Continuing development of rhetorical principles and critical thinking skills in ENGL 1301. Analytical and critical reading and writing skills developed through analysis of various literary genres. Emphasis on scholarly research methods and applications.)

Approval Number 23.1301.51.12

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Communication (composition, speech, modern language) courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and

6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

In addition, this course will meet the specific learning outcomes that follow:

1. To clarify purpose and audience in written communication;
2. To identify writing as a process and practice that process of connected and interactive pre-writing and invention, writing, revision, editing, and proofreading;
3. expository, narrative, persuasive, and self-expressive, in writing assignments;
4. To write effective sentences using unity, parallelism, emphasis, and variety;
5. To understand the concepts of the particular and the universal in literature;
6. To develop and sharpen analytical reading and writing skills;
7. To develop a discernible, individual writing style;
8. To recognize and use basic compositional strategies of introduction, development, and conclusion;
9. To develop and utilize critical thinking skills in the development of exposition argument; and
10. To write about literature in a variety of modes in a way that sequentially and cumulatively builds upon the writing skills developed in the writing sequence.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
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- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems
- Technology:
 - Selects Technology
 - Applies Technology
 - Maintains & Troubleshoots Technology
- Basic Skills:
 - Reading
 - Writing
 - Arithmetic
 - Mathematics
 - Listening
 - Speaking
- Thinking Skills:
 - Creative Thinking
 - Decision Making
 - Problem Solving
 - Seeing Things in the Mind's Eye
 - Knowing How to Learn
 - Reasoning
- Personal Qualities:
 - Responsibility
 - Self-Esteem
 - Sociability
 - Self-Management
 - Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Category	Percentage
Daily/ Weekly Assignments and Activities	20
Formal Writing	70
Final Project	10
Total	100%

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ENGL 2326 — Masterpieces of American Literature
Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite: Completion of ENGL 1302 or its equivalent with a grade of C or better.

Course Description:

A systematic study of masterpieces of American Literature in various genres in the context of both critical reading and writing.

Approval Number.....23.1402.51.12

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
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1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

In addition, this course will meet the specific learning outcomes that follow:

1. Develop a greater understanding of literature, the distinguishing features of major literary genres, and various methods to analyze literature.

2. Make and defend critical and evaluative judgments about literary texts. Understand the critical contexts within which literature is created and evaluated, e. g., biographical, cultural, and historical.
3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.
4. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.
5. Describe insights gained about oneself, others, or the world from reading specific texts.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
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- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

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Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.

For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

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Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

- Thinking Skills:
- Creative Thinking
 - Decision Making
 - Problem Solving
 - Seeing Things in the Mind's Eye
 - Knowing How to Learn
 - Reasoning
- Personal Qualities:
- Responsibility
 - Self-Esteem
 - Sociability
 - Self-Management
 - Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to **FIRST** contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Category	Percentage
Formal Paper(s)	30%
Project(s)	60%
Daily Grades	10%

Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work

ENGL 2332 — World Literature I (Masterpieces in World Literature I)

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Completion of ENGL 1302 or its equivalent with a grade of C or better.

Course Description: Selected significant works of world literature. May include study of movements, schools, or periods. (A systematic study of significant works of world literature prior to 1700 in the context of both critical reading and writing.)

Approval Number 16.0104.52 13

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to

evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Communication (composition, speech, modern language) courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

In addition, this course will meet the specific learning outcomes that follow:

1. Reinforce and develop the writing skills developed in the writing composition sequence.

2. Develop a greater understanding of literature, the distinguishing features of major literary genres, and various methods to analyze literature.
3. Make and defend critical and evaluative judgments about literary texts. Understand the critical contexts within which literature is created and evaluated, e. g., biographical, cultural, and historical.
4. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.
5. Analyze applicable figurative language in literary texts.
6. Read a wide variety of texts from American, European, and/or world literature.
7. Analyze and compare the use of language in literary works from a variety of world cultures.
8. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.
9. Describe insights gained about oneself, others, or the world from reading specific texts.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
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V. Cell Phones and Other Electronic Devices Procedure:

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

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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:

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Negotiates to Arrive at a Decision

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Technology:

Selects Technology

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Basic Skills:

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Arithmetic
Mathematics
Listening
Speaking

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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IX. Methods of Evaluation

Category	Percentage
Formal Paper(s)	30%
Project(s)	60%
Daily Grades	10%

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ENGL 2333 World Literature II
(Masterpieces in World Literature II)
Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Completion of ENGL 1302 or its equivalent with a grade of C or better.

Course Description: Selected significant works of world literature. May include study of movements, schools, or periods. (A systematic study of significant works of world literature after 1700 in the context of both critical reading and writing.)

Approval Number 16.0104.52 13

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SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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In addition, this course will meet the specific learning outcomes that follow:

1. Reinforce and develop the writing skills developed in the writing composition sequence.
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 Integrity/Honesty

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Category	Percentage
Formal Paper(s)	30%
Project(s)	60%
Daily Grades	10%

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**FYIS 0101 — First Year Institute Seminar
(Student Success Course)
Frank Phillips College**

I. General Course Information

Credit Hours: 1

Prerequisite and/or Co-requisite:

Course Description: Psychology of learning and success. Examines factors that underlie learning, success, and personal development in higher education. Topics covered include information processing, memory, strategic learning, self-regulation, goal setting, motivation, educational and career planning, and learning styles. Techniques of study such as time management, listening and note taking, text marking, library and research skills, preparing for examinations, and utilizing learning resources are covered. Includes courses in college orientation and developments of students' academic skills that apply to all disciplines.

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An orientation course designed to initiate the student in best practices for a successful college career. Topics include time management, study skills, drug and alcohol abuse, and career and life planning. All first semester freshmen must enroll in the course during their first semester of college. A grade of C or better is required, or the student must repeat the course.

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.

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COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

1. Discuss how you are responsible for your experience in college
2. Describe ways you can create a successful experience in college
3. List, describe, and use specific methods to
 - a. Deal with changes in your personal and professional life
 - b. Improve the ability to recall information
 - c. Read a textbook with improved focus and retention
 - d. Prepare for and take tests successfully
 - e. Take effective notes
 - f. Listen, with comprehension, to a lecture
 - g. Increase motivation and goal-setting skills

- h. Use your learning styles and multiple intelligences to best advantage
 - i. Use your personality typology to best advantage
 - j. Draw support, advice, and assistance from your peers
 - k. Develop a philosophy of career development
- 4. Learn and practice how to change inappropriate habits and behaviors
 - 5. Locate and utilize a variety of library services and resource materials
 - 6. Improve creative- and critical-thinking skills

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Students in this **online** course must complete 100% or all unit assignments by the unit due date, or an absence will be given. Please also see the document titled "Log On/Attendance/Participation" in course documents for a complete description of the differences between logging on, attendance and participation.

Students are expected to attend class and complete all assigned work. This is a participation class. You must be in class to get credit for the activity. There is no makeup work for this class unless you miss for a school activity. If you are out-of-town for an event, your coach or sponsor will have to notify your instructor of the absence. You will still be responsible for notifying the instructor before the absence and completing an assignment given by the instructor. If you do not do all of these, you will receive an absence for the class and a zero on the assignment for the day.

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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- Provide a classroom setting which is conducive to learning.
- Provide, assist, and promote the use of learning resources in the classroom.
- Provide an opportunity to participate in and contribute to the democratic society in which we live.
- Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

It is a requirement of this class to acquire a plagiarism certificate and a degree plan to pass. If you do not submit both to your instructor by the end of the class, you will receive an F for the class. You will be given class time to complete both of these assignments. All FYIS students must take a computer proficiency exam during the semester. If a failing grade is achieved, enrollment into the basic computing course is mandatory.

The actual grade in this class will be determined by class attendance, participation, maintaining your planner, and completing assigned tasks.

You will have the possibility of earning 100 points each day of the class. If you come to class, participate in the activities, and do the requested assignments, you will get 100 points for that day.

If you are absent, you will lose the points for that day unless you are attending a school sponsored event. If attending a school sponsored event, it will be your responsibility to notify the instructor before missing the class and get the makeup assignment from the instructor. If you do not make up the work by the next class day, you will receive no points for the class missed. No other makeup for absences will be allowed. You will be able to miss 3 days and still earn an A if you complete all assigned work.

Grade Points

90-100	A
80-89	B
70-79	C
60-69	D
59 and lower	F

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

**FYIS 0101 — First Year Institute Seminar
(Student Success Course)
Frank Phillips College**

I. General Course Information

Credit Hours: 1

Prerequisite and/or Co-requisite:

Course Description: Psychology of learning and success. Examines factors that underlie learning, success, and personal development in higher education. Topics covered include information processing, memory, strategic learning, self-regulation, goal setting, motivation, educational and career planning, and learning styles. Techniques of study such as time management, listening and note taking, text marking, library and research skills, preparing for examinations, and utilizing learning resources are covered. Includes courses in college orientation and developments of students' academic skills that apply to all disciplines.

Approval Number 32.0101.52 12

An orientation course designed to initiate the student in best practices for a successful college career. Topics include time management, study skills, drug and alcohol abuse, and career and life planning. All first semester freshmen must enroll in the course during their first semester of college. A grade of C or better is required, or the student must repeat the course.

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

1. Discuss how you are responsible for your experience in college
2. Describe ways you can create a successful experience in college
3. List, describe, and use specific methods to
 - a. Deal with changes in your personal and professional life
 - b. Improve the ability to recall information
 - c. Read a textbook with improved focus and retention
 - d. Prepare for and take tests successfully
 - e. Take effective notes

- f. Listen, with comprehension, to a lecture
 - g. Increase motivation and goal-setting skills
 - h. Use your learning styles and multiple intelligences to best advantage
 - i. Use your personality typology to best advantage
 - j. Draw support, advice, and assistance from your peers
 - k. Develop a philosophy of career development
4. Learn and practice how to change inappropriate habits and behaviors
 5. Locate and utilize a variety of library services and resource materials
 6. Improve creative- and critical-thinking skills

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.

For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

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taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

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Negotiates to Arrive at a Decision

Works with Cultural Diversity

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics
Listening
Speaking
Thinking Skills:
Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning
Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

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The actual grade in this class will be determined by class attendance, participation, maintaining your planner, and completing assigned tasks.

You will have the possibility of earning 100 points each day of the class. If you come to class, participate in the activities, and do the requested assignments, you will get 100 points for that day.

If you are absent, you will lose the points for that day unless you are attending a school sponsored event. If attending a school sponsored event, it will be your responsibility to notify the instructor before missing the class and get the makeup assignment from the instructor. If you do not make up the work by the next class day, you will receive no points for the class missed. No other makeup for absences will be allowed. You will be able to miss 3 days and still earn an A if you complete all assigned work.

Grade Points

90-100	A
80-89	B
70-79	C
60-69	D
59 and lower	F

X. Classroom Policy and Instructor Expectations

Students are expected to attend class and complete all assigned work. This is a participation class. You must be in class to get credit for the activity. There is no makeup work for this class unless you miss for a school activity. If you are out-of-town for an event, your coach or sponsor will have to notify your instructor of the absence. You will still be responsible for notifying the instructor before the absence and completing an assignment given by the instructor. If you do not do all of these, you will receive an absence for the class and a zero on the assignment for the day.

Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work

Frank Phillips College Government 2305

I. General Course Information

Chase Thornton, Fall 2011

GOVT 2305

American Government I (Federal) Government of the United States

3 Credit Hours

II. Textbook and Other Required Materials

- A. Required Text, We the People, An Introduction to American Politics
7th Texas Edition, ISBN# 978-0-393-93373-4
- B. Students will be required to utilize oyez.org (during Civil Liberties & Rights)
- C. Students must have access to a computer with internet service.
- D. Four scan-trons for three exams and a final
- E. Once a week there is an American Government assignment (through CAMS)

III. Classroom Policy and Instructor Expectations

- A. All policies delineated in the Frank Phillips College 2009-2011 Catalog apply to this course and classroom. These policies particularly refer to offensive behavior, including rudeness to peers, sexual harassment, civil rights violations, academic dishonesty (including cheating, plagiarism, and collusion, although it is not limited to these), sleeping in class, cell phone, pagers, and any other behavior that disrupts the learning process, including traffic in and out of the classroom.
- B. The instructor reserves the right to ask any disruptive student to leave the classroom at any time. The student will not be allowed to return to class without first meeting with instructor and the Dean of Instruction.
- C. All electronic devices such as cell phones, blackberries, ipods, radios, and CD/DVD players are prohibited, unless approved by the instructor BEFORE class begins. The first time a student is caught using such devices during class time will be asked to leave the class and will lose one letter grade off of the final grade. Any subsequent offense will result in the student being withdrawn from the class or the student will receive an "F" for the semester.
- D. Please understand that plagiarism and other forms of intellectual dishonesty are intellectual crimes with real consequences. For the purposes of this class, anyone caught cheating or plagiarizing or committing ANY form of academic dishonesty will fail the course for the semester. **THERE WILL BE NO EXCEPTIONS!** The student may appeal the professor's decision through the Frank Phillips College grievance policy if so desired. This policy is in accordance with the Frank Phillips College 2009-2011 catalogue.
- E. Students are required to have access to the CAMS computer system. User IDs and passwords are available at Student Central.
- F. If any student has a disability and needs reasonable modifications, the student will notify the instructor immediately after the first class. It is the student's responsibility to notify the instructor of any documentation to substantiate that disability.

- G. Each student is expected to attend class regularly, bring required materials to each class meeting, be prepared with and submit all required assignments, and take all required exams. Additionally, all students are required to have all of the books assigned for this course.

IV. Methods of Evaluation

100% - 90%	A	Exam I	20%
80% - 89%	B	Exam II	20%
70% - 79%	C	Exam III	20%
		Weekly Assignment	20%
60% - 69%	D	<u>Final Exam</u>	<u>20%</u>
Below 60%	F	Total	100%

In spite of the grading scale, the student's grade is subjective, meaning that the instructor can influence the student's final grade based on the student's performance, attendance, actions and preparation in class.

V. Attendance Requirements

- A. Students must attend class regularly and participate in order to earn full credit for the "Attendance" portion of their semester averages. Excessive absence is defined as more than one class day and the student will forfeit the attendance portion of their grade. Nevertheless, the student with high academic goals will avoid missing classes. No absence is excused automatically.
- B. If the students will miss class because of an approved school activity the coach or the moderator of the activity must notify the instructor in advance in order to have an excused absence. .
- C. The instructor may drop a student "at any time for . . . excessive absences and disrupting the education process" (Faculty Handbook 19). Tardiness three times represents an absence.

Exam I (20%): As a part of GOVT 2305, students will be required to complete the First Exam by the date designated on the Class Calendar that appears at the end of this syllabus.

- A. The Exam will cover any lectures, guest speakers, videos, or any topic discussed in class from the beginning of the semester up to The First Exam.
- B. Students are required to notify the instructor at least 48 hours BEFORE missing an exam for an excusable reason. If the student is ill or has an immediate emergency IT IS THE RESONSABILITY OF THE STUDENT TO SEEK THE PROFESSOR OUT FOR A MAKE UP!!!
- C. A review will be given approx. one week before the date of the exam.

Exam II (20%): As a part of GOVT 2305, students will be required to complete the Second Exam by the date designated on the Class Calendar that appears at the end of this syllabus.

- A. The Second Exam will cover any lectures, guest speakers, videos, or any topic discussed in class from the date of the First Exam up to the Second Exam.
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- C. A review will be given approx. one week before the date of the exam.

Exam III (20%): As part of GOVT 2305, students will be required to complete the Third Exam by the date designated on the Class Calendar that appears at the end of this syllabus.

- A. The Third Exam will cover any lectures, guest speakers, videos, or any topic discussed in class from the date of the Second Exam up to the Third Exam.
- B. Students are required to notify the instructor at least 48 hours BEFORE missing an exam for an excusable reason. If the student is ill or has an immediate emergency **IT IS THE RESPONSIBILITY OF THE STUDENT TO SEEK THE PROFESSOR OUT FOR A MAKE UP EXAM!!!!**
- D. A review will be given approx. one week before the date of the exam.

Weekly Assignments (20%): As part of the GOVT 2305 there will be weekly assignments based on the readings in the selected text book. Students will have to answer a few questions, and define a few key terms. Each of these assignments will be due by Friday at 12 midnight at the end of every week in the semester.

Final Exam (20%): As part of GOVT 2305, students will be required to complete the Final Exam by the date designated on the Class Calendar that appears at the end of this syllabus.

- A. The Final Exam will cover any lectures, guest speakers, videos, or any topic discussed in class from the date of the Third Exam up to the Final Exam.
- B. The date of the final exam cannot be changed except with the approval of the Vice-President of Academic Affairs.
- C. A review will be given approx. one week before the date of the exam.
- E. ALL EXAMS WILL BE COMPLETED ON SCANTRONS. NO EXCEPTIONS.**

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VII. Contact Information

- ❑ cthorton@fpctx.edu
- ❑ Office: CLC 27B
- ❑ Telephone: 806-457-4200, ext. 773

The instructor will hold regular office hours and they will be posted on my office door. However, I will be available by email, appointment if need be. However, students may stop by anytime I am in my office for assistance.

**Class Calendar
FALL 2011**

Week1	Introduction to the Class, review of the syllabus, and general expectations American Political Culture Weekly Assignment due on Friday by 12 midnight
Week2	The Founding and the Constitution Weekly Assignment due on Friday by 12 midnight
Week3	Federalism in the United States Weekly Assignment due on Friday by 12 midnight
Week4	Review & Test Exam I Review Exam I
Week5	Congress Weekly Assignment due on Friday by 12 midnight
Week6	The President Weekly Assignment due on Friday by 12 midnight
Week7	The Government and the Economy Weekly Assignment due on Friday by 12 midnight
Week8	Review & Test Lecture 14: Review for Exam II Lecture 15: Exam II
Week9	Bureaucracy and Democracy Weekly Assignment due on Friday by 12 midnight
Week10	Social Policy Weekly Assignment due on Friday by 12 midnight
Week11	Foreign Policy Weekly Assignment due on Friday by 12 midnight
Week12	Review & Test Lecture 22: Review for Exam III Lecture 23: Exam III
Week13	Federal Courts Weekly Assignment due on Friday by 12 midnight
Week14	Civil Liberties: Weekly Assignment due on Friday by 12 midnight
Week15	Civil Rights Weekly Assignment due on Friday by 12 midnight
Week 16	Review & Test Lecture 32: Review for Final Lecture 33: Final Exam

The instructor reserves the right to change the syllabus and class calendar to fit the needs of the class.

Frank Phillips College Government 2305

I. General Course Information

Chase Thornton, Fall 2011

GOVT 2305

American Government I (Federal) Government of the United States

3 Credit Hours

II. Textbook and Other Required Materials

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- A. All policies delineated in the Frank Phillips College 2009-2011 Catalog apply to this course and classroom. These policies particularly refer to offensive behavior, including rudeness to peers, sexual harassment, civil rights violations, academic dishonesty (including cheating, plagiarism, and collusion, although it is not limited to these), sleeping in class, cell phone, pagers, and any other behavior that disrupts the learning process, including traffic in and out of the classroom.
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responsibility to notify the instructor of any documentation to substantiate that disability.

- G. Each student is expected to attend class regularly, bring required materials to each class meeting, be prepared with and submit all required assignments, and take all required exams. Additionally, all students are required to have all of the books assigned for this course.

IV. Methods of Evaluation

100% - 90%	A	Exam I	20%
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70% - 79%	C	Exam III	20%
		Weekly Assignment	20%
60% - 69%	D	<u>Final Exam</u>	<u>20%</u>
Below 60%	F	Total	100%

In spite of the grading scale, the student's grade is subjective, meaning that the instructor can influence the student's final grade based on the student's performance, attendance, actions and preparation in class.

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- A. Students must attend class regularly and participate in order to earn full credit for the "Attendance" portion of their semester averages. Excessive absence is defined as more than one class day and the student will forfeit the attendance portion of their grade. Nevertheless, the student with high academic goals will avoid missing classes. No absence is excused automatically.
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The instructor will hold regular office hours and they will be posted on my office door. However, I will be available by email, appointment if need be. However, students may stop by anytime I am in my office for assistance.

**Class Calendar
FALL 2011**

Week1	Introduction to the Class, review of the syllabus, and general expectations American Political Culture Weekly Assignments due on Friday by 12 midnight
Week2	The Founding and the Constitution Weekly Assignments due on Friday by 12 midnight
Week3	Federalism in the United States Weekly Assignments due on Friday by 12 midnight
Week4	Review & Test Exam I Review Exam I
Week5	Congress Weekly Assignments due on Friday by 12 midnight
Week6	The President Weekly Assignments due on Friday by 12 midnight
Week7	The Government and the Economy Weekly Assignments due on Friday by 12 midnight
Week8	Review & Test Lecture 14: Review for Exam II Lecture 15: Exam II
Week9	Bureaucracy and Democracy Weekly Assignments due on Friday by 12 midnight
Week10	Social Policy Weekly Assignments due on Friday by 12 midnight
Week11	Foreign Policy Weekly Assignments due on Friday by 12 midnight
Week12	Review & Test Lecture 22: Review for Exam III Lecture 23: Exam III
Week13	Federal Courts Weekly Assignments due on Friday by 12 midnight
Week14	Civil Liberties: Weekly Assignments due on Friday by 12 midnight
Week15	Civil Rights Weekly Assignments due on Friday by 12 midnight
Week 16	Review & Test Lecture 32: Review for Final Lecture 33: Final Exam

The instructor reserves the right to change the syllabus and class calendar to fit the needs of the class.

GOVT 2305 Federal Government
Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description: Introduction to the theory and practice of politics and government in America at the national, state, and local levels, with special attention to Texas. Topics include political theory, the American and Texas constitutions, federalism, political participation and elections, the institutions of government, and domestic and foreign policies. (This course is a study of the federal government of the United States: its structure, functions, politics, and policy dynamics.)

Approval Number 45.1002.51 25

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Social and Behavioral Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition;
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures;
3. To use and critique alternative explanatory systems or theories;
4. To develop and communicate alternative explanations or solutions for contemporary social issues;
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study;
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights;

7. To understand the evolution and current role of the U.S. in the world;
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view;
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research;
10. To analyze, critically assess, and develop creative solutions to public policy problems;
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy; and
12. To identify and understand differences and commonalities within diverse cultures

In addition, this course will meet the specific learning outcomes that follow:

1. Student will be able to define "politics" and identify the ways in which people use politics to achieve their goals.
2. Distinguish and illustrate how the setting or circumstances of politics can affect outcomes.
3. Demonstrate the collective action problems faced by the states that led them to willingly surrender some sovereignty to the new national government.
4. To define and describe federalism, the basis for federalism in the Constitution, and it's changing character and development.
5. Examine how seemingly minor clauses in the Constitution have served as entry points for large expansions of the power of the national government.
6. To explain the constitutional powers and limitations of major actors in the American political system.
7. To identify the major components of the American political culture and analyze ways this culture influences decision making.
8. Identify ways separation of powers and checks and balances influences decision making in the American system.
9. Identify the roles of the three branches of American government.
10. To study and analyze how Americans gain political socialization.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course

as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

- Organizes & Maintains Information
- Uses Computers to Process Information
- Interpersonal:
 - Participates as a Member of a Team
 - Teaches Others
 - Serves Clients/Customers
 - Exercises Leadership
 - Negotiates to Arrive at a Decision
 - Works with Cultural Diversity
- Systems:
 - Understands Systems
 - Monitors & Corrects Performance
 - Improves & Designs Systems
- Technology:
 - Selects Technology
 - Applies Technology
 - Maintains & Troubleshoots Technology
- Basic Skills:
 - Reading
 - Writing
 - Arithmetic
 - Mathematics
 - Listening
 - Speaking
- Thinking Skills:
 - Creative Thinking
 - Decision Making
 - Problem Solving
 - Seeing Things in the Mind's Eye
 - Knowing How to Learn
 - Reasoning
- Personal Qualities:
 - Responsibility
 - Self-Esteem
 - Sociability
 - Self-Management
 - Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluations

Grading: Grades will be determined as follows:

Exams	40%
Research Paper	15%
Assignments	30%
Project	15%

Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work

Frank Phillips College Government 2306

I. General Course Information

Chase Thornton, Fall 2011

GOVT 2306

American Government II (State) State and Local Government of Texas

3 Credit Hours

II. Textbook and Other Required Materials

A. Required Text, We the People, An Introduction to American Politics
7th Texas Edition, ISBN# 978-0-393-93373-4

B. Students must have access to a computer with internet service.

C. Four scan-trons for three exams and a final

D. Once a week there is a Texas Politics assignment (through CAMS)

III. Classroom Policy and Instructor Expectations

A. All policies delineated in the Frank Phillips College 2009-2011 Catalog apply to this course and classroom. These policies particularly refer to offensive behavior, including rudeness to peers, sexual harassment, civil rights violations, academic dishonesty (including cheating, plagiarism, and collusion, although it is not limited to these), sleeping in class, cell phone, pagers, and any other behavior that disrupts the learning process, including traffic in and out of the classroom.

B. The instructor reserves the right to ask any disruptive student to leave the classroom at any time. The student will not be allowed to return to class without first meeting with instructor and the Dean of Instruction.

C. All electronic devices such as cell phones, blackberries, ipods, radios, and CD/DVD players are prohibited, unless approved by the instructor BEFORE class begins. The first time a student is caught using such devices during class time will be asked to leave the class and will lose one letter grade off of the final grade. Any subsequent offense will result in the student being withdrawn from the class or the student will receive an "F" for the semester.

D. Please understand that plagiarism and other forms of intellectual dishonesty are intellectual crimes with real consequences. For the purposes of this class, anyone caught cheating or plagiarizing or committing ANY form of academic dishonesty will fail the course for the semester. **THERE WILL BE NO EXCEPTIONS!** The student may appeal the professor's decision through the Frank Phillips College grievance policy if so desired. This policy is in accordance with the Frank Phillips College 2009-2011 catalogue.

E. Students are required to have access to the CAMS computer system. User IDs and passwords are available at Student Central.

F. When Emailing the Instructor, PLEASE GIVE ME YOUR FULL NAME, CLASS, SECTION NUMBER, AND TIME DURATION OF THE CLASS. I MUST KNOW WHO IS EMAILING ME IN ORDER TO FACILITATE HELP IN THE MOST EFFICIENT AND PRODUCTIVE WAY!!

- G. If any student has a disability and needs reasonable modifications, the student will notify the instructor immediately after the first class. It is the student's responsibility to notify the instructor of any documentation to substantiate that disability.
- H. Each student is expected to attend class regularly, bring required materials to each class meeting, be prepared with and submit all required assignments, and take all required exams. Additionally, all students are required to have all of the books assigned for this course.

IV. Methods of Evaluation

100% - 90%	A	Exam I	20%
80% - 89%	B	Exam II	20%
70% - 79%	C	Exam III	20%
60% - 69%	D	Weekly Assignments	<u>20%</u>
		<u>Final Exam</u>	<u>20%</u>
Below 60%	F	Total	100%

In spite of the grading scale, the student's grade is subjective, meaning that the instructor can influence the student's final grade based on the student's performance, attendance, actions and preparation in class.

V. Attendance Requirements

- A. Students must attend class regularly and participate in order to earn full credit for the "Attendance" portion of their semester averages. Excessive absence is defined as more than one class day and the student will forfeit the attendance portion of their grade. Nevertheless, the student with high academic goals will avoid missing classes. No absence is excused automatically.
- B. If the students will miss class because of an approved school activity the coach or the moderator of the activity must notify the instructor in advance in order to have an excused absence. .
- C. The instructor may drop a student "at any time for . . . excessive absences and disrupting the education process" (Faculty Handbook 19). Tardiness three times represents an absence.

Exam I (20%): As a part of GOVT 2306, students will be required to complete the First Exam by the date designated on the Class Calendar that appears at the end of this syllabus.

- A. The Exam will cover any lectures, guest speakers, videos, or any topic discussed in class from the beginning of the semester up to The First Exam.
- B. Students are required to notify the instructor at least 48 hours BEFORE missing an exam for an excusable reason. If the student is ill or has an immediate emergency IT IS THE RESONSABILITY OF

THE STUDENT TO SEEK THE PROFESSOR OUT FOR A MAKE UP!!!

- C. A review will be given approx. one week before the date of the exam.

Exam II (20%): As a part of GOVT 2306, students will be required to complete the Second Exam by the date designated on the Class Calendar that appears at the end of this syllabus.

- A. The Second Exam will cover any lectures, guest speakers, videos, or any topic discussed in class from the date of the First Exam up to the Second Exam.
- B. Students are required to notify the instructor at least 48 hours BEFORE missing an exam for an excusable reason. If the student is ill or has an immediate emergency **IT IS THE RESONSABILITY OF THE STUDENT TO SEEK THE PROFESSOR OUT FOR A MAKE UP EXAM!!!**
- C. A review will be given approx. one week before the date of the exam.

Exam III (20%): As part of GOVT 2306, students will be required to complete the Third Exam by the date designated on the Class Calendar that appears at the end of this syllabus.

- A. The Third Exam will cover any lectures, guest speakers, videos, or any topic discussed in class from the date of the Second Exam up to the Third Exam.
- B. Students are required to notify the instructor at least 48 hours BEFORE missing an exam for an excusable reason. If the student is ill or has an immediate emergency **IT IS THE RESPONSIBILITY OF THE STUDENT TO SEEK THE PROFESSOR OUT FOR A MAKE UP EXAM!!!!**
- C. A review will be given approx. one week before the date of the exam.

Weekly Assignments (20%): As part of the GOVT 2306 there will be weekly assignments based on the readings in the selected text book. Students will have to answer a few questions, and define a few key terms. Each of these assignments will be due by Sunday at 12 midnight at the end of every week in the semester.

Final Exam (20%): As part of GOVT 2306, students will be required to complete the Final Exam by the date designated on the Class Calendar that appears at the end of this syllabus.

- A. The Final Exam will cover any lectures, guest speakers, videos, or any topic discussed in class from the date of the Third Exam up to the Final Exam.
- B. The date of the final exam cannot be changed except with the approval of the Vice-President of Academic Affairs.
- C. A review will be given approx. one week before the date of the exam.

D. ALL EXAMS WILL BE COMPLETED ON SCANTRONS AND ALL CURRENT EVENT PAPERS WILL BE SEND THROUGH CAMS. THERE WILL BE NO EXCEPTIONS TO THIS RULE.

VI. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Frank Phillips College Catalogue on pages 45 and 46. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

VII. Contact Information

- ❑ cthornton@fpctx.edu
- ❑ Office: CLC 27B
- ❑ Telephone: 806-457-4200, ext. 773

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**Class Calendar
FALL 2011**

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Week 2	The Texas Constitution Weekly Assignment due on Sunday by 12 midnight
Week 3	Parties and Elections in Texas Weekly Assignment due on Sunday by 12 midnight
Week 4	Review and Exam I
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Week 8	Texas Executive Weekly Assignment due on Sunday by 12 midnight
Week 9	Review and Exam II
Week 10	Texas Judiciary Weekly Assignment due on Sunday by 12 midnight
Week 11	Texas Judiciary Weekly Assignment due on Sunday by 12 midnight
Week 12	Important Cases in Texas Due Process Weekly Assignment due on Sunday by 12 midnight
Week 13	Exam III Weekly Assignment due on Sunday by 12 midnight
Week 14	Local Government Weekly Assignment due on Sunday by 12 midnight
Week 15	Public Policy in Texas Weekly Assignment due on Sunday by 12 midnight
Week 16	Review and Final Exam

The instructor reserves the right to change the syllabus and class calendar to fit the needs of the class.

Frank Phillips College Government 2306

I. General Course Information

Chase Thornton, Fall 2011

GOVT 2306 (LecHy)

American Government II (State) State and Local Government of Texas

3 Credit Hours

II. Textbook and Other Required Materials

A. Required Text, We the People, An Introduction to American Politics
7th Texas Edition, ISBN# 978-0-393-93373-4

B. Students must have access to a computer with internet service.

C. Four scan-trons for three exams and a final

D. Once a week there is two Texas Politics assignment (through CAMS)

III. Classroom Policy and Instructor Expectations

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B. The instructor reserves the right to ask any disruptive student to leave the classroom at any time. The student will not be allowed to return to class without first meeting with instructor and the Dean of Instruction.

C. All electronic devices such as cell phones, blackberries, ipods, radios, and CD/DVD players are prohibited, unless approved by the instructor BEFORE class begins. The first time a student is caught using such devices during class time will be asked to leave the class and will lose one letter grade off of the final grade. Any subsequent offense will result in the student being withdrawn from the class or the student will receive an "F" for the semester.

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- C. A review will be given approx. one week before the date of the exam.

Weekly Assignments (20%): As part of the GOVT 2306 (LecHy) there will be two weekly assignments based on the readings in the selected text book. Students will have to answer a few questions, and define a few key terms. Each of these assignments will be due by Friday at 12 midnight at the end of every week in the semester.

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- A. The Final Exam will cover any lectures, guest speakers, videos, or any topic discussed in class from the date of the Third Exam up to the Final Exam.
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FALL 2011**

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Week 14	Local Government Weekly Assignment due on Sunday by 12 midnight
Week 15	Public Policy in Texas Weekly Assignment due on Sunday by 12 midnight
Week 16	Review and Final Exam

The instructor reserves the right to change the syllabus and class calendar to fit the needs of the class.

GOVT 2306 Texas Government

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description: Introduction to the theory and practice of politics and government in America at the national, state, and local levels, with special attention to Texas. Topics include political theory, the American and Texas constitutions, federalism, political participation and elections, the institutions of government, and domestic and foreign policies. (This course is a study of the state and local governments in Texas with an emphasis upon changes and challenges facing people in Texas.)

Approval Number 45.1002.51 25

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

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SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Social and Behavioral Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition;
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures;
3. To use and critique alternative explanatory systems or theories;
4. To develop and communicate alternative explanations or solutions for contemporary social issues;

5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study;
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights;
7. To understand the evolution and current role of the U.S. in the world;
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view;
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research;
10. To analyze, critically assess, and develop creative solutions to public policy problems;
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy; and
12. To identify and understand differences and commonalities within diverse cultures

In addition, this course will meet the specific learning outcomes that follow:

1. Student will be able to define “politics” and identify the ways in which people use politics to achieve their goals.
2. Distinguish and illustrate how the setting or circumstances of politics can affect outcomes.
3. Demonstrate the collective action problems faced by the states that led them to willingly surrender some sovereignty to the national government.
4. To identify the major components of the American and Texas political culture and analyze ways this culture influences decision making.
5. Identify ways separation of powers and checks and balances influences decision making in the Texas system and differentiate between the federal system and the Texas state system and appraise those differences.
6. Identify the roles of the three branches of Texas government.
7. To study and analyze how American (and, of course, Texans) gain political socialization.
8. Be able to discuss what the effect of being a slave state has had on Texas politics.
9. Compare and contrast the U.S. Constitution and the Texas Constitution. Explain not only what the differences are but to examine the reasons for those differences.
10. State why Texas has been a one party state throughout most of its existence. Identify which party dominated for more than a century following the Civil War and examine the reasons why the state transitioned to the other party in the late twentieth century.

III. Academic Honesty and Integrity

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- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
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Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. **Cell Phones and Other Electronic Devices Procedure:**

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours
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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability

Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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IX. Methods of Evaluation

Exams.....	40%
Research Paper.....	15%
Assignments.....	30%
Project.....	15%

Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work

HIST 1301 United States History I

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description: Survey of the political, social, economic, military, cultural, and intellectual history of the United States from the discovery of America to the present. (The growth of the United States from its European origins to 1877. The Great Discoveries; the Thirteen Colonies; the Revolution; the Constitution; Federalism; the Jeffersonian and Jacksonian Revolutions; westward expansion; sectionalism; slavery; Civil War and Reconstruction.)

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1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition;
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4. To develop and communicate alternative explanations or solutions for contemporary social issues;
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12. To identify and understand differences and commonalities within diverse cultures.

In addition, this course will meet the specific learning outcomes that follow:

1. Analyze the interaction between human communities and the environment.
 - a. Explain the emergence of the natives in North America prior to Columbus's discoveries.
2. Analyze how physical and cultural processes have shaped human communities over time.
 - a. Describe the Native American, British, and Spanish cultures during the settlement of North America.
3. Analyze causes and effects of major political, economic, and social changes in the United States and world history.
 - a. Explain the political and economic conditions in America that led to African slavery.
4. Identify and evaluate the strengths and weaknesses of different economic systems.
 - a. Explain the influence of mercantilism on the development of the American colonies.
5. Apply social science methodologies to compare societies and cultures.
 - a. Compare and contrast the governing policies of the British and Spanish empires in the New World.
6. Evaluate different governmental systems and functions.
 - a. Explain the birth of the American government based on Paine's Common Sense, the Declaration of Independence, and the United States Constitution.
7. Explain and evaluate the concepts of race, ethnicity, and nationalism
 - a. Explain how race, ethnicity, and nationalism impacted the War of 1812 and the US/Mexican war.
8. Explain how major philosophical and intellectual concepts influence human behavior or identity.
 - a. Explain how Andrew Jackson's presidency was significantly different than predecessors and describe the impact it had on American society.
9. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.

- a. Explain the Second Great Awakening and the impact it had on American society, especially the rise of the abolition movement.
10. Analyze the relationship between geography and the development of human communities.
 - a. Discuss the geographical aspects which led to the differences between the northern and southern societies.
11. Analyze ethical issues in historical, cultural, and social contexts.
 - a. Identify the reasons why the South decided to leave the Union and form the Confederate States of America.

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Uses Computers to Process Information

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Participates as a Member of a Team

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Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

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:

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Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Personal Qualities:

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Self-Esteem
Sociability
Self-Management
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IX. Methods of Evaluation

Face to Face Classes

Assignments	30%
Research Papers	15%
Project	15%
Exams	40%

Dual Credit

Exam I	20%
Exam II	20%
Homework	20%
Research Paper	20%
Final Exam	20%

Internet

Participation	40%
Homework	40%
Midterm	10%
Final	10%

Hybrid

Weekly Assignments	30%
Research Papers	20%
Homework	30%
Final	20%

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HIST 1302 United States History II

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description: Survey of the political, social, economic, military, cultural, and intellectual history of the United States from the discovery of America to the present. (Continues HIST 1301. Economic expansion; problems of transportation, business, agriculture and labor; the Populist movement, the place of the United States among the nations; reform legislation; the United States in the First World War; the New Deal; and the Second World War and to the present.)

Approval Number 54.0102.51 25

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12. To identify and understand differences and commonalities within diverse cultures

In addition, this course will meet the specific learning outcomes that follow:

1. Analyze how various cultural regions have changed over time.
 - a. Explain how the United States government pushed the American Indians west and almost to the point of extinction.
2. Evaluate the causes and effects of human migration patterns over time.
 - a. Identify the shift from an agrarian to an industrial society in the late nineteenth and early twentieth century.
3. Connect regional or local developments to global ones.
 - a. Explain how and why the United States became involved in the Cuban economy in the late nineteenth century and the causes of the Spanish/American War.
4. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.
 - a. Explain how and why World War I began and how the United States came to be involved.
5. Explain and evaluate the concept of gender.
 - a. Trace the beginning of the women's movement and explain how women's role in the American society has evolved.
6. Identify and evaluate the strengths and weaknesses of different economic systems.
 - a. Identify the different ways Franklin Delano Roosevelt intervened in the United States marketplace to address the Great Depression.
7. Examine how and why historians divide the past into eras.
 - a. Describe to what extent World War II can be described as a significant turning point in American history for the areas of the Cold War, civil rights, and the international role of the United States.
8. Evaluate changes in the functions and structures of government across time.
 - a. Examine the effects of U.S. court rulings and the Civil Rights Movement, for instance, *Plessy v. Ferguson* and *Brown v. the Board of Education*.
9. Explain and analyze the importance of civil engagement.

- a. A. Identify the effect certain players (Rosa Parks, Martin Luther King, Jr., Lyndon Johnson) had on the Civil Rights Movement.
10. Define the concept of socialization and analyze the role of socialization plays in human development and behavior.
 - a. Identify the economic boom in the 1950's and analyze how popular culture (film, television, music) shaped public attitudes.
11. Analyze ethical issues in historical, cultural and social contexts.
 - a. Examine and evaluate America's decisions to get involved in the Vietnam War, including how the war began and the effect it had on American society.

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V. Cell Phones and Other Electronic Devices Procedure:

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1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

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Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening
Speaking

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Face to Face Classes

Weekly Assignments	30%
Research Papers	15%
Project	15%
Final Exam	40%

Dual Credit

Exam I	20%
Exam II	20%
Homework	20%
Research Paper	20%
Final Exam	20%

Internet

Participation	40%
Homework	40%
Midterm	10%
Final	10%

Hybrid

Weekly Assignments	30%
Research Papers	20%
Homework	30%
Final	20%

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HITT 1305 Medical Terminology I

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

Course Description: Study of word origin and structure through the introduction of prefixes, suffixes, root words, plurals, abbreviations and symbols, surgical procedures, medical specialties, and diagnostic procedures. (Introduction to the practical application of medical terminology. Study of word origin and structure through the introduction of prefixes, suffixes, root words, plurals, abbreviations and symbols, surgical procedures, medical specialties, and diagnostic procedures.)

Approval Number 51.0707 0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow

- A. Identify, pronounce, and spell medical terms;
- B. Use terms in context;
- C. Build and analyze medical terms; and
- D. Use medical references as resource tools.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.

For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening
Speaking

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.

- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

1 Final Exam = 30%
15 Assignments = 70%
Total percent: 100%

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HUMA 1315 Fine Arts Appreciation

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

Course Description: Understanding purposes and processes in the visual and musical arts including evaluation of selected works.

Approval Number 50.0101.51 26

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Humanities and Visual and Performing Arts courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board.

The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

1. To demonstrate awareness of the scope and variety of works in the arts and humanities.
2. To understand those works as expressions of individual and human values within an historical and social context.
3. To respond critically to works in the arts and humanities.
4. To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.
5. To articulate an informed personal reaction to works in the arts and humanities.
6. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
7. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

In addition, this course will meet the specific learning outcomes that follow:

1. Evaluate the change and evolution of aesthetic standards.
2. Outline and critique attributes that make a work of art influential through time and across genres.
3. Deconstruct the cultural and historical context of a piece of art.
4. Produce artistic work and critique personal artistic process.
5. Create personal aesthetic criteria for various artistic texts and consciously apply these criteria.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
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- Academic suspension

IV. Class Attendance

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V. Cell Phones and Other Electronic Devices Procedure:

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Uses Computers to Process Information

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Works with Cultural Diversity

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

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Writing
Arithmetic
Mathematics
Listening
Speaking
Thinking Skills:
Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning
Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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VIII. Grievance Policy

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IX. Methods of Evaluation

Methods of instruction include lectures, discussions, collaborative work, one-to-one conferences, and audio-video. Evaluation is based on written assignments, projects, reading assignments, class participation, and the final exam.

See Humanities 1315 Assignment Instructions document for detailed assignment instructions, grading rubrics, due dates, and submission policies.

Category	Percentage
Projects	50
Final Exam	10
Journals	20
Daily Grades	20
Total	100%

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INTC 1355 – Unit Operations

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Consult advisor

Course Description: Automatic control requirements of industrial processes. Includes control systems, control loop tuning, and analysis.

Approval Number15.0404.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
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3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

1. Explain the static and dynamic aspects of processes.
2. Describe the automatic control requirements of processes.
3. Analyze process variables and adjust the control loop.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

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IV. Class Attendance

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responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Week 1-Give out and discuss syllabus and course outcomes

Week 2-Discuss and review compression handout
 Week 3-Discuss and review heat exchangers handout
 Week 4-Study process chemistry
 Week 5-Unit exam.(process chemistry) study part 1 of distillation 1
 Week 6-Study part 2 of distillation 1; review for unit exam.(distillation 1)
 Week 7-Unit exam.(distillation 1) study part 1 of distillation 2
 Week 8-Study part 2 of distillation 2; review for unit exam.(distillation 2)
 Week 9-Spring break-college closed
 Week 10-Unit exam.(distillation 2) study part1 of catalytic reforming
 Week 11-Study part2 of catalytic reforming; review for reforming test
 Week 12-Unit exam.(catalytic reforming) review catalytic cracking
 Week 13-Unit exam.(catalytic reforming) review section test
 Week 14-Section test; study symbols, layouts and PID drawings
 Week 15-Review for final exam.
 Week 16-Final exam. .

VII. Correlation to Stated Mission Goals of Frank Phillips College

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- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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IX. Methods of Evaluation

Attendance	10%
Unit Exams	70%
Final Exam	20%
	<hr/>
	100%

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INTC 1358 – Flow & Measurement Calibration

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Consult advisor

Course Description: Practical methods of flow measurements and flow integration. Emphasizes primary flow element selection and calculations in accordance with American Gas Association (AGA) and American Petroleum Institute (API) standards.

Approval Number15.0404.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to

evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

1. Understand and perform flow calculations.
2. Identify and discuss primary flow elements..
3. Select the proper primary flow elements under specific conditions.
4. Identify and discuss the advantages/disadvantages of the various flow elements.
5. Understand and practice proper safety procedures required in labs.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.

For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Week 1-Syllabus Review, Introduction to Safety Rules
Week 2-Introduction to Flow
Week 3-Characteristics of flow
Week 4-Gas Laws and calculations
Week 5-Differential Pressure flow meters
Week 6-Differential Pressure Flow Equation
Week 7-Key terms and Midterm review
Week 8-(Midterm) Introduction to Mechanical flow meters
Week 9-Spring Break-College Closed
Week 10-Turbine Flow Meters
Week 11-Magnetic Flow meters, Ultrasonic Flow meters
Week 12-Mass Flow meters
Week 13-Practical Flow Measurement and calculations
Week 14-Orifice Taps, Integrators
Week 15-Flow Switches
Week 16-Final Review
Week 17-Final

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Midterm test	20%
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Labs	30%
Class participation	10%
Attendance	10%
Final exam	30%
	<hr/>
	100%

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NTC 1391 – Special Topics in Instrumentation Technology

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: 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 was designed to be repeated multiple times to improve student proficiency.

Approval Number 15.0404.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

1. Student will research a predetermined “topic” throughout the semester and will present a final research paper on or before a specified date.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor’s permission), utilizing resources such as books and notes for a test without the professor’s permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources
- Information:
 - Acquires & Evaluates Information
 - Organizes & Maintains Information
 - Uses Computers to Process Information
- Interpersonal:
 - Participates as a Member of a Team
 - Teaches Others
 - Serves Clients/Customers
 - Exercises Leadership
 - Negotiates to Arrive at a Decision
 - Works with Cultural Diversity
- Systems:
 - Understands Systems
 - Monitors & Corrects Performance
 - Improves & Designs Systems
- Technology:
 - Selects Technology
 - Applies Technology
 - Maintains & Troubleshoots Technology
- Basic Skills:
 - Reading
 - Writing
 - Arithmetic
 - Mathematics
 - Listening
 - Speaking
- Thinking Skills:
 - Creative Thinking
 - Decision Making
 - Problem Solving
 - Seeing Things in the Mind's Eye
 - Knowing How to Learn
 - Reasoning
- Personal Qualities:
 - Responsibility
 - Self-Esteem
 - Sociability
 - Self-Management
 - Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.

- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Research topic submission	10%
Research Paper	90%
	<hr/>
	100%

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INTC 2388 – Internship in Instrumentation Technology

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Consult advisor

Course Description: A work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts. A learning plan is developed by the college and the employer.

Approval Number 15.0404.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to

evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

1. Understand and master the theory, concepts, and skills involving tools, materials, equipment, procedures, regulations, laws, and interactions within and among political, economic, and legal, systems associated with the occupation, business, or industry.
2. Demonstrate ethical behavior, safety practice, interpersonal and teamwork skills.
3. Demonstrate communication in the applicable language of the occupation, business or industry.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course

- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

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Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.

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V. Cell Phones and Other Electronic Devices Procedure:

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Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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IX. Methods of Evaluation

Log Entries =	60%
Supervisor's evaluations =	40%
	<hr/>
	100%

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MATH 0301 Basic Math

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Students who have not passed the Math Section of a TSI approved test may be placed in this course. (Does not count toward a degree.)

Course Description: Topics in mathematics such as arithmetic operations, basic algebraic concepts and notation, geometry, and real and complex number systems. (An introductory course designed to identify deficiencies and provide a review of fundamental operations in mathematics. Based on the individual student's need. Topics include arithmetic operations on fractions, decimals, and integers; solving problems with proportions and percents; descriptive statistics; and, basic geometric figures.)

Approval Number 32.0104.51 19

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

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SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Mathematics courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.

7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

In addition, this course will meet the specific learning outcomes that follow:

1. Add, subtract, multiply, and divide whole numbers;
2. Add, subtract, multiply, and divide fractions;
3. Add, subtract, multiply, and divide decimals;
4. Change fractions to decimals, decimals to fractions;
5. Apply knowledge of fractions and decimals;
6. Find fractional notation for ratios;
7. Set up proportions and solve proportions;
8. Solve word problems involving proportions;
9. Change fractions to percents and percents to fractions;
10. Change decimals to percents, percents to decimals;
11. Solve word problems involving percents;
12. Calculate averages, medians, and modes;
13. Identify and interpret data from tables and graphs;
14. Convert units from one system of measurement to another system or within the same system;
15. Identify basic geometric figures;
16. Determine and evaluate various geometric measurements; and
17. Add subtract, multiply, and divide signed numbers.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

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- Academic suspension

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Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the

course in which they are excessively absent is their only preparatory course.
For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

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V. Cell Phones and Other Electronic Devices Procedure:

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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity
- Systems:
 - Understands Systems
 - Monitors & Corrects Performance
 - Improves & Designs Systems
- Technology:
 - Selects Technology
 - Applies Technology
 - Maintains & Troubleshoots Technology
- Basic Skills:
 - Reading
 - Writing
 - Arithmetic
 - Mathematics
 - Listening
 - Speaking
- Thinking Skills:
 - Creative Thinking
 - Decision Making
 - Problem Solving
 - Seeing Things in the Mind's Eye
 - Knowing How to Learn
 - Reasoning
- Personal Qualities:
 - Responsibility
 - Self-Esteem
 - Sociability
 - Self-Management
 - Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Homework, class work, labs, and quizzes 25%

Major Exams 50%

Final Exam 25%

Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work

MATH 0302 Elementary Algebra and Geometry

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Completion of MATH 0301 with a grade of C or better or placement by an approved TSI test. (Does not count toward a degree.)

Course Description: Topics in mathematics such as arithmetic operations, basic algebraic concepts and notation, geometry, and real and complex number systems. (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.)

Approval Number 32.0104.51 19

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Mathematics courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.

7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

In addition, this course will meet the specific learning outcomes that follow:

1. Provide the basic tools of algebra needed for further courses in mathematics;
2. Show that mathematics is useful in many disciplines using applications;
3. Evaluate algebraic expressions;
4. Convert phrases to algebraic expressions;
5. Graph and order real numbers on the number line;
6. Find absolute values and opposites of real numbers;
7. Add, subtract, multiply, and divide real numbers;
8. Use and identify properties of real numbers;
9. Combine algebraic expressions;
10. Solve linear equations;
11. Solve linear inequalities;
12. Use integer exponents;
13. Do arithmetic operations on polynomials;
14. Factor polynomials;
15. Simplify rational expressions;
16. Use the rectangular coordinate system to do simple graphing;
17. Evaluate and estimate square roots and other basic radicals;
18. Identify and calculate the measures of adjacent, vertical, and complementary angles;
19. Investigate properties of parallel and perpendicular lines;
20. Work with congruent and similar triangles; and
21. Solve systems of equations in two variables.

III. Academic Honesty and Integrity

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- A grade of 0 for the test or assignment
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Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

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Uses Computers to Process Information

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- Teaches Others
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IX. Methods of Evaluation

Homework, class work, labs, and quizzes 25%

Major Exams 50%

Final Exam 25%

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MATH 0303 Intermediate College Algebra

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Completion of MATH 0302 with a grade of C or better or placement by an approved TSI test. (Does not count toward a degree.)

Course Description: A study of relations and functions, inequalities, factoring, polynomials, rational expressions, and quadratics with an introduction to complex numbers, exponential and logarithmic functions, determinants and matrices, and sequences and series. (A course for those who have insufficient preparation for college algebra or who have been out of high school for several years and need a review of algebraic fundamentals.)

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READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Mathematics courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.

7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

In addition, this course will meet the specific learning outcomes that follow:

1. Provide the basic tools of algebra needed for further courses in mathematics;
2. Show that mathematics is useful in many disciplines using applications;
3. Review of basic algebra;
4. Solve linear equations and apply these to problems;
5. Solve absolute value equations and inequalities;
6. Graph lines and linear inequalities;
7. Solve systems of equations and apply to problems;
8. Add, subtract, multiply, and divide polynomials;
9. Factor polynomials;
10. Perform basic operations on rational expressions;
11. Perform basic operations on complex numbers;
12. Solve quadratic equations;
13. Identify, evaluate, and graph functions and relations;
14. Simplify exponential and logarithmic functions;
15. Simplify rational expressions; and
16. Evaluate sequences and series.

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Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

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Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

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Homework 25%

Major Exams 50%

Final Exam 25%

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MATH 1314 College Algebra

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Completion of MATH 0303 with a grade of C or better or placement by an approved TSI test.

Course Description: Study of quadratics; polynomial, rational, logarithmic, and exponential functions; systems of equations; progressions; sequences and series; and matrices and determinants. (This course includes inequalities, determinants, elementary theory of equations (finding rational roots), binomial theorem, progressions, etc.)

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SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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II. Outcomes/Terminal Outcomes

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4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

In addition, this course will meet the specific learning outcomes that follow:

1. Employ exponential properties to simplify exponential expressions;
2. Construct models and solve equations to applied problems;
3. Demonstrate use of basic polynomial operations;
4. Solve equations and inequalities;
5. Graph functions and relations;
6. Determine the roots of polynomials using theory of equations;
7. Solve exponential and logarithmic equations and graph exponential and logarithmic functions;
8. Solve systems of equations;
9. Apply basic operations to matrices;
10. Evaluate arithmetic and geometric sequences;

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Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Face-to-face: exams 70% ; daily work 30%
Dual credit: exams 70% ; daily work 30%

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MATH 1316 Plane Trigonometry

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: One unit of plane geometry, and two units of high school algebra. Passage of the Math Section of a TSI approved test or completion of MATH 0303 with a grade of C or better.

Course Description: Trigonometric functions, identities, equations, and applications.

Approval Number 27.0101.53 19

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Mathematics courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

In addition, this course will meet the specific learning outcomes that follow:

1. Define the six trigonometric ratios.
2. Solve triangles using the trigonometric functions and laws of sines and cosines
3. Demonstrate the relationships between the functions.
4. Use radian measure as well as degree measure in trig functions.
5. Prove trigonometric identities.
6. Solve trigonometric equations.
7. Construct graphs involving the trigonometric functions.
8. Examine the inverse trigonometric functions.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing
Arithmetic
Mathematics
Listening
Speaking
Thinking Skills:
Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning
Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

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IX. Methods of Evaluation

Face-to-face: exams 80%; daily work 20%
Dual credit: exams 75%; daily work 25%

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MATH 1325 — Mathematics of Modern Business II

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Completion of MATH 1324 with a grade of C or better.

Course Description: Limits and continuity, derivatives, graphing and optimization, exponential and logarithmic functions, antiderivatives, integration, applications to management, economics, and business. (This course is a continuation of Math 1324 including differential and integral calculus and probability.)

Approval Number 27.0301.53.19

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Mathematics courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

In addition, this course will meet the specific learning outcomes that follow:

1. understand the definition of a derivative
2. be able to differentiate polynomial, and exponential and logarithmic functions
3. be able to differentiate products, quotients, and use the chain rule
4. be able to use differentiation techniques to graph functions
5. implicitly differentiate
6. investigate antiderivatives and integration
7. integrate by substitution
8. integrate by parts and using integration tables
9. investigate multivariable calculus including partial derivatives and finding maxima and minima
10. investigate double integrals

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Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

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Allocates Material & Facility Resources

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Organizes & Maintains Information

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Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Technology:

Selects Technology

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Maintains & Troubleshoots Technology

Basic Skills:

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Writing
Arithmetic
Mathematics
Listening
Speaking
Thinking Skills:
Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning
Personal Qualities:
Responsibility
Self-Esteem
Sociability
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Face-to-face: exams 75%; daily work 25%

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MATH 1351 — Fundamentals of Mathematics II

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: MATH 1314 College Algebra or a higher-level math course and MATH 1350 Fundamentals of Mathematics I with grades of C or better.

Course Description: Concepts of geometry, probability, and statistics, as well as applications of the algebraic properties of real numbers to concepts of measurement with an emphasis on problem solving and critical thinking. This course is appropriate for early childhood education majors.

Approval Number27.0101.60.19

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II. Outcomes/Terminal Outcomes

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5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

In addition, this course will meet the specific learning outcomes that follow:

1. Recognize the NCTM standards and the TEKS.
2. Recognize the connection between fractions, rational numbers, decimals and percents.
3. Define and use ratios and proportions.
4. Recognize algebraic reasoning and representation.
5. Draw and interpret a variety of graphical representations of data.
6. Calculate and interpret the measures of central tendency and variability for a set of data.
7. Calculate empirical probabilities, permutations and combinations.
8. Define the basic figures of geometry along with their properties.
9. Explain the measurement process and the concept of a unit measurement.
10. Calculate the perimeter, area, surface area, and volume for a variety of figures.
11. Prove the congruence or similarity of a given pair of triangles.

III. Academic Honesty and Integrity

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Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

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Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading
 Writing
 Arithmetic
 Mathematics
 Listening
 Speaking
 Thinking Skills:
 Creative Thinking
 Decision Making
 Problem Solving
 Seeing Things in the Mind's Eye
 Knowing How to Learn
 Reasoning
 Personal Qualities:
 Responsibility
 Self-Esteem
 Sociability
 Self-Management
 Integrity/Honesty

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IX. Methods of Evaluation

Homework	25%
Exams	50%
Final Exam	25%

Grade Scale:

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
59 - & below	F

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Additional/Supplemental References

1. The ARC has software and videos that correlate to each section in the assigned textbook.
2. Student tutors are available for students in the ARC.
3. The mathematics section in the library has many related books.
4. The following list of websites may be helpful:

<http://euler.slu.edu/Dept/SuccessinMath.html>

<http://www.mathpower.com/>

<http://www.mathpowercom/tips/htm>

<http://www.purplemath.com/stdysrvy.htm>

<http://webster.commnet.edu/mathcenter/handouts/module.htm>

<http://www.wvu.edu/depts/tutorialcenter/math.htm>

<http://www.wtamu.edu/academic/anns/mps/math/mathlab/>

MATH 2312 Pre-Calculus Math

Frank Phillips College

I. General Course Information

Credit Hours:

Prerequisite and/or Co-requisite: Passage of Math Section of a TSI approved test, two years of high-school algebra, one year of high-school geometry, and one semester of high-school trigonometry.

Course Description: Applications of algebra and trigonometry to the study of elementary functions and their graphs including polynomial, rational, exponential, logarithmic, and trigonometric functions. May include topics from analytical geometry.

Approval Number27.0101.58 19

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to

evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Mathematics courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

In addition, this course will meet the specific learning outcomes that follow:

1. Construct graphs of trigonometric functions using polar coordinates.
2. Graph functions, including rational functions and relations.
3. Apply operations on complex numbers.
4. Solve exponential and logarithmic equations and graph exponential and logarithmic functions.
5. Graph a system of parametric equations.
6. Describe vectors in component form and in terms of length and direction.
And demonstrate various calculations with vectors such as addition, subtraction, multiplication of scalar, dot product and cross product.
7. Construct models and solve applied problems using vectors.
8. Sketch the graphs of various conics and create using different conic graphs.
9. Evaluate arithmetic and geometric sequences.

III. Academic Honesty and Integrity

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- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first

fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening
Speaking

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Face-to-face: exams 75%; daily work 25%
Dual Credit: Assignments 10%; Exams 30%; Quizzes 60%

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

MATH 2413 Calculus I

Frank Phillips College

I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: Completion of MATH 1316 with a grade of C or better or co-requisite of MATH 1316

Course Description: Functions, limits, derivatives, and continuity; differentiation of algebraic functions; applications of the derivative; introduction to integration.

Approval Number..... 27.0101.59.19

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READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Mathematics courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

In addition, this course will meet the specific learning outcomes that follow:

1. Develop solutions for tangent and area problems using the concepts of limits, derivatives, and integrals.
2. Draw graphs of algebraic and transcendental functions considering the concepts of limits, continuity, and differentiability at a point.
3. Determine whether a function is continuous and/or differentiable at a point using limits.
4. Use differentiation rules to differentiate algebraic and transcendental functions.
5. Identify appropriate calculus concepts and techniques to provide mathematical models of real-world situations and determine solutions to applied problems.
6. Evaluate definite integrals using the Fundamental Theorem of Calculus.
7. Articulate the relationship between derivatives and integrals using the Fundamental Theorem of Calculus.

III. Academic Honesty and Integrity

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IV. 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.

V. Cell Phones and Other Electronic Devices Procedure:

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

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Negotiates to Arrive at a Decision

Works with Cultural Diversity

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening
Speaking
Thinking Skills:
Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning
Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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IX. Methods of Evaluation

Face-to-face and dual credit: exams 75%; lab 25%

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MATH 2414 Calculus II

Frank Phillips College

I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: Completion of MATH 2413 with a grade of C or better.

Course Description: Differentiation and integration of transcendental functions; parametric equations and polar coordinates; techniques of integration; sequences and series; improper integrals.

Approval Number..... 27.0101.62 19

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to

evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Mathematics courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

In addition, this course will meet the specific learning outcomes that follow:

1. 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.

III. Academic Honesty and Integrity

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

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Allocates Time

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Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Systems:

Understands Systems

- Monitors & Corrects Performance
- Improves & Designs Systems
- Technology:
 - Selects Technology
 - Applies Technology
 - Maintains & Troubleshoots Technology
- Basic Skills:
 - Reading
 - Writing
 - Arithmetic
 - Mathematics
 - Listening
 - Speaking
- Thinking Skills:
 - Creative Thinking
 - Decision Making
 - Problem Solving
 - Seeing Things in the Mind's Eye
 - Knowing How to Learn
 - Reasoning
- Personal Qualities:
 - Responsibility
 - Self-Esteem
 - Sociability
 - Self-Management
 - Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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IX. Methods of Evaluation

Face-to-face and dual credit: exams 75%; lab 25%

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MATH 2315 Calculus III

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Completion of MATH 2414 with a grade of C or better.

Course Description: 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. (Applications of calculus, functions of several variables, partial differentiation, vectors and multiple integration.)

Approval Number..... 27.0101.63.19

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SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Mathematics courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.

7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

In addition, this course will meet the specific learning outcomes that follow:

1. investigate many of the applications of calculus
2. sketch and find limits of multivariable functions and determine multivariable equations from given information
3. be able to partial differentiate various functions
4. track the positions of moving bodies with vectors and calculate the directions and magnitudes of their velocities and accelerations
5. be able to integrate with respect to two or more variables

Learning Outcomes From ACGM-Beth, use these?

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.

III. Academic Honesty and Integrity

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- Administrative withdrawal from the course
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Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

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Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- Provide a classroom setting which is conducive to learning.
- Provide, assist, and promote the use of learning resources in the classroom.
- Provide an opportunity to participate in and contribute to the democratic society in which we live.
- Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Face-to-face and dual credit: exams 75%; lab 25%

Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work

Frank Phillips College
VNSG 1329
Spring 2012

I. General Course Information

Course Number: VNSG 1329

Course Title: Medical Surgical Nursing I

Course Instructor Lacey Keeton RN

Credit Hours: 3

E-mail: lkeeton@fpctx.edu

Course Description: Application of the nursing process to the care of adult patients experiencing medical-surgical conditions in the health-illness continuum. A variety of health care settings are utilized. The student will identify the components of the health-illness continuum; identify prevalent medical-surgical conditions affecting the adult; and utilize the nursing process to assist in developing a plan of care for selected medical-surgical conditions.

Course Learning Outcomes: The student will describe the underlying principles of selected nursing skills and their relationship to client health status and emotional status. The student will demonstrate satisfactory performance of selected nursing skills utilizing principles of safety; and identify the nursing process used to solve basic client care problems across the life span utilizing appropriate medical terminology.

A series of basic intellectual competencies - - reading, writing, speaking, listening, critical thinking, and computer literacy – are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials—books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and

organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Differentiated Entry Level Competencies (DELC)

ROLE: PROVIDER OF CARE

1. Assist in determining the health status and health needs of clients on interpretation of health-related data and preventative health practices in collaboration with clients, their families, and other members of the immediate health care team.

Expected Outcomes:

1. Identify four steps in a systemic process (i.e. nursing process), which include assessment, planning, implementation, and evaluation.
2. Become familiar with the basic components of nursing diagnosis (e.g. North American Nursing Diagnosis Association)
3. Use structured data collection tools and techniques of assessment of clients inclusive of interviewing.
4. Recognize the characteristics, concepts, and processes related to clients, including gross anatomy; basic psychology; psychosocial growth and development; gross psychopathology; ethical reasoning; and major cultural and spiritual beliefs and practices related to health, illness, birth, death, and dying.
5. Recognize the basic characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventative health practices.

6. Develop an understanding of common medical diagnoses, drug and other therapies and treatments.
2. Assist the formulation of goals/outcomes and a plan of care in collaboration with the client, their families, and interdisciplinary health care team members.

Expected Outcomes:

1. Develop an understanding of the dynamics of the nurse client relationship.
 2. Recognize written, verbal, and non-verbal modes of communication including information technologies.
 3. Become aware of the fundamental principles of disease prevention, promotion of health and wellness, and the restoration of health.
 4. Develop basic intervention skills designed to support the client and family during the various life stages, including death and dying.
 5. Recognize the relationship between the nursing plan of care, the plan of care of other health care professionals, and the therapeutic regimen.
 6. Develop criteria for setting priorities in planning and evaluating care for the client.
 7. Understand the steps and procedures of discharge planning.
3. Implement plan of care within legal and ethical parameters including scope of education, in collaboration with the client and interdisciplinary health care team to assist client in meeting health care needs.

Expected Outcomes:

1. Become aware of common health practices and behaviors of clients related to developmental level, gender, cultures, belief systems, and the environment.
2. Develop methods of therapeutic communication.
3. Identify the basic physiological and psychosocial (spiritual, cultural, gender, developmental level, financial) aspects of nursing interventions.
4. Recognize basic rights and responsibilities of clients related to health care.
5. Recognize the fundamental principles and factors that contribute to the maintenance or restoration of health.
6. Develop understanding of properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents.
7. Understand the principles of safety.
8. Identify coping mechanisms for managing stress.
9. Identify resources available for crisis management
10. Become familiar with the code of vocational nurse ethics, which will impact the practice of vocational nursing and health care.
11. Become familiar with the legal parameters of vocational nursing practice.
12. Become familiar with the available resources within the employment setting.
13. Understand the key federal and state statutes and institutional policies regarding patient confidentiality.
14. Become competent in performing nursing skills/procedures.

4. Implement teaching plan for client with common health problems and well-defined learning needs.

Expected Outcomes:

1. Identify how developmental stages may affect learning by the client.
2. Identify situational variables, which may affect learning by the client (i.e. stress, pain, and fear).
3. Develop teaching techniques, which will enhance and facilitate client teaching
4. Identify methods to evaluate the client's level of learning.
5. Determine "Links between healthy lifestyles, prevention, and cost of healthcare."

5. Assist in the evaluation of the client's responses and outcomes to therapeutic interventions

Expected Outcomes:

1. Recognize common methods for measuring client health-goal attainment.
2. Utilize basic tools for evaluating the effectiveness of specific nursing interventions.

6. Provide direct basic care to assigned multiple clients in structured settings.

Expected Outcomes:

1. Become aware of institutional policies and procedures for delivery of nursing care.
2. Become aware of the basic characteristics, trends, and issues of the health care delivery system.
3. Recognize the basis for determining nursing care priorities in client care.
4. Become aware of the scope of responsibility and accountability as it relates to supervision, and - collaboration.
5. Utilize the channels of communication for decision-making processes within the work setting.

7. Use the problem solving approach as the basis for decision making in practice.

Expected Outcomes:

1. Utilize a systematic problem solving process.
2. Develop an understanding of the need for establishing priorities.
3. Utilize work-setting resources available to assist in decision-making.
4. Understand the ways that nursing research can improve client care.

ROLE: COORDINATOR OF CARE

1. Assist in the coordination of human and material resources for the provision of care for assigned clients

Expected Outcome:

1. Utilize basic principles of organizing resources necessary to provide quality care.
 2. Develop principles of problem solving, data collection, and basic time management skills
 3. Recognize the functions of team members.
 4. Recognize the cultural differences of clients.
2. Collaborate with clients and the interdisciplinary health care team to provide direct care to assigned individual clients.

Expected Outcome:

1. Recognize the basic structure and function of the health care delivery system.
 2. Develop an understanding of the need for effective communication techniques.
 3. Develop an understanding of the roles of all levels of nursing and other health care professionals.
 4. Understand the need for client advocacy and consumer rights and responsibilities.
 3. Participate in the identification of clients needs for referral to resources that facilitate continuity of care.
- Expected Outcome:
1. Become aware of institutional and community resources.
 2. Become aware of the roles of family dynamics and significant others support to individual client.
 4. Participate in activities, which support the organizational framework of structured health care settings.

Expected Outcome:

1. Understand the organizational mission, vision, and values as a framework for care.
 2. Demonstrate awareness of lines of authority and accountability within structured health care settings.
 3. Recognize methods for promoting safety in the work environment.
 4. Identify the role of the VN in risk management,
 5. Identify the role of the VN in implementing established cost containment measures

ROLE: MEMBER OF A PROFESSION:

1. Demonstrate accountability for own nursing care.

Expected Outcome:

1. Become familiar with the code of ethics for the LVN.
 2. Recognize the standards of vocational nursing education.
 3. Become aware of legalities of VN practice.

4. Recognize issues affecting the role of the VN and the delivery of care.
 5. Understand available sources of continuing education and professional development.
 6. Develop a self-evaluation process.
 7. Develop an understanding of work setting policies and procedures.
 8. Recognize professional boundaries.
2. Participate as an advocate in activities that focus on improving the health care of clients.

Expected Outcome:

1. Recognize the rights and responsibilities of clients regarding health care, including self-determination.
 2. Recognize the individual's responsibility for quality of nursing care.
 3. Understand the individual nurse's role in the quality improvement/quality assurance process.
 4. Recognize the responsibility for reporting to licensing and public protective agencies.
3. Demonstrate behaviors that promote the development and practice of vocational nursing.

Expected Outcome:

1. Become aware of the historical evolution of nursing practice.
2. Become aware of the issues affecting the development and practice of vocational nursing, including multistate licensing.
3. Become familiar with the role of major vocational nursing organizations, regulatory agencies, and health care organizations.
4. Recognize the factors affecting the public image of nursing.
5. Recognize the distinctions between LVN and RN roles.

III. Objectives/Terminal Objectives

All Frank Phillips College courses work together to meet the following objectives:

1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he/she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspect of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and

8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific objectives that follow (**please note that specific applications and objectives for each component are listed in the nursing handbook under the course name):

1. Describe how the nursing process is used by the LPN/LVN to prioritize client care based on Maslow's hierarchy of needs.
2. Explain the importance of ethical and legal performance in nursing practice and decision making.
3. Discuss the basic concepts and attributes of culturally diverse clients and families and how it influences nursing care.
4. Identify alternative and complementary therapies and related safety issues.
5. Discuss the common causes, signs and symptoms, treatment, and client education for fluid and electrolyte imbalances.
6. Identify the rationale for use of IV therapy including IV solutions and methods of administration.
7. Discuss infectious diseases, the chain of infection, immunity, diagnosis, treatment, and safety precautions for health care.
8. Explain the pathophysiology, etiology, signs and symptoms, categories, and treatment for shock.
9. Explain the physiology of pain, its effects and methods for effective management both pharmacologic and non-pharmacologic.
10. Describe the variety of treatment methods for cancer and their nursing implications and nursing interventions.
11. Explain the process for the surgical client from admission through discharge including nursing interventions.
12. Explain emergent conditions, prioritizing, assessment, and interventions essential to nursing care.
13. Identify the uniqueness of the gerontological client associated with physical, mental, and emotional changes and special needs of the client and family.
14. Describe the psychosocial, growth and development, and the physiological needs of the client across the life span.
15. Identify common, overt, actual, and potential primary healthcare needs of the client related to the cardiovascular, respiratory, hematopoietic and lymphatic systems.
16. Explain the expected physical changes & discuss nursing interventions the nurse would provide for a patient at the end of life. Discuss choices that are available to patients at the end of their life as well as communicating to the dying patient & their families.
17. Discuss the etiologies, signs, & symptoms of immune system disorders. Explain data to be collected and the type of nursing care to be provided for a patient with immune disorders.
18. Identify the prognosis, preventive measures, & a teaching plan for patients with HIV and acquired immunodeficiency syndrome (AIDS).

IV. Textbook and Other Required Materials

Medical Surgical Nursing, Susan C. deWit (2009)/Saunders Elsevier

Medical Surgical Nursing Student Learning Guide, Susan deWit (2009)/Saunders Elsevier

V. Classroom Policy and Instructor Expectations

Additional assignments may be given at any time during the course.
Workbook assignments may be graded at any time at the discretion of the instructor.

Pop quizzes will be given during regularly scheduled classes.

Major exams will be given as stated on the class schedule.

A final exam will be given at the conclusion of this course.

In order to continue in the nursing program, a final grade average of 75 must be obtained.

NONDISCRIMINATION ON A BASIS OF DISABILITY

Refer to the Frank Phillips College 2010-2011 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. Attendance Requirements

As stated in the Vocational Nursing Student Policy Handbook

VIII. Methods of Evaluation

At the end of the course, following the administration of the final exam, the grade will be obtained as follows:

Daily Quizzes, additional assignments, workbook	25%
Major Exam Grades	50%
Final Exam Grades	25%

Frank Phillips College Vocational Nursing Program Grade Scale:

A – 91.45-100

B – 81.45-91.44

C – 74.45-81.44

D – 60-74.44

F – 0-59

IX. Correlation to Stated Mission Goals of Frank Phillips College

Provide introduction and application of medical surgical nursing with emphasis on the disease processes;

Provide, assist, and promote the use of learning resources;

Participate and contribute to the medical surgical field in which we practice; and

Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

Lacey Keeton RN

VNSG 1329

(806) 457-4200 ext 608

E-mail: lkeeton@fpctx.edu

Office Hours:

I am on campus on Mondays from 8:00am-4:00pm, Tues-Thursday 6:30-5:00 clinical days & I am at the Borger Hospital. I am off on Fridays.

MUSI 1306 — Music Appreciation

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: None

Course Description: Understanding music through the study of cultural periods, major composers, and musical elements. Illustrated with audio recordings and live performances. (A foundation in enjoyment and understanding of music through the use of recorded music and song literature. Elements of music and analysis of music form and design. For non-music majors.)

Approval Number.....50.0902.51.26

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

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II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Humanities and Visual and Performing Arts courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board.

The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

1. To demonstrate awareness of the scope and variety of works in the arts and humanities.
2. To understand those works as expressions of individual and human values within an historical and social context.
3. To respond critically to works in the arts and humanities.
4. To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.
5. To articulate an informed personal reaction to works in the arts and humanities.

6. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
7. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

In addition, this course will meet the specific learning outcomes that follow:

1. Understand music history through using the book.
2. Enhance your cultural perspectives to increasing diversity of styles through stimulating and informative discussions on a variety of world, traditional, and popular music genres.
3. Focus on the elements of music, in which musical concepts, instruments, and ensembles of non-Western cultures and western cultures meet.
4. Analyze the feature of western art music and music forms.
Understand music theory: chords and scales.
5. Compose your own song by using the elementary music theory and perform in the class.
6. Understand compositions in each era and composers' philosophy and literature.
7. Develop listening skills.
8. Understand the role of women in music.
9. Enhance yourselves by attending a live concert and understanding real performance.
10. Enjoy music to be a music lover.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.

For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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- Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

1. Quizzes (3) plus Homework	10%
2. Three Exams	30%
3. Live Concert Reports	20%
4. Term Paper	20%
5. Creative Project, Make a Song	20%

Total 100%

Additional Points

Reading Assignment	10 points
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Grade:

Total Average: 90-100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
59 and below = F

Radio Station

Listen to NPR FM 1, 89.5

Examination, quiz, and Homework

Quiz 1	Part One: The Materials of Music
Quiz 2	Part three: More Materials of Music
Quiz 3	Part Five: More Materials of Form
Exam 1	Part two: Medieval and Renaissance Music Part Four: The Baroque Era
Exam 2	Part Six: Eighteenth-Century Classicism
Exam 3 (Final)	Part 7: The Nineteenth Century (Ch. 40 to 62) Listening Test from Part 2, 4, 6, 7, and 8

Live Concert Reports

- (1) **Instrumental Music:** Orchestra, Band, Chamber music,
Solo recital
- (2) **Choral/Vocal Music:** Choir/chorus, Chamber choir/madrigal choir,
Solo vocal recital
- (3) **Dramatic Music:** Opera, Musical/play

Requirements:

Students must attend the **Live Concert, except Rock music. If you attend Amarillo symphony orchestra, WTAMU and PSU music program live concert, it will be perfect.** The reports will be written on three different kinds of performances, which will be from Solo vocal music, Chorus, and Instrumental sections.

Term Paper

Students are required to write Two Term Papers, which will be collected and graded at two times during the semester. The composite grades for these Term Papers will count toward the final grade in the course. The format will be provided in class. Handwriting will not be accepted, typed only.

Term Paper I by March 19, 2012-----Write your paper titled Development of Music from the Medieval, Renaissance and Baroque Era using Listening Guides for each era.

Term Paper II by April 16, 2012-----Write your paper titled Development of Music from the Classical and Romantic using Listening Guides for each era.

Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work.

Frank Phillips College

Music Appreciation Syllabus

Spring, 2012

I. General Course Information

Course Number: MUSI 1306
Course Name: Music Appreciation
Credit Hours: 3
Prerequisites: None

Course Description: A foundation in enjoyment and understanding of music through the use of recorded music and song literature. Elements of music and analysis of music form and design. For non-music majors.

Instructor: Yuko Y. Williams E-Mail: yuko2011@att.net
Office Location: Perryton Allen Campus Phone: (806) 648-1450

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 important in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Learning Outcome/Terminal Objectives

All Frank Phillips College courses work together to meet the following learning outcome:

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.
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Humanities and Visual and Performing Arts courses strive to meet the following Exemplary Educational Student Learning Outcomes as identified by the Texas Higher Education Coordinating Board:

1. To demonstrate awareness of the scope and variety of works in the arts and humanities;
2. To understand those works as expressions of individual and human values within an historical and social context;
3. To respond critically to works in the arts and humanities;
4. To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist;
5. To articulate an informed personal reaction to works in the arts and humanities;
6. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts;
7. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

In addition, this course will meet the specific learning outcomes that follow so that by the end of the semester, you will be able to:

1. Understand music history through using the book.
2. Enhance your cultural perspectives to increasing diversity of styles through stimulating and informative discussions on a variety of world, traditional, and popular music genres.

3. Focus on the elements of music, in which musical concepts, instruments, and ensembles of non-Western cultures and western cultures meet.
4. Analyze the feature of western art music and music forms.
Understand music theory: chords and scales.
5. Compose your own song by using the elementary music theory and perform in the class.
6. Understand compositions in each era and composers' philosophy and literature.
7. Develop listening skills.
8. Understand the role of women in music.
9. Enhance yourselves by attending a live concert and understanding real performance.
10. Enjoy music to be a music lover.

Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Frank Phillips College Catalogue on pages 45 and 46. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

III. Textbook and Other Required Materials

1. Machlis, Joseph, and Forney, Kristine. The Enjoyment of Music. 10th ed. Shorter Version. W.W. Norton & Company, 2007
2. Student Resource CD
 - a. The Young Person's Guide to the Orchestral by Benjamin Britten
 - b. Electronic Listening Guide Software for the Shorter 4-CD set materials of Music Interactive.
3. Optional textbooks and recordings, a link to the W.W. Norton *The Enjoyment of Music* Web Site www.wwnorton.com/web/listenonline
4. Type of course: Lecture, Listening, and Discussion

IV. Radio Station

Listen to NPR FM 1, 89.5

V. Examination, quiz, and Homework

Quiz 1	Part One: The Materials of Music
Quiz 2	Part three: More Materials of Music
Quiz 3	Part Five: More Materials of Form

Exam 1	Part two: Medieval and Renaissance Music Part Four: The Baroque Era
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Exam 3 (Final)	Part 7: The Nineteenth Century (Ch. 40 to 62) Listening Test from Part 2, 4, 6, 7, and 8

VI. Live Concert Reports

- (1) **Instrumental Music:** Orchestra, Band, Chamber music, Solo recital
- (2) **Choral/Vocal Music:** Choir/chorus, Chamber choir/madrigal choir, Solo vocal recital
- (3) **Dramatic Music:** Opera, Musical/play

Requirements:

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Students are required to write Two Term Papers, which will be collected and graded at two times during the semester. The composite grades for these Term Papers will count toward the final grade in the course. The format will be provided in class. Handwriting will not be accepted, typed only.

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Term Paper II by April 16, 2012-----Write your paper titled Development of Music from the Classical and Romantic using Listening Guides for each era.

VIII. Method of Evaluation:

Weight

1. Quizzes (3) plus Homework	10%
2. Three Exams	30%
3. Live Concert Reports	20%
4. Term Paper	20%
5. Creative Project, Make a Song	20%

Total 100%

Additional Points

Reading Assignment

10 points

IX. Grade:

Total Average: 90-100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

59 and below = F

X. Classroom Policy and Instructor Expectations:

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; 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 number with an appropriate contact in case of an emergency.

XI. Attendance Requirements

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with the following requirements:

Students must have no more than 3 absences. Students who miss more than the allowed number of absences will administratively withdraw; a student who has been administratively withdrawn due to excessive absences must contact the Dean of Instruction/Chief Academic Officer to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

Students will be notified of withdrawal through their student email accounts, so it is imperative that students check email frequently. Not checking email is not an excuse for missing the deadline to petition for reinstatement. Students wishing to petition for reinstatement has **48 hours from the time the**

email is sent notifying the student of administrative withdrawal, excluding weekends and holidays. Students who do not petition by the deadline **WILL NOT** be reinstated under any circumstances.

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, and these exceptions do not relieve the student of the responsibility of making up the missed work as designated. Excused absences must be documented prior to the class period missed.

XII. Academic Dishonesty Policy

Online Source Citation

While you are working on your paper like; essays, examinations, oral reports, homework assignments, laboratory reports, computer programs, music scores, Web pages, choreography, graphical depictions, visual representations, and so on, you have to be careful of citing.

Why the citation is so important. The same website (Sources) stated:

1. Citations reflect the careful and thorough work you have put into locating and exploring your sources.
2. Citations are a courtesy to the reader, who may share your interest in a particular area of scholarship. They help readers understand the context of your argument, and locate your work within other conversations on your topic.
3. Citations allow you to acknowledge those authors who made possible particular aspects of your work. Failure to provide adequate citations constitutes plagiarism.
4. Citations, by delineating your intellectual debts, also draw attention to the originality and legitimacy of your own ideas. As one historian of the footnote has observed, citations “confer authority” on the writer.

All students might have the risk of plagiarism unless the students develop a habit of citing. To avoid the most common forms of inadvertent plagiarism, we have to develop the habit of citing sources, not only when we perform on the final draft of any kind of project, but also as we take any preliminary notes for it.

Frank Phillips College
VNSG 1234
Spring 2011

I. General Course Information

Course Number: VNSG 1329

Course Title: Pediatrics

Course Instructor: Candi Stribling RN, BSN

Credit Hours: 2

E-mail: cstribling@fpctx.edu

Course Description: This course provides a foundation for pediatric nursing using growth and development concepts as a framework for solving problems and special concerns of the pediatric client. Content includes care of clients with disorders of the endocrine and neurosensory systems, mental health, and care of the child, including preventive measures and health teaching. Another component is the clinical experience; emphasizing clinical decision making, patient care management, prioritizing care, and development of psychomotor skills.

Course Learning Outcomes: The student will describe the underlying principles of selected nursing skills and their relationship to client health status and emotional status. The student will demonstrate satisfactory performance of selected nursing skills utilizing principles of safety; and identifying the nursing process used to solve basic client care problems utilizing appropriate medical terminology.

A series of basic intellectual competencies - - reading, writing, speaking, listening, critical thinking, and computer literacy – are essential to the learning process in any discipline and thus should be included in any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

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LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Differentiated Entry Level Competencies (DELC)

ROLE: PROVIDER OF CARE

1. Assist in determining the health status and health needs of clients on interpretation of health-related data and preventative health practices in collaboration with clients, their families, and other members of the immediate health care team.

Expected Outcomes:

1. Identify four steps in a systemic process (i.e. nursing process), which include assessment, planning, implementation, and evaluation.
 2. Become familiar with the basic components of nursing diagnosis (e.g. North American Nursing Diagnosis Association)
 3. Use structured data collection tools and techniques of assessment of clients inclusive of interviewing.
 4. Recognize the characteristics, concepts, and processes related to clients, including gross anatomy; basic psychology; psychosocial growth and development; gross psychopathology; ethical reasoning; and major cultural and spiritual beliefs and practices related to health, illness, birth, death, and dying.
 5. Recognize the basic characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventative health practices.
 6. Develop an understanding of common medical diagnoses, drug and other therapies and treatments.
2. Assist the formulation of goals/outcomes and a plan of care in collaboration with the client, their families, and interdisciplinary health care team members.

Expected Outcomes:

1. Develop an understanding of the dynamics of the nurse client relationship.
 2. Recognize written, verbal, and non-verbal modes of communication including information technologies.
 3. Become aware of the fundamental principles of disease prevention, promotion of health and wellness, and the restoration of health.
 4. Develop basic intervention skills designed to support the client and family during the various life stages, including death and dying.
 5. Recognize the relationship between the nursing plan of care, the plan of care of other health care professionals, and the therapeutic regimen.
 6. Develop criteria for setting priorities in planning and evaluating care for the client.
 7. Understand the steps and procedures of discharge planning.
3. Implement plan of care within legal and ethical parameters including scope of education, in collaboration with the client and interdisciplinary health care team to assist client in meeting health care needs.

Expected Outcomes:

1. Become aware of common health practices and behaviors of clients related to developmental level, gender, cultures, belief systems, and the environment.
 2. Develop methods of therapeutic communication.
 3. Identify the basic physiological and psychosocial (spiritual, cultural, gender, developmental level, financial) aspects of nursing interventions.
 4. Recognize basic rights and responsibilities of clients related to health care.
 5. Recognize the fundamental principles and factors that contribute to the maintenance or restoration of health.
 6. Develop understanding of properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents.
 7. Understand the principles of safety.
 8. Identify coping mechanisms for managing stress.
 9. Identify resources available for crisis management
 10. Become familiar with the code of vocational nurse ethics, which will impact the practice of vocational nursing and health care.
 11. Become familiar with the legal parameters of vocational nursing practice.
 12. Become familiar with the available resources within the employment setting.
 13. Understand the key federal and state statutes and institutional policies regarding patient confidentiality.
 14. Become competent in performing nursing skills/procedures.
4. Implement teaching plan for client with common health problems and well-defined learning needs.

Expected Outcomes:

1. Identify how developmental stages may affect learning by the client.
 2. Identify situational variables, which may affect learning by the client (i.e. stress, pain, and fear).
 3. Develop teaching techniques, which will enhance and facilitate client teaching
 4. Identify methods to evaluate the client's level of learning.
 5. Determine "Links between healthy lifestyles, prevention, and cost of healthcare."
5. Assist in the evaluation of the client's responses and outcomes to therapeutic interventions

Expected Outcomes:

1. Recognize common methods for measuring client health-goal attainment.
 2. Utilize basic tools for evaluating the effectiveness of specific nursing interventions.
6. Provide direct basic care to assigned multiple clients in structured settings.

Expected Outcomes:

1. Become aware of institutional policies and procedures for delivery of nursing care.
2. Become aware of the basic characteristics, trends, and issues of the health care delivery system.
3. Recognize the basis for determining nursing care priorities in client care.
4. Become aware of the scope of responsibility and accountability as it relates to supervision, and - collaboration.
5. Utilize the channels of communication for decision-making processes within the work setting.
7. Use the problem solving approach as the basis for decision making in practice.

Expected Outcomes:

1. Utilize a systematic problem solving process.
2. Develop an understanding of the need for establishing priorities.
3. Utilize work-setting resources available to assist in decision-making.
4. Understand the ways that nursing research can improve client care.

ROLE: COORDINATOR OF CARE

1. Assist in the coordination of human and material resources for the provision of care for assigned clients

Expected Outcome:

1. Utilize basic principles of organizing resources necessary to provide quality care.
2. Develop principles of problem solving, data collection, and basic time management skills
3. Recognize the functions of team members.
4. Recognize the cultural differences of clients.
2. Collaborate with clients and the interdisciplinary health care team to provide direct care to assigned individual clients.

Expected Outcome:

1. Recognize the basic structure and function of the health care delivery system.
2. Develop an understanding of the need for effective communication techniques.
3. Develop an understanding of the roles of all levels of nursing and other health care professionals.
4. Understand the need for client advocacy and consumer rights and responsibilities.
3. Participate in the identification of clients needs for referral to resources that facilitate continuity of care.

Expected Outcome:

1. Become aware of institutional and community resources.
2. Become aware of the roles of family dynamics and significant others support to individual client.
4. Participate in activities, which support the organizational framework of structured health care settings.

Expected Outcome:

1. Understand the organizational mission, vision, and values as a framework for care.
2. Demonstrate awareness of lines of authority and accountability within structured health care settings.
3. Recognize methods for promoting safety in the work environment.
4. Identify the role of the VN in risk management,
5. Identify the role of the VN in implementing established cost containment measures

ROLE: MEMBER OF A PROFESSION:

1. Demonstrate accountability for own nursing care.

Expected Outcome:

1. Become familiar with the code of ethics for the LVN.
2. Recognize the standards of vocational nursing education.
3. Become aware of legalities of VN practice.
4. Recognize issues affecting the role of the VN and the delivery of care.
5. Understand available sources of continuing education and professional development.
6. Develop a self-evaluation process.
7. Develop an understanding of work setting policies and procedures.
8. Recognize professional boundaries.
2. Participate as an advocate in activities that focus on improving the health care of clients.

Expected Outcome:

1. Recognize the rights and responsibilities of clients regarding health care, including self-determination.
2. Recognize the individual's responsibility for quality of nursing care.
3. Understand the individual nurse's role in the quality improvement/quality assurance process.
4. Recognize the responsibility for reporting to licensing and public protective agencies.
3. Demonstrate behaviors that promote the development and practice of vocational nursing.

Expected Outcome:

1. Become aware of the historical evolution of nursing practice.
2. Become aware of the issues affecting the development and practice of vocational nursing, including multistate licensing.
3. Become familiar with the role of major vocational nursing organizations, regulatory agencies, and health care organizations.
4. Recognize the factors affecting the public image of nursing.
5. Recognize the distinctions between LVN and RN roles.

III. Objectives/Terminal Objectives

All Frank Phillips College courses work together to meet the following objectives:

1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he/she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspect of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific objectives that follow (**please note that specific applications and objectives for each component are listed in the nursing handbook under the course name):

1. Describe how the nursing process is used by the LPN/LVN to prioritize client care based on Maslow's hierarchy of needs.
2. Explain the importance of ethical and legal performance in nursing practice and decision making.
3. Discuss the basic concepts and attributes of culturally diverse clients and families and how it influences nursing care.
4. Identify alternative and complementary therapies and related safety issues.
5. Discuss the common causes, signs and symptoms, treatment, and client education for fluid and electrolyte imbalances.
6. Identify the rationale for use of IV therapy including IV solutions and methods of administration.
7. Discuss the growing child and family.
8. Discuss the general characteristics differences in different stages of development.

9. Discuss the child experience and reaction to hospitalization.
10. Admission of pediatric client to hospital, assessment, physiological metabolism and absorption of medications.
11. Nursing responsibilities in administering medications to infants and children.
12. Discuss the child with a sensory or neurological conditions.
13. Discuss the observation of the musculoskeletal system in growing child. Review traumatic injuries and disorders of the musculoskeletal system.
14. Discuss the child with respiratory or cardiovascular system.
15. Identify the uniqueness of the child with a condition of the blood, blood-forming organs, or lymphatic system.
16. A overview of the child with gastrointestinal condition.
17. Skin development and function and manifestations of illness.
18. Overview of child with metabolic condition and common dysfunctions.
19. Communicable diseases common in childhood and transmission based precautions.
20. The nurse's role for a emotional or behavior condition and effects on growth and development.

IV. Textbook and Other Required Materials

Introduction to Maternity & Pediatric Nursing, 6th Edition, Gloria Leifer, MA, RN (2011)/Saunders Elsevier

Introduction to Maternity & Pediatric Nursing Student Learning Guide, 6th edition, Gloria Leifer, MA, RN (2011)/Saunders Elsevier

V. Classroom Policy and Instructor Expectations

Additional assignments may be given at any time during the course.
Workbook assignments may be graded at any time at the discretion of the instructor.
Pop quizzes will be given during regularly scheduled classes.
Major exams will be given as stated on the class schedule.
A final exam will be given at the conclusion of this course.

In order to continue in the nursing program, a final grade average of 75 must be obtained.

NONDISCRIMINATION ON A BASIS OF DISABILITY

Refer to the Frank Phillips College 2011-2012 Catalog.

Instructor/Student Conferences are available for special needs upon request.

VI. Attendance Requirements

As stated in the Vocational Nursing Student Policy Handbook

VII. Methods of Evaluation

At the end of the course, following the administration of the final exam, the grade will be obtained as follows:

Daily Quizzes, additional assignments, workbook	25%
Major Exam Grades	50%
Final Exam Grades	25%

Frank Phillips College Vocational Nursing Program Grade Scale:

- A – 92-100
- B – 83-91
- C – 75-82
- D – 60-74
- F – 0-59

IX. Correlation to Stated Mission Goals of Frank Phillips College

Provide introduction and application of medical surgical nursing with emphasis on the disease processes;

Provide, assist, and promote the use of learning resources;

Participate and contribute to the medical surgical field in which we practice; and

Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

Candi Stribling RN, BSN

VNSG 1234

(806) 4574200 ext. 830

E-mail: cstribling@fpctx.edu

Office Hours:

Borger FPC Campus on Mondays from 8:00am-4:00pm, Tues-Thurs 6:00 am-5:00 pm are clinical days and I am at the Pampa Hospital. Fridays I'm off unless mandatory meetings on campus.

PHED 1125 Freshman Body Conditioning II

Frank Phillips College

I. General Course Information

Credit Hours: 1

Prerequisite and/or Co-requisite:

Course Description: Instruction and participation in physical and recreational activities.

Approval Number36.0108.51 23

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

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CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
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3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific objectives that follow:

1. Develop an overall improved cardiovascular fitness level that will reduce body fat levels;
2. Develop an overall improved cardiovascular fitness level that will increase lean body mass;
3. Develop an overall fitness level that will lower the resting heart rate;
4. Develop an overall fitness level that will improve the circulatory system;
5. Develop an overall fitness level that will enhance the daily lifestyle; and
6. Develop an overall fitness level that will promote wellness and health

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.

For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to document.

MIDTERM EXAM	10%
FINAL EXAM	10%
JOURNAL LOG	80%

Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work

PHED 1135 Rodeo Events II

Frank Phillips College

I. General Course Information

Credit Hours: 1

Prerequisite and/or Co-requisite:

Course Description: Instruction and participation in physical and recreational activities.

Approval Number36.0108.51 23

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow

1. Prepare students to compete in rodeo events at the college level
2. Improve the athlete's strength and flexibility through weight lifting and aerobic activity.
3. Inform the students about common injuries associated with the sport of rodeo.
4. Inform the student of methods to prevent injuries.
5. Exhibit practice of safety procedures involved with rodeo animals and events.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.

For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

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Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Exams will count for 10% of student's grade and participation assignments will account for ninety percent of the student's grade.

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PHED 1145 Freshman Varsity Athletics II

Frank Phillips College

I. General Course Information

Credit Hours: 1

Prerequisite and/or Co-requisite:

Course Description: Instruction and participation in physical and recreational activities.

Approval Number36.0108.51 23

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to learn new skills and techniques and demonstrating overall knowledge of the varsity athletic event in their physical actions and mental comprehension.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.

For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
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Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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IX. Methods of Evaluation

Participation	80%
Midterm exam	10%
Final exam	10%

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PHED 1147 Freshman Cheerleading II

Frank Phillips College

I. General Course Information

Credit Hours: 1

Prerequisite and/or Co-requisite:

Course Description: Instruction and participation in physical and recreational activities.

Approval Number36.0108.51 23

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

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COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to learn new skills and techniques and demonstrating overall knowledge of the varsity athletic event in their physical actions and mental comprehension.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

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V. Cell Phones and Other Electronic Devices Procedure:

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Participation	80
Midterm exam	10%
Final exam	10%

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PHED 1308 Sports Officiating I

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

Course Description: Instruction in rules, interpretation, and mechanics of officiating selected sports.

Approval Number 31.0101.51 23

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

1. Students will analyze the mechanics of sports officiating through the use of a video.
2. Students will discuss some of the principles behind good and bad officiating.
3. Students will utilize the internet to research the rules of a sport and their application in officiating.
4. Students utilize the research for the assignments to have a understanding of what is required to start officiating a specific sport.
5. Students will rate the overall experience in the class.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

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Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Course Assignments 100%

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PHED 1322 Coaching/Sports/Athletics II (Theory of Coaching)

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

Course Description: Study of the history, theories, philosophies, rules, terminology of competitive sports. Includes coaching techniques.

Approval Number 31.0505.51 23

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

1. The student will develop an offensive, defensive and conditioning philosophy of coaching.
2. The student will indicate proficiency in planning practice sessions.
3. The student will demonstrate expertise in the analyzation of all defensive position play.
4. The student will develop expertise in teaching/coaching strategies in specific offensive and defensive situations.
5. The student will indicate skill in identifying common errors of performance in individual offensive and defensive skills.
6. The student will demonstrate knowledge of rules and officiating responsibilities.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- Provide a classroom setting which is conducive to learning.
- Provide, assist, and promote the use of learning resources in the classroom.

- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Exams	60%
Assignments	40%

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PHED 1338 Concepts of Physical Fitness

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

Course Description: Concepts and use of selected physiological variables of fitness, individual testing and consultation, and the organization of sports and fitness programs.

Approval Number 31.0501.51 23

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SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

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COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

1. Develop the knowledge of how to improve cardiovascular fitness level that will reduce body fat levels;
2. Develop the knowledge of how to improve cardiovascular fitness level that will increase lean body mass;
3. Develop the knowledge of how to lower the resting heart rate;
4. Develop the knowledge of how to improve the circulatory system;
5. Develop the knowledge of how to enhance the daily lifestyle; and
6. Develop the knowledge of how to improve promote wellness and health.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

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V. Cell Phones and Other Electronic Devices Procedure:

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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IX. Methods of Evaluation

Participation	50%
Midterm Exam	20%
Final Exam	20%
Exercise Plan	10%

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PHED 2125 Sophomore Body Conditioning IV

Frank Phillips College

I. General Course Information

Credit Hours: 1

Prerequisite and/or Co-requisite:

Course Description: Instruction and participation in physical and recreational activities.

Approval Number..... 36.0108.51 23

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

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II. Outcomes/Terminal Outcomes

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1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

1. Develop an overall improved cardiovascular fitness level that will reduce body fat levels;
2. Develop an overall improved cardiovascular fitness level that will increase lean body mass;
3. Develop an overall fitness level that will lower the resting heart rate;
4. Develop an overall fitness level that will improve the circulatory system;
5. Develop an overall fitness level that will enhance the daily lifestyle; and
6. Develop an overall fitness level that will promote wellness and health

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

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- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

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Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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IX. Methods of Evaluation

Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to document.

MIDTERM EXAM	10%
FINAL EXAM	10%
JOURNAL LOG	80%

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PHED Rodeo Events IV

Frank Phillips College

I. General Course Information

Credit Hours: 1

Prerequisite and/or Co-requisite:

Course Description: Instruction and participation in physical and recreational activities.

Approval Number36.0108.51.23

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow

1. Prepare students to compete in rodeo events at the college level
2. Improve the athlete's strength and flexibility through weight lifting and aerobic activity
3. Inform the students about common injuries associated with the sport of rodeo.
4. Inform the student of methods to prevent injuries.
5. Exhibit practice of safety procedures involved with rodeo animals and events.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.

For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Exams will count for 10% of student's grade and participation assignments will account for ninety percent of the student's grade.

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PHED 2145 Sophomore Varsity Athletics IV

Frank Phillips College

I. General Course Information

Credit Hours: 1

Prerequisite and/or Co-requisite:

Course Description: Instruction and participation in physical and recreational activities.

Approval Number..... 36.0108.51 23

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

Students are evaluated on the progress made over the course of the semester. The amount of improvement will be respective to each individual and will be measured by the ability to learn new skills and techniques and demonstrating overall knowledge of the varsity athletic event in their physical actions and mental comprehension.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

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Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
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Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening
Speaking

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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IX. Methods of Evaluation

Participation	80
Midterm exam	10%
Final exam	10%

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PHED 2147 Sophomore Cheerleading IV

Frank Phillips College

I. General Course Information

Credit Hours: 1

Prerequisite and/or Co-requisite:

Course Description: Instruction and participation in physical and recreational activities.

Approval Number36.0108.51 23

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II. Outcomes/Terminal Outcomes

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6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

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.

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

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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

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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VIII. Grievance Policy

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IX. Methods of Evaluation

Participation	80
Midterm exam	10%
Final exam	10%

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PHYS 1402 College Physics II
(General Technical Physics II)
Frank Phillips College

I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: Completion of PHYS 1401 or its equivalent with a grade of C or better.

Course Description: Algebra-level physics sequence, with laboratories, that includes study of mechanics, heat, waves, electricity and magnetism, and modern physics. (A continuation of PHYS 1401 including the study of electricity and magnetism, optics, and modern physics.)

Approval Number 40.0801.53 03

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Natural Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board: The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

In addition, this course will meet the specific learning outcomes that follow:

1. 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; and
5. Visualize and Diagram physical processes.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

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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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Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening

Speaking

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning
Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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IX. Methods of Evaluation

Students' successful completion of required assignments as well as participation in classroom learning activities will be the basis for assessing progress toward course objectives:

Homework assignments:	10%
Laboratory Grade	30%
Exams:	50%
Semester Exam	10%

The majority of your evaluation comes through traditional methods; however, participation in laboratory exercises and class discussion will also contribute to your grade.

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PHYS 1403 Stars and Galaxies

Frank Phillips College

I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite:

Course Description: Study of stars, galaxies, and the universe outside our solar system. May or may not include a laboratory.

Approval Number..... 40.0201.51 03

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READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Natural Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board:

The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

In addition, this course will meet the specific learning outcomes that follow:

1. 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; and
5. Visualize and Diagram physical processes.

III. Academic Honesty and Integrity

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Negotiates to Arrive at a Decision

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Writing

Arithmetic

Mathematics

Listening

Speaking

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Personal Qualities:
Responsibility
Self-Esteem
Sociability
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Integrity/Honesty

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PHYS 1417 Physical Science II

Frank Phillips College

I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite:

Course Description: Course, designed for non-science majors, that surveys topics from physics, chemistry, geology, astronomy, and meteorology. (A general interest course for non-science majors designed to provide a broad background of fundamentals of chemistry and physics with emphasis in chemistry including structures and systems, energy transformations, changes over time, interactions and scientific worldview.)

Approval Number40.0101.51 03

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READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

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II. Outcomes/Terminal Outcomes

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5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

In addition, this course will meet the specific learning outcomes that follow:

1. Model physical phenomena with mathematical systems;
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- Selects Technology
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- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
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- Problem Solving
- Seeing Things in the Mind's Eye
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Self-Esteem
Sociability
Self-Management
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PHYS 2426 Principles of Physics II
(University Physics II)
Frank Phillips College

I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: Completion of PHYS 2425 with a grade of C or better.

Course Description: Lecture: Principles of physics for science, computer science, and engineering majors, using calculus, involving the principles of electricity and magnetism, including circuits, electromagnetism, waves, sound, light, and optics. Lab: Laboratory experiments supporting theoretical principles presented in PHYS 2426 involving the principles of electricity and magnetism, including circuits, electromagnetism, waves, sound, light, and optics; experimental design, data collection and analysis, and preparation of laboratory reports. (A continuation of PHYS 2425 including the study of electric and magnetic fields, capacitance, magnetic properties of materials, electromagnetism, optics, and modern physics.)

Approval Number..... 40.0101.57 03

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4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

In addition, this course will meet the specific learning outcomes that follow

1. Articulate the fundamental concepts of electricity and electromagnetism, including electrostatic potential energy, electrostatic potential, potential difference, magnetic field, induction, and Maxwell's Laws.
2. State the general nature of electrical forces and electrical charges, and their relationship to electrical current.
3. Solve problems involving the inter-relationship of electrical charges, electrical forces, and electrical fields.
4. Apply Kirchhoff's Laws to analysis of circuits with potential sources, capacitance, and resistance, including parallel and series capacitance and resistance.
5. Calculate the force on a charged particle between the plates of a parallel-plate capacitor.
6. Apply Ohm's law to the solution of problems.
7. Describe the effects of static charge on nearby materials in terms of Coulomb's Law.
8. Use Faraday's and Lenz's laws to find the electromotive forces.
9. Describe the components of a wave and relate those components to mechanical vibrations, sound, and decibel level.
10. Articulate the principles of reflection, refraction, diffraction, interference and superposition of waves.
11. Solve real-world problems involving optics, lenses, and mirrors.

And;

1. Prepare laboratory reports that clearly communicate experimental information in a logical and scientific manner.
2. Conduct basic laboratory experiments involving electricity and magnetism.
3. Relate physical observations and measurements involving electricity and magnetism to theoretical principles.
4. Evaluate the accuracy of physical measurements and the potential sources of error in the measurements.
5. Design fundamental experiments involving principles of electricity and magnetism.
6. Identify appropriate sources of information for conducting laboratory experiments involving electricity and magnetism.

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.

- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Students' successful completion of required assignments as well as participation in classroom learning activities will be the basis for assessing progress toward course objectives:

Homework assignments:	10%
Laboratory Grade	30%
Exams:	50%
Semester Exam	10%

The majority of your evaluation comes through traditional methods; however, participation in laboratory exercises and class discussion will also contribute to your grade.

Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work

PSYC 2301 General Psychology

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description: Survey of major topics in psychology. Introduces the study of behavior and the factors that determine and affect behavior. (Introductory course in the principles of general psychology. Preparatory to all other courses in psychology.)

Approval Number 42.0101.51 25

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to

evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Social and Behavioral Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternative explanations or solutions for contemporary social issues.
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
7. To understand the evolution and current role of the U.S. in the world.

8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
10. To analyze, critically assess, and develop creative solutions to public policy problems.
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
12. To identify and understand differences and commonalities within diverse cultures.

In addition, this course will meet the specific learning outcomes that follow:

1. Define psychology and understand its study as a branch of empiricism.
2. Examine the components of the scientific method and their application to varied research strategies.
3. Contrast the current theoretical perspectives concerning the central nervous system's relationship to human behavior and cognition.
4. Evaluate the effects of early environmental and social interactions upon subsequent human behavior.
5. Identify and classify the physiological structures of human sensory perception.
6. Compare the current theories concerning human perception.
7. Identify the states of consciousness and classify their analogous behaviors.
8. Define and demonstrate operant conditioning and learning.
9. Name and define the different types of memory.
10. Differentiate between the current theoretical perspectives concerning memory, recall, and forgetting.
11. Define and differentiate between cognition, intelligence and creativity.
12. Evaluate the current philosophical debate concerning the existence of intuition.
13. List and classify the physiological structures of the human body involved in motivation and emotion.
14. Name and appraise the past and present theories of emotion.
15. List and examine components of personality as defined by psychologists.
16. Define and evaluate the ideas that comprise psychoanalytic theory.
17. Differentiate between mental health and mental illness, and explain the role of life stressors in the development of mental illness.
18. Write core features of disordered behavior.
19. Use the classification system of mental disorders.
20. Classify and contrast the various theories of therapy for mental disorders, including, but not limited to psychoanalysis, humanistic therapies, behaviorist therapies, cognitive therapies, group therapies, and medical/pharmacological therapies.
21. Distinguish between individual psychology and social psychology and apply the tenets of social psychology to group behavior.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.

For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a

student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.

3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

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Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening

Speaking

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning
Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Students' successful completion of required projects and examinations as well as participation in classroom learning activities are the basis for assessing progress toward course objectives.

"Daily Grade"--Reading quizzes, attendance, and web-based exercises	= 20%
Learning Portfolio Project	= 20%
Four Periodic Examinations	= 40%
Final Examination	= 20%

Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work

**PSYC 2314 Child and Lifespan Development
(Lifespan Growth and Development)
Frank Phillips College**

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Completion of PSYC 2301 or its equivalent with a grade of C or better.

Course Description: Study of the relationship of the physical, emotional, social and mental factors of growth and development of children and throughout the lifespan. (Special emphasis on childhood.)

Approval Number..... 42.2703.51 25

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to

evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Social and Behavioral Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternative explanations or solutions for contemporary social issues.
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.

7. To understand the evolution and current role of the U.S. in the world.
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
10. To analyze, critically assess, and develop creative solutions to public policy problems.
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
12. To identify and understand differences and commonalities within diverse cultures.

In addition, this course will meet the specific learning outcomes that follow:

1. Students will recognize and characterize the specialized field of developmental psychology as a branch of psychology;
2. Students will identify and evaluate the most important theorists / theories in the field of developmental psychology;
3. Students will explain and research human development through the lifespan;
4. Students will recognize, analyze, outline, and predict developmental milestones—physical, cognitive, social, and emotional—from birth through old age.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

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Allocates Time

Allocates Money

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Organizes & Maintains Information

Uses Computers to Process Information

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Participates as a Member of a Team

Teaches Others

- Serves Clients/Customers
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 - Maintains & Troubleshoots Technology
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 - Listening
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please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Students' successful completion of required projects and examinations as well as participation in classroom learning activities is the basis for assessing progress toward course objectives.

Daily participation-average (including attendance and online exercises)	= 30%
Evaluation of Child Care/Parenting Book	= 20%
Three Periodic Examinations (other than the Final)	= 30%
Final Examination (comprehensive)	= 20%

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

SOCI 1301 Introduction to Sociology

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Passage of or exemption from the Reading Section of a TSI approved test or completion of ENGL 0316 with a grade of C or better.

Course Description: Introduction to the concepts and principles used in the study of group life, social institutions, and social processes. (An introduction to the general field of sociology; studying human society; human behavior, and personality as a product of group life; community organizations; social change and current social problems.)

Approval Number 45.1101.51 25

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
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4. Develop a capacity to use knowledge of how technology and science affect their lives;
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8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

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1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternative explanations or solutions for contemporary social issues.
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.

6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
7. To understand the evolution and current role of the U.S. in the world.
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
10. To analyze, critically assess, and develop creative solutions to public policy problems.
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
12. To identify and understand differences and commonalities within diverse cultures.

In addition, this course will meet the specific learning outcomes that follow:

1. Understand and appreciate a sense of the history and culture which forms the backdrop of our multicultural society.
2. Think both creatively and critically.
3. Utilize various resource materials.
4. Demonstrate knowledge of those elements and processes that create and define culture.
5. Understand the bases of values, beliefs, and practices found in human societies.
6. Develop basic cross-cultural understanding, empathy, and communication.
7. Understand the responsibilities of living in a multicultural world.
8. Demonstrate knowledge of the development of language(s) and their influences on cross-cultural interactions.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

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Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

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Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening
Speaking

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Students' successful completion of required projects and examinations as well as participation in classroom learning activities is the basis for assessing progress toward course objectives.

Assignments, quizzes and other daily grades	=15%
Attendance/Participation	= 10%
Four Periodic Examinations	= 60%
Final Examination	= 15%

Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work

SOCI 1306 Social Problems

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: Completion of SOCI 1301 with a C or better.

Course Description: Application of sociological principles to the major problems of contemporary society such as inequality, crime and violence, substance abuse, deviance, or family problems. (The study of specific problem areas afflicting contemporary society. Covers major forms of disorganization such as juvenile delinquency, alcoholism, suicide and mental illness, through the media of lecture, class discussion, outside readings, and assigned projects.)

Approval Number45.1101.52 25

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Social and Behavioral Science courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternative explanations or solutions for contemporary social issues.
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.

6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
7. To understand the evolution and current role of the U.S. in the world.
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
10. To analyze, critically assess, and develop creative solutions to public policy problems.
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
12. To identify and understand differences and commonalities within diverse cultures.

In addition, this course will meet the specific learning outcomes that follow:

1. Understand and correctly use the terminology integral to the sociological study of social problems;
2. List the essential elements of a social problem, as defined by sociologists;
3. Trace the development of a social problem through its "lifespan;"
4. Use the scientific method to connect Sociology to the systematic study of social problems;
5. List social problems defined as "norm violations in social context;"
6. Propose solutions to norm violations in social context, and develop an awareness of the effects of these solutions on other parts of society;
7. Examine social problems defined as "problems of social inequality;"
8. Propose solutions to social inequality and develop an awareness of the effects of possible solutions on other parts of society and upon global societies;
9. Define and examine the effects of social change and its relationship to social 10. List social problems known as "megaproblems," and enumerate the difference between concerns associated with these problems and those associated with the other social problems already studied.

III. Academic Honesty and Integrity

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- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

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For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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IX. Methods of Evaluation

Students' successful completion of required projects and examinations as well as participation in classroom learning activities are the basis for assessing progress toward course objectives.

Daily average, including attendance, quizzes, and participation	=10%
Review of Student-selected Social Problems Text	=15%
Group Portfolio Project	= 25%
Midterm Examination	= 25%
Final Examination	= 25%

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SPCH 1311 Introduction to Speech Communication

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

Course Description: Theories and practice of communication in interpersonal, small group, and public speech.

Approval Number 23.1001.51 12

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Communication (composition, speech, modern language) courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board. The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

In addition, this course will meet the specific learning outcomes that follow:

1. To understand the communication process both in an interpersonal situation and a public speaking setting

2. To introduce the basic principles of speech communication and the respective responsibilities of speakers and listeners
3. To instill in each student a positive orientation toward speechmaking and presentations before an audience.
4. To learn the basic aspects of speech preparation
5. To develop the ingredients necessary for quality presentations before a group, including language, delivery, nonverbal communication, and visual aids.
6. To study the different types of speeches
7. To improve listening skills

III. Academic Honesty and Integrity

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- Administrative withdrawal from the course
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These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned. A student must not have more than three (3) absences in a course that meets once per week, more than six (6) absences in a course that meets twice per week, or more than nine (9) absences in a course that meets three times per week. Students who miss more than the allowed number of absences will be administratively withdrawn; a student who has been administratively withdrawn due to excessive absences must contact the Vice President for Academic Affairs to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

V. Cell Phones and Other Electronic Devices Procedure:

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Uses Computers to Process Information

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Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

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Improves & Designs Systems

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Basic Skills:

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Arithmetic

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Thinking Skills:

Creative Thinking

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 Seeing Things in the Mind's Eye
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VII. Correlation to Stated Mission Goals of Frank Phillips College

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IX. Methods of Evaluation

Speeches	50%
Classroom Participation/Activities	40%
Tests	10%

Letter grades will be assigned on the following basis:

Grade	Points
A	600-700
B	500-599
C	400-499
D	300-399
F	Below 300

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SPCH 1318 Interpersonal Communication

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

Course Description: Theories and exercises in verbal and nonverbal communication with focus on interpersonal relationships.

Approval Number23.1304.54 12

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WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

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LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

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COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

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1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
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1. Understand and demonstrate speaking and “recursive” writing processes through invention, organization, drafting, revision, editing, and presentation;
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. Understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.

In addition, this course will meet the specific learning outcomes that follow:

1. To improve listening skills

2. To better control communication apprehension
3. To improve writing skills
4. To understand the influence of self-concept on effective communication
5. To gain theoretical knowledge of the influence of power in interpersonal communication
6. To better understand the effect of the perceptual process in information processing
7. To understand some of the theories about relational repair
8. To acquire knowledge of the functional effects of both verbal and non-verbal messages

III. Academic Honesty and Integrity

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening

Speaking

- Thinking Skills:
 - Creative Thinking
 - Decision Making
 - Problem Solving
 - Seeing Things in the Mind's Eye
 - Knowing How to Learn
 - Reasoning
- Personal Qualities:
 - Responsibility
 - Self-Esteem
 - Sociability
 - Self-Management
 - Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Classroom Participation/Activities	30%
Assignments	50%
Tests	20%

Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work

VNSG 1234 – Pediatrics

Frank Phillips College

I. General Course Information

Credit Hours: 2

Prerequisite and/or Co-requisite:

Course Description: Study of the care of the pediatric patient and family during health and disease. Emphasis on growth and developmental needs utilizing the nursing process.

Approval Number 51.3901.0000

(Study of growth and development and childhood diseases and childcare from infancy through adolescence. Focus on the care of the well and the ill child utilizing the nursing process. The student will identify safety principles related to childcare; identify common childhood illnesses; and utilize the nursing process to assist in planning care for the well or ill child.

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific objectives that follow (note that specific applications and objectives for each component are listed in the nursing handbook under the course name):

1. Describe how the nursing process is used by the LPN/LVN to prioritize client care based on Maslow's hierarchy of needs.
2. Explain the importance of ethical and legal performance in nursing practice and decision making.
3. Discuss the basic concepts and attributes of culturally diverse clients and families and how it influences nursing care.
4. Identify alternative and complementary therapies and related safety issues.
5. Discuss the common causes, signs and symptoms, treatment, and client education for fluid and electrolyte imbalances.
6. Identify the rationale for use of IV therapy including IV solutions and methods of administration.
7. Discuss the growing child and family.

8. Discuss the general characteristics differences in different stages of development.
9. Discuss the child experience and reaction to hospitalization.
10. Admission of pediatric client to hospital, assessment, physiological metabolism and absorption of medications.
11. Nursing responsibilities in administering medications to infants and children.
12. Discuss the child with a sensory or neurological conditions.
13. Discuss the observation of the musculoskeletal system in growing child. Review traumatic injuries and disorders of the musculoskeletal system.
14. Discuss the child with respiratory or cardiovascular system.
15. Identify the uniqueness of the child with a condition of the blood, blood-forming organs, or lymphatic system.
16. A overview of the child with gastrointestinal condition.
17. Skin development and function and manifestations of illness.
18. Overview of child with metabolic condition and common dysfunctions.
19. Communicable diseases common in childhood and transmission based precautions.
20. The nurse's role for an emotional or a behavior condition and effects on growth and development.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance*

*See the Vocational Nursing Student Policy Handbook for class attendance specific to the Vocational Nursing program.

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.

For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

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resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

At the end of the course, following the administration of the final exam, the grade will be obtained as follows:

Daily Quizzes, additional assignments, workbook	25%
Major Exam Grades	50%
Final Exam Grades	25%

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 – 0-59

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THEORY OBJECTIVES

MEDICAL SURGICAL NURSING
CLINICAL OBJECTIVES

LEARNING OBJECTIVES

VNSG 1329 – Medical – Surgical Nursing I

THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
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<ol style="list-style-type: none"> 1. Describe the critical thinking of value in the nursing process. 2. Discuss objective and subjective data. 3. Describe how the documentation of data can be improved. 4. Describe how to prioritize patient care based on Maslow's hierarchy of human needs. 5. Discuss the role as a licensed practical nurse/licensed vocational nurse using the nursing process. 6. Identify a nursing diagnosis. 7. Describe the evaluation phase of the nursing process. 	<ol style="list-style-type: none"> 1. Identify health care goals for each client. 2. Collect subjective and objective data through assessment 3. Utilize the nursing process to develop a care plan for each client. 	<p><u>Chapter 1</u> Critical Thinking and the Nursing Process</p> <p><u>All learning activities include:</u></p> <p>Workbook Activity</p> <ul style="list-style-type: none"> • Video <ol style="list-style-type: none"> 1. Real Nurses 2. Problem Oriented Assessment
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THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
1. Describe the factors influencing changes	1. Apply ethical theory	<u>CHAPTER 2</u>

2. in the health care delivery system. 3. Discuss the LPN/LVN's role in the health-care delivery system. 4. Discuss the three leadership styles. 5. Discuss the LPN/LVN's role in leadership. 6. Discuss why the ethics are important in health care. 7. Identify an example of a character trait and how does it relate to nursing. 8. Define the four major principals in ethics and how would you apply one to an ethical dilemma. 9. Discuss the steps of the ethical decision making model. 10. Describe where the regulation of nursing practice is defined. 11. Describe how you can provide quality care and limit your liability. 12. Define HIPAA (Health Insurance Portability and Accountability Act of 1996)	to an ethical dilemma in clinical setting 2. Provide quality care and limit your liability.	Issues in Nursing Practice Workbook Activity
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THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
1. Describe the meaning of the concepts common to culture and ethnicity.	1. Collect data from culturally diverse clients and their	<u>CHAPTER 3</u> Cultural Influences on Nursing Care

2. Discuss examples of cultural characteristics, values, beliefs, and practices. 3. Identify attributes of culturally diverse patients and their families and how do they affect nursing care. 4. Discuss the data you should collect from culturally diverse patients and their families. 5. Describe how you can provide a holistic approach to patient care according to cultural characteristics and attributes.	families. 2. Communicate effectively with non-English speaking clients a. Interpreter b. Using Spanish English Dictionary 3. Provide care for clients from various cultures and religious backgrounds.	VIDEO: <i>Transfusion Alternative Health Care</i>
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THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
1. Determine the difference between an alternative and complementary therapy. 2. Discuss some systems of health care that have contributed to the	1. Recognize the role of the licensed practical nurse/licensed vocational nurse/registered nurse (LPN/LVN/RN).	<u>CHAPTER 4</u> Alternative and Complementary Therapies

<p>development of new therapies.</p> <p>3. Discuss how different types of therapies can be classified.</p> <p>4. Describe some safety issues in alternative and complementary therapies.</p> <p>5. Discuss the role of the licensed practical nurse/licensed vocational nurse (LPN/LVN) in assisting a patient with alternative and complementary therapies.</p>		
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THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
1. Determine the purposes of fluids and	1. Understand and apply the medical	<u>CHAPTER 5</u>

<p>electrolytes in the body.</p> <ol style="list-style-type: none"> Discuss the signs and symptoms of common fluid imbalances. Determine which patients are at the highest risk for dehydration and fluid excess. Discuss what data to collect in patients with fluid and electrolyte imbalances. Discuss some therapeutic interventions for patients with fluid and electrolyte disturbances. Discuss the education needs of patients with fluid imbalances. Discuss some common causes, signs, and symptoms, and treatments for sodium, potassium, calcium, and magnesium imbalances. Discuss the foods that have high sodium, potassium, and calcium content. Determine common causes of acidosis and alkalosis. 	<p>terminology used in this chapter.</p> <ol style="list-style-type: none"> Observe clients for signs and symptoms of a fluid electrolyte and acid-base imbalance. Perform an assessment of a client with a fluid, electrolyte and acid base imbalance disorder or diagnosis. Through the application of the nursing process, develop a written plan of care for a client with fluid, electrolyte and acid-base imbalance disorder or diagnosis. Using the nursing process as a framework, provide nursing care for the client with a fluid, electrolyte and acid-base imbalance disorder or diagnosis. 	<p>Nursing Care of Patients with Fluid, Electrolyte, and Acid – Base Imbalances.</p> <p>VIDEO: Fluid & Electrolyte Imbalances</p>
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THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
<ol style="list-style-type: none"> Describe how arterial blood gases change for each type of acid-base imbalance. 		

THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
<ol style="list-style-type: none"> 1. Describe the regulation of intravenous therapy practice. 2. Discuss indications of intravenous therapy 3. Discuss factors that influence the condition, size, and long-term use of veins. 4. List the steps that are used for insertion of an intravenous catheter. 5. Discuss how to know if your nursing interventions to prevent complications 	<ol style="list-style-type: none"> 1. Care for clients receiving IV therapy. 2. Assess clients for fluid overload, fluid deficit and complications related to IV therapy. 3. Report observations to appropriate nursing staff. 	<p><u>CHAPTER 6</u> Nursing Care of Patients Receiving Intravenous Therapy</p> <p>Clinical:</p> <ul style="list-style-type: none"> • IV Therapy Including: • Types of Infusions • Methods of Infusion • Types of Fluids • Administering Peripheral IV Therapy

<p>of intravenous therapy are effective.</p> <ol style="list-style-type: none"> Discuss what techniques can be used for visualization of difficult veins. Discuss how to calculate a drip rate for a patient receiving a parenteral solution. Discuss the differences between isotonic, hypertonic, and hypotonic solutions. Explain the basic differences between central venous access devices: percutaneous catheters, tunneled catheters, and implanted ports. 		
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THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
<ol style="list-style-type: none"> List the links in the chain of infection. Explain how you can interrupt the routes of transmission of infectious disease. Discuss how to assist the body's defense mechanisms to fight infectious diseases. Discuss the signs and symptoms of a localized versus generalized infection. List the principals of anti-infective medication administration. Determine what nursing care you 	<ol style="list-style-type: none"> Understand and apply the medical terminology used in this chapter. Observe clients for signs and symptoms of an infectious disease. Perform an assessment of a client with an infectious disorder of diagnosis. Through the application of the nursing process, develop a written plan of care for a client with an infectious disorder or diagnosis. Using the nursing process as a framework, provide nursing care for the client with an infectious disorder 	<p><u>Chapter 7</u> Nursing Care of Patients with Infections</p> <p>Review:</p> <ul style="list-style-type: none"> Wound Care <p>Case Study: <i>Allen Hale</i></p>

<p>will provide for a patient with an infectious disease.</p> <p>7. Discuss how to know if your nursing care has been effective.</p>	<p>or diagnosis.</p>	
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THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
<ol style="list-style-type: none"> 1. Explain the pathophysiology of shock and compensatory mechanisms. 2. List etiologies, signs, and symptoms of the four categories of shock. Discuss what data you should collect when caring for patients with shock. 3. Discuss current therapeutic interventions for shock. 4. Explain what nursing care you should provide for patients with shock. 5. Discuss what findings would demonstrate a positive response to therapeutic interventions for shock. 	<ol style="list-style-type: none"> 1. Understand and apply the medical terminology used in this chapter. 2. Observe clients for signs and symptoms of shock. 3. Perform an assessment of a client within shock. 4. Through the application of the nursing process, develop a written plan of care for a client experiencing shock. 5. Using the nursing process as a framework provide nursing care for the client in shock. 	<p><u>Chapter 8</u> Nursing Care of Patients in Shock</p> <p>Video:</p> <ul style="list-style-type: none"> • Hemorrhaging

THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
<ol style="list-style-type: none"> 1. Define pain. 2. Identify myths and barriers to the effective management of pain. 3. Explain the differences between addiction, physical dependence, and tolerance. 4. Explain current knowledge of the physiology of the pain response. 5. Define acute, chronic nonmalignant, and cancer pain. 6. Discuss the components of pain assessment 7. Describe the use of the World Health Organization analgesic ladder for treatment of pain. 8. List three classes of analgesics and their uses. 9. Identify various pain treatment 	<ol style="list-style-type: none"> 1. Understand and apply the medical terminology used in this chapter. 2. Observe clients for signs and symptoms of pain. 3. Perform an assessment of a client with pain. 4. Through the application of the nursing process, develop a written plan of care for a client with pain. 5. Using the nursing process as a framework, provide nursing care for the client with pain. 	<p><u>Chapter 9</u> Nursing Care of Patients in Pain</p>

<p>modalities and when they might be used.</p> <p>10. Describe the use of non-drug pain management techniques.</p> <p>11. Explain how ethical decision making plays a role in the care of the client in pain.</p>		
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THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
<ol style="list-style-type: none"> 1. Review normal structures and functions of the cell. 2. Describe the changes that occur in the cell when it becomes malignant. 3. Describe the medications that are commonly used as chemotherapeutic agents. 4. Discuss the special nursing needs of the patient receiving chemotherapy or radiation therapy. 5. Discuss which data to collect when caring for a patient with cancer. 6. Discuss nursing interventions for common oncological emergencies. 7. Determine how to know if your nursing interventions have been effective. 8. Discuss the role of hospice in providing care for patients with advanced cancer. 	<ol style="list-style-type: none"> 1. Understand and apply the medical terminology used in this chapter. 2. Observe clients for signs and symptoms of cancer. 3. Perform an assessment of a client with cancer. 4. Through the application of the nursing process, develop a written plan of care for a client with cancer. 5. Using the nursing process as a framework, provide nursing care for the client with cancer. 	<p><u>Chapter 10</u> Nursing Care of Patients with Cancer</p> <ul style="list-style-type: none"> • Hospice Speaker

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THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
<ol style="list-style-type: none"> 1. Discuss factors that influence surgical outcomes. 2. Explain the role of the nurse in each perioperative phase. 3. Discuss the role in obtaining informed patient consent. 4. Describe how you would enhance learning for the elderly preoperative patient. 5. Discuss some nursing interventions for common postoperative patient needs. 6. Discuss how to know if you have had effective nursing interventions. 7. Describe signs and symptoms of common postoperative complications. 8. Explain the criteria for ambulatory discharge. 9. Discuss the role of the home health nurse in caring for postoperative patients. 	<ol style="list-style-type: none"> 1. Understand and apply the medical terminology used in this chapter. 2. Perform an assessment of a patient during each phase of the perioperative period. 3. Through the application of the nursing process, develop a written plan of care for a client which includes the 3 phases of perioperative nursing. 4. Using the nursing process as a framework, provide nursing care for a client during each of the 3 perioperative phases. 	<p><u>Chapter 11</u> Nursing Care of Patients Having Surgery</p> <p>Review:</p> <ul style="list-style-type: none"> • Surgical Asepsis • Pre and Post op

THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
<ol style="list-style-type: none"> 1. List the components of the primary survey. 2. Discuss the interventions you would use for a trauma victim. 3. Describe symptoms of inhalation injury. 4. List the stages of hypothermia and hyperthermia. 5. Discuss priorities of care for poison overdose. 6. Discuss your role in crisis situations and psychiatric emergencies. 7. Describe your role in identifying a bioterrorist attack or disaster response. 	<ol style="list-style-type: none"> 1. Understand and apply the medical terminology used in this chapter. 2. Perform an assessment of clients with emergent conditions. 3. Through the application of the nursing process, develop a written plan of care for a client with emergent conditions. 4. Using the nursing process as a framework, provide nursing care for a patient with emergent conditions. 	<p><u>Chapter 12</u> Nursing Care of Clients with Emergent Conditions, and Disaster/Bioterrorism Response <i>video: Bioterrorism</i></p>

THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
<ol style="list-style-type: none"> 1. List the eight developmental stages. 2. Discuss the effects of chronic illnesses. 3. Describe special needs that caregivers have. 4. Discuss health promotion methods. 5. Explain what nursing interventions you would use in caring for a chronically ill patient. 	<ol style="list-style-type: none"> 1. Provide Nursing interventions you would use for a chronically ill patient. 2. Participate in nursing care for terminally ill patients and their significant others. 	<p><u>Chapter 13</u> Developmental Considerations in the Nursing Care of Adults</p>

THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
<ol style="list-style-type: none"> 1. Define aging. 2. List basic physiological changes associated with advancing age. 3. Describe psychological and cognitive changes associated with advancing age. 4. Describe nursing implications or the physiological and psychological changes associated with advancing age. 5. Discuss what nursing practices promote safety for the older patient. 	<ol style="list-style-type: none"> 1. Understand and apply the medical terminology used in this chapter. 2. Observe elderly clients for signs and symptoms of normal/abnormal aging. 3. Through the application of the nursing process, develop a written plan of care for an elderly client with special attention to needs of the aging i.e.: safety, nutrition, and depression. 4. Perform an assessment of an elderly client. 5. Using the nursing process as a framework, provide nursing care for the elderly. 	<p><u>Chapter 14</u> Nursing Care of Older Adult Patients</p>

THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
<ol style="list-style-type: none"> 1. Discuss how the history of home health nursing shaped nursing care of today. 2. Discuss the members of the home health team. 3. Identify what needs to be included when documenting information about a home visit with a patient. 4. Discuss differences between hospital based nursing and home health nursing. 5. List steps the home health nurse can take to ensure infection control. 6. Discuss the differences between skilled care, hospice care, and private duty care. 		<p><u>Chapter 15</u> Nursing Care of the Patient at Home.</p>

THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
<ol style="list-style-type: none"> 1. Discuss the patient who is approaching the end of life. 2. Determine the necessary legal documents for patients with life-limiting illnesses. 3. Determine what choices are available to patients at the end of life. 4. Discuss how to communicate with dying patients and their families. 5. Describe the expected physical changes in the dying process. 6. Discuss nursing interventions you can provide at the end of life. 7. Describe post mortem care. 8. Discuss nursing interventions you can implement for the grieving patient and family. 9. Determine the role of the LPN/LVN in hospice care. 	<ol style="list-style-type: none"> 1. Understand and apply the medical terminology used in this chapter. 2. Perform an assessment of an elderly client and their family members at the end of life. 	<p><u>Chapter 16</u> Nursing Care of Patients at the End of Life</p> <p>Review:</p> <ul style="list-style-type: none"> • Post mortem care

THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
<ol style="list-style-type: none"> 1. Describe what type of immunity is obtained with a vaccine. 2. Describe how aging effects the immune system. 3. Discuss subjective data that is collected when caring for a patient with a disorder 4. of the immune systemdiscuss objective data that is collected when caring for a patient with a disorderof the immune system.Describe what nursing care is provided for patients undergoing diagnostic test for the immune system. 5. Discuss common therapeutic interventions used for a patient with disorders of the immune system. 		<p><u>Chapter 17</u> Immune Systems Function, Assessment, and Therapeutic Measures.</p> <p>Workbook</p> <ul style="list-style-type: none"> • Vocabulary only <p>Recommended Film: <i>Philadelphia w/Tom Hanks</i></p>

THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
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<ol style="list-style-type: none"> 1. Explain the immunological mechanism for the four types of hypersensitivities. 2. Explain the pathophysiology of disorders of the immune system. 3. List the etiologies, signs, and symptoms of the immune system disorders. 4. Describe what care you would provide for patients undergoing test for immune system disorders. 5. Discuss the current medical treatment for immune system disorders 6. Explain what data is collected when caring for patients with disorders of the immune system. 7. Describe the factors that alter of influence the self-recognition portion of the immune system. 8. Determine what nursing care you will provide for patients with disorders of the immune system. 9. Discuss how to know if your nursing interventions have been effective. 	<ol style="list-style-type: none"> 1. Identify health care goals for each client. 	<p><u>Chapter 18</u> Nursing Care of Patients with Immune Disorder.</p>
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THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
<ol style="list-style-type: none"> 1. Describe the human immunodeficiency virus (HIV) and how it is transmitted. 	<ol style="list-style-type: none"> 1. Assessment of clients with HIV/AIDs 	<p><u>Chapter 19</u> Nursing Care of Patients with HIV Disease and AIDS</p>

<ol style="list-style-type: none"> 2. Describe the diagnostic process of HIV. 3. Determine the prognosis for HIV and acquired immunodeficiency syndrome (AIDS) 4. Discuss what you would include in a teaching plan to prevent HIV infection. 5. Discuss prevention measures to decrease infection and opportunistic diseases for patients with HIV. 6. Discuss what you would include in a teaching plan for a patient with HIV receiving highly active antiretroviral therapy. 7. Describe the nursing care you will provide for patients with HIV/AIDs related to medications, co-infections prevention and maintaining nutritional status. 		Case Study: <i>Armand Gregoire</i>
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THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
<ol style="list-style-type: none"> 1. Describe the normal anatomy of the cardiovascular system. 2. Describe the normal function of the cardiovascular system. 3. Discuss the data you should collect 	<ol style="list-style-type: none"> 1. Understand and apply the medical terminology used in this chapter. 2. Perform an assessment of the cardiovascular diagnosis i.e.: myocardial infarction, stroke, etc. 	<p><u>Chapter 20</u> Cardiovascular Systems Function, Assessments, and Therapeutic Measures.</p>

<p>when caring for a patient with a disorder for the cardiovascular system.</p> <ol style="list-style-type: none"> Describe the diagnostic test commonly performed to diagnose disorders of the cardiovascular system. Discuss the nursing care that should be provided for patients undergoing each of the diagnostic tests. Discuss common therapeutic measures used for patients with disorders of the cardiovascular system. Describe preoperative and postoperative routines and procedures for cardiac surgery. 	<ol style="list-style-type: none"> Analyze the lab and diagnostic studies of a client with a cardiovascular diagnosis i.e.: myocardial infarction, stroke, etc. 	<p>Speaker: Dr. Cabrera from Amarillo Heart Group</p>
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THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
<ol style="list-style-type: none"> Explain the pathophysiology of hypertension. Discuss causes and risk factors for hypertension. List signs and symptoms of hypertension. 	<ol style="list-style-type: none"> Understand and apply the medical terminology used in this chapter. Observe patients for signs and symptoms of hypertension. Perform an assessment of a client with a hypertensive disorder or 	<p><u>Chapter 21</u> Nursing Care of Patients with Hypertension</p>

4. Discuss current therapeutic interventions for hypertension. 5. List classifications of hypertension in adults and recommendations for treatment. 6. Classify hypertension emergency. 7. Describe common complications of hypertensive emergency. 8. Discuss the nursing care you will provide for patients with hypertension. 9. Discuss how you will know if your nursing interventions have been effective.	diagnosis. 4. Through the application of the nursing process, develop a written plan of care for a client with a hypertensive disorder or diagnosis. 5. Using the nursing process as a framework, provide nursing care for the client with a hypertensive disorder or diagnosis.	
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THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
1. Explain the pathophysiology, etiology, signs and symptoms, diagnostic tests, therapeutic interventions, and nursing care for rheumatic carditis, infective endocarditis, myocarditis, and pericarditis. 2. Describe the pathophysiology, etiology, signs and symptoms, complications,	1. Understand and apply the medical terminology used in this chapter. 2. Observe patients for signs and symptoms of inflammatory and infectious cardiovascular disorder. 3. Perform an assessment of a client with an inflammatory and infectious cardiovascular disorder and diagnosis.	<u>Chapter 22</u> Nursing Care of Patients with Inflammatory and Infectious Cardiovascular Disorder.

<p>diagnostic tests, therapeutic interventions, and nursing care for dilated hypertrophic, and restrictive cardiomyopathy.</p> <p>3. Describe the pathophysiology, etiology, signs and symptoms, complications, diagnostic test, therapeutic interventions for thrombophlebitis.</p> <p>4. Determine risk factors, prevention measures, and nursing care for thrombophlebitis.</p>	<p>4. Through the application of the nursing process, develop a written plan of care for a client with an inflammatory and infectious cardiovascular of diagnosis.</p> <p>5. Using the nursing process as a framework, provide nursing care for the patient with an inflammatory and infectious cardiovascular disorder or diagnosis.</p>	
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THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
<p>1. Describe the pathophysiology, etiology, signs and symptoms, complications, therapeutic interventions of coronary artery disease, angina pectoris and myocardial infarction.</p> <p>2. Describe the data you should collect and kind of nursing care you will provide for patients with coronary</p>	<p>1. Understand and apply the medical terminology used in this chapter.</p> <p>2. Observe patients for signs and symptoms of occlusive cardiovascular disorder.</p> <p>3. Perform an assessment of a client with an occlusive cardiovascular disorder or diagnosis.</p> <p>4. Through the application of the nursing</p>	<p><u>Chapter 23</u> Nursing Care of Patients with Occlusive Cardiovascular Disorder.</p> <p>Case Study: 59 Year Old Male</p>

<p>artery disease, angina pectoris, or myocardial infarction.</p> <ol style="list-style-type: none"> Describe the therapeutic interventions for coronary artery disease, angina pectoris, and myocardial infarction. Describe the etiologies, signs and symptoms for each of the peripheral vascular disorders. Describe the therapeutic interventions for each peripheral vascular disorder. Discuss what nursing care will be provided for patients with each peripheral vascular disorder. 	<p>process, develop a written plan of care for a client with an occlusive cardiovascular disorder or diagnosis.</p> <ol style="list-style-type: none"> Using the nursing process as a framework, provide nursing care for the patient with an inflammatory and occlusive cardiovascular disorder or diagnosis. 	
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THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
<ol style="list-style-type: none"> Describe the pathophysiology, etiology, signs and symptoms, complications, diagnostic tests, for each of the valvular disorders. Discuss what nursing care you would provide for a patient with valvular disorder. Describe prophylactic antibiotics prescribed for some patients with valvular disorders. 	<ol style="list-style-type: none"> Understand and apply the medical terminology used in this chapter. Observe patients for signs and symptoms of a cardiac valvular disorder. Through the application of the nursing process, develop a written plan of care for a client with a cardiac valvular disorder or diagnosis. Using the nursing process as a 	<p><u>Chapter 24</u> Nursing Care of Patients with Cardiac Valvular Disorders</p> <p>Video:</p> <ul style="list-style-type: none"> Living with Heart Failure

4. Discuss the differences between commissurotomy, annuloplasty, and valve replacement. 5. Discuss the postoperative complications that can occur from two types of cardiac valve replacements.	framework, provide nursing care for the client with a cardiac valvular disorder or diagnosis.	
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THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
1. Describe how electrical activity flows through the heart. 2. List the five steps used for dysrhythmia interpretation. 3. Discuss current medical treatments for each of the cardiac dysrhythmias. 4. Discuss types and uses of cardiac pacemakers. 5. Discuss what nursing care to provide for patients with dysrhythmias or pacemakers.	1. Understand and apply the medical terminology used in this chapter. 2. Observe clients for signs and symptoms of a cardiac dysrhythmia. 3. Perform an assessment of a client with a cardiac dysrhythmia disorder or diagnosis. 4. Through the application of the nursing process, develop a written plan of care for a client with a cardiac dysrhythmia disorder or diagnosis. 5. Using the nursing process as a framework, provide nursing care for	<p><u>Chapter 25</u> Nursing Care of Patients with Cardiac Dysrhythmias.</p> <ul style="list-style-type: none"> Workbook activity

	the client with a cardiac dysrhythmia disorder or diagnosis.	
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THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
<ol style="list-style-type: none"> 1. Describe the pathophysiology of left- and right-sided heart failure. 2. Describe acute heart failure. 3. Discuss causes of acute and chronic heart failure. 4. Discuss signs and symptoms of acute and chronic heart failure. 5. Determine what nursing care you would provide for diagnostic test for heart failure. 6. Determine the medical treatment for acute and chronic heart failure. 7. Discuss what you should include in your teaching plan for patients with heart failure and their families. 	<ol style="list-style-type: none"> 1. Understand and apply the medical terminology used in this chapter. 2. Observe clients for signs and symptoms of heart failure. 3. Perform an assessment of a client with a disorder or diagnosis of heart failure. 4. Through the application of the nursing process, develop a written plan of care for a client with a disorder or diagnosis of heart failure. 5. Using the nursing process as a framework, provide nursing care for the client with heart failure. 	<p><u>Chapter 26</u> Nursing Care of Patients with Heart Failure</p> <ul style="list-style-type: none"> • Workbook activity • Video: <i>CAD & Angina Pectoris</i>

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THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
<ol style="list-style-type: none"> 1. Describe the components of blood. 2. Describe how changes in the blood or blood-producing processes manifested as disease processes. 3. Explain the sequence of events in the process of blood clotting. 4. Determine the data you should collect when caring for a patient with a disorder of the hematological or lymphatic system. 5. Describe the laboratory and diagnostic studies that are used when evaluating the hematological and lymphatic systems. 6. Discuss what nursing care you should provide for patients undergoing each of the diagnostic tests. 	<ol style="list-style-type: none"> 1. Understand and apply the medical terminology used in this chapter. 2. Perform an assessment of a client with a Hematopoietic lymphatic disorder or diagnosis. 3. Assess a patient for complications during the administration of blood products. 	<p><u>Chapter 27</u> Hematopoietic and Lymphatic Systems Function, Assessment, and Therapeutic Measures.</p> <ul style="list-style-type: none"> • Workbook activity • Video: <i>Living with Heart Failure</i>

7. Describe the common therapeutic measures for patients with hematological and lymphatic disorders. 8. Discuss the role of the licensed practical vocational nurse (LVN) in administering blood products.		
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THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
1. Explain the pathophysiology of each of the disorders discussed in this chapter. 2. Determine the etiologies, signs and symptoms of each disorder. 3. Discuss the current therapeutic interventions for each disorder. 4. Determine the data you should collect when caring for patients with disorders of hematological or lymphatic systems. 5. Discuss what nursing care you will provide for patients with hematological disorders. 6. Discuss what nursing care you will provide for patients with lymphatic disorders. 7. Discuss how to know if the nursing intervention has been effective. 8. Discuss the precautions you should institute to prevent bleeding in patients with clotting disorders.	1. Understand and apply the medical terminology used in this chapter. 2. Observe clients for signs and symptoms of Hematopoietic disorder or diagnosis. 3. Perform an assessment of a client with a hematopoietic disorder or diagnosis. 4. Through the application of the nursing process, develop a written plan of care for a client with a hematopoietic disorder or diagnosis. 5. Using the nursing process as a framework, provide nursing care for the client with a hematopoietic disorder or diagnosis.	<p><u>Chapter 28</u> Nursing Care of Patients with Hematological and Lymphatic Disorders</p> <ul style="list-style-type: none"> Workbook activity

9. Discuss what nursing care and teaching you will provide for patients undergoing a splenectomy.		
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THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
<ol style="list-style-type: none"> 1. Explain the structures of the respiratory system and the functions of each. 2. Describe how aging affects the respiratory system. 3. Discuss the necessary questions to be asked when taking history from a patient with a respiratory problem. 4. Discuss what findings to expect when you inspect, palpate, percuss, and auscultate the chest. 5. Discuss the common diagnostic tests performed to diagnose disorders of the respiratory system. 6. Describe the nursing care you should provide for patients undergoing each of these diagnostic tests. 7. Discuss the common therapeutic measures used for patients with 	<ol style="list-style-type: none"> 1. Understand and apply the medical terminology used in this chapter. 2. Perform an assessment of a client with a respiratory disorder or diagnosis. 	<p><u>Chapter 29</u> Respiratory Systems Function, Assessment, and Therapeutic Measures</p> <p>Speaker: Mike Giesler CRT</p> <p>Case Study: <i>Mark Donnelly</i></p>

respiratory disorders.		
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THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
<ol style="list-style-type: none"> 1. Describe the pathophysiologies of the disorders of the upper respiratory tract. 2. Discuss the etiologies, signs, and symptoms of disorders of the upper respiratory tract. 3. Describe the current therapeutic interventions for disorders of the upper respiratory tract. 4. Discuss what nursing care that should be provided for the patient with an upper respiratory disorder. 5. Discuss how to know if your care is effective. 6. Discuss special needs of the patient who has undergone a laryngectomy. 	<ol style="list-style-type: none"> 1. Understand and apply the medical terminology used in this chapter. 2. Observe patients for signs and symptoms of upper respiratory tract disorder. 3. Perform and assessment of a client with an upper respiratory tract disorder or diagnosis. 4. Through the application of the nursing process, develop a written plan of care for a client with a upper respiratory infection. 5. Using the nursing process as a framework, provide nursing care for the patient with an upper respiratory infection. 	<p><u>Chapter 30</u> Nursing Care of Patients with Upper Respiratory Tract Disorders</p>

THEORY OBJECTIVES	CLINICAL OBJECTIVES	LEARNING OBJECTIVES
<ol style="list-style-type: none"> 1. Describe the pathophysiologies of the disorders of the lower respiratory tract. 2. Discuss the etiologies, signs and symptoms of each of the disorders. 3. Discuss what tests are useful for diagnosis of the disorders. 4. Describe the therapeutic interventions for disorders of the lower respiratory tract. 5. Discuss what data should be collected when caring for patients with disorders of the lower respiratory tract. 6. Discuss what nursing care to provide for the patient with a lower respiratory tract. 7. Discuss what specific nursing care you can provide for patients experiencing impaired gas exchange, ineffective airway clearance, or ineffective breathing patterns. 8. Discuss how to know if your care is effective. 	<ol style="list-style-type: none"> 1. Understand and apply the medical terminology used in this chapter. 2. Observe patients for signs and symptoms of lower respiratory tract disorder. 3. Perform an assessment of a client with a lower respiratory tract disorder. 4. Through the application of the nursing process, develop a written plan of care for a client with a lower respiratory infection. 5. Using the nursing process as a framework, provide nursing care for the patients with a lower respiratory infection. 	<p><u>Chapter 31</u> Nursing Care of Patients with Lower Respiratory Tract Disorders</p>

Frank Phillips College
VNSG 1329
Spring 2012

I. General Course Information

Course Number: VNSG 1329

Course Title: Medical Surgical Nursing I

Credit Hours: 3

Course Description: Application of the nursing process to the care of adult patients experiencing medical-surgical conditions in the health-illness continuum. A variety of health care settings are utilized. The student will identify the components of the health-illness continuum; identify prevalent medical-surgical conditions affecting the adult; and utilize the nursing process to assist in developing a plan of care for selected medical-surgical conditions.

Course Learning Outcomes: The student will describe the underlying principles of selected nursing skills and their relationship to client health status and emotional status. The student will demonstrate satisfactory performance of selected nursing skills utilizing principles of safety; and identify the nursing process used to solve basic client care problems across the life span utilizing appropriate medical terminology.

A series of basic intellectual competencies - - reading, writing, speaking, listening, critical thinking, and computer literacy – are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials—books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Differentiated Entry Level Competencies (DELC)

ROLE: PROVIDER OF CARE

1. Assist in determining the health status and health needs of clients on interpretation of health-related data and preventative health practices in collaboration with clients, their families, and other members of the immediate health care team.

Expected Outcomes:

1. Identify four steps in a systemic process (i.e. nursing process), which include assessment, planning, implementation, and evaluation.
2. Become familiar with the basic components of nursing diagnosis (e.g. North American Nursing Diagnosis Association)
3. Use structured data collection tools and techniques of assessment of clients inclusive of interviewing.
4. Recognize the characteristics, concepts, and processes related to clients, including gross anatomy; basic psychology; psychosocial growth and development; gross psychopathology; ethical reasoning; and major cultural and spiritual beliefs and practices related to health, illness, birth, death, and dying.
5. Recognize the basic characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventative health practices.
6. Develop an understanding of common medical diagnoses, drug and other therapies and treatments.

2. Assist the formulation of goals/outcomes and a plan of care in collaboration with the client, their families, and interdisciplinary health care team members.

Expected Outcomes:

1. Develop an understanding of the dynamics of the nurse client relationship.
 2. Recognize written, verbal, and non-verbal modes of communication including information technologies.
 3. Become aware of the fundamental principles of disease prevention, promotion of health and wellness, and the restoration of health.
 4. Develop basic intervention skills designed to support the client and family during the various life stages, including death and dying.
 5. Recognize the relationship between the nursing plan of care, the plan of care of other health care professionals, and the therapeutic regimen.
 6. Develop criteria for setting priorities in planning and evaluating care for the client.
 7. Understand the steps and procedures of discharge planning.
3. Implement plan of care within legal and ethical parameters including scope of education, in collaboration with the client and interdisciplinary health care team to assist client in meeting health care needs.

Expected Outcomes:

1. Become aware of common health practices and behaviors of clients related to developmental level, gender, cultures, belief systems, and the environment.
 2. Develop methods of therapeutic communication.
 3. Identify the basic physiological and psychosocial (spiritual, cultural, gender, developmental level, financial) aspects of nursing interventions.
 4. Recognize basic rights and responsibilities of clients related to health care.
 5. Recognize the fundamental principles and factors that contribute to the maintenance or restoration of health.
 6. Develop understanding of properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents.
 7. Understand the principles of safety.
 8. Identify coping mechanisms for managing stress.
 9. Identify resources available for crisis management
 10. Become familiar with the code of vocational nurse ethics, which will impact the practice of vocational nursing and health care.
 11. Become familiar with the legal parameters of vocational nursing practice.
 12. Become familiar with the available resources within the employment setting.
 13. Understand the key federal and state statutes and institutional policies regarding patient confidentiality.
 14. Become competent in performing nursing skills/procedures.
4. Implement teaching plan for client with common health problems and well-defined learning needs.

Expected Outcomes:

1. Identify how developmental stages may affect learning by the client.
 2. Identify situational variables, which may affect learning by the client (i.e. stress, pain, and fear).
 3. Develop teaching techniques, which will enhance and facilitate client teaching
 4. Identify methods to evaluate the client's level of learning.
 5. Determine "Links between healthy lifestyles, prevention, and cost of healthcare."
5. Assist in the evaluation of the client's responses and outcomes to therapeutic interventions

Expected Outcomes:

1. Recognize common methods for measuring client health-goal attainment.
 2. Utilize basic tools for evaluating the effectiveness of specific nursing interventions.
6. Provide direct basic care to assigned multiple clients in structured settings.

Expected Outcomes:

1. Become aware of institutional policies and procedures for delivery of nursing care.
 2. Become aware of the basic characteristics, trends, and issues of the health care delivery system.
 3. Recognize the basis for determining nursing care priorities in client care.
 4. Become aware of the scope of responsibility and accountability as it relates to supervision, and - collaboration.
 5. Utilize the channels of communication for decision-making processes within the work setting.
7. Use the problem solving approach as the basis for decision making in practice.

Expected Outcomes:

1. Utilize a systematic problem solving process.
2. Develop an understanding of the need for establishing priorities.
3. Utilize work-setting resources available to assist in decision-making.
4. Understand the ways that nursing research can improve client care.

ROLE: COORDINATOR OF CARE

1. Assist in the coordination of human and material resources for the provision of care for assigned clients

Expected Outcome:

1. Utilize basic principles of organizing resources necessary to provide quality care.

2. Develop principles of problem solving, data collection, and basic time management skills
 3. Recognize the functions of team members.
 4. Recognize the cultural differences of clients.
2. Collaborate with clients and the interdisciplinary health care team to provide direct care to assigned individual clients.

Expected Outcome:

1. Recognize the basic structure and function of the health care delivery system.
 2. Develop an understanding of the need for effective communication techniques.
 3. Develop an understanding of the roles of all levels of nursing and other health care professionals.
 4. Understand the need for client advocacy and consumer rights and responsibilities.
3. Participate in the identification of clients needs for referral to resources that facilitate continuity of care.

Expected Outcome:

1. Become aware of institutional and community resources.
 2. Become aware of the roles of family dynamics and significant others support to individual client.
4. Participate in activities, which support the organizational framework of structured health care settings.

Expected Outcome:

1. Understand the organizational mission, vision, and values as a framework for care.
 2. Demonstrate awareness of lines of authority and accountability within structured health care settings.
 3. Recognize methods for promoting safety in the work environment.
 4. Identify the role of the VN in risk management,
 5. Identify the role of the VN in implementing established cost containment measures

ROLE: MEMBER OF A PROFESSION:

1. Demonstrate accountability for own nursing care.

Expected Outcome:

1. Become familiar with the code of ethics for the LVN.
 2. Recognize the standards of vocational nursing education.
 3. Become aware of legalities of VN practice.
 4. Recognize issues affecting the role of the VN and the delivery of care.

5. Understand available sources of continuing education and professional development.
 6. Develop a self-evaluation process.
 7. Develop an understanding of work setting policies and procedures.
 8. Recognize professional boundaries.
2. Participate as an advocate in activities that focus on improving the health care of clients.

Expected Outcome:

1. Recognize the rights and responsibilities of clients regarding health care, including self-determination.
 2. Recognize the individual's responsibility for quality of nursing care.
 3. Understand the individual nurse's role in the quality improvement/quality assurance process.
 4. Recognize the responsibility for reporting to licensing and public protective agencies.
3. Demonstrate behaviors that promote the development and practice of vocational nursing.

Expected Outcome:

1. Become aware of the historical evolution of nursing practice.
2. Become aware of the issues affecting the development and practice of vocational nursing, including multistate licensing.
3. Become familiar with the role of major vocational nursing organizations, regulatory agencies, and health care organizations.
4. Recognize the factors affecting the public image of nursing.
5. Recognize the distinctions between LVN and RN roles.

III. Objectives/Terminal Objectives

All Frank Phillips College courses work together to meet the following objectives:

1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he/she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspect of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and

8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific objectives that follow (**please note that specific applications and objectives for each component are listed in the nursing handbook under the course name):

1. Describe how the nursing process is used by the LPN/LVN to prioritize client care based on Maslow's hierarchy of needs.
2. Explain the importance of ethical and legal performance in nursing practice and decision making.
3. Discuss the basic concepts and attributes of culturally diverse clients and families and how it influences nursing care.
4. Identify alternative and complementary therapies and related safety issues.
5. Discuss the common causes, signs and symptoms, treatment, and client education for fluid and electrolyte imbalances.
6. Identify the rationale for use of IV therapy including IV solutions and methods of administration.
7. Discuss infectious diseases, the chain of infection, immunity, diagnosis, treatment, and safety precautions for health care.
8. Explain the pathophysiology, etiology, signs and symptoms, categories, and treatment for shock.
9. Explain the physiology of pain, its effects and methods for effective management both pharmacologic and non-pharmacologic.
10. Describe the variety of treatment methods for cancer and their nursing implications and nursing interventions.
11. Explain the process for the surgical client from admission through discharge including nursing interventions.
12. Explain emergent conditions, prioritizing, assessment, and interventions essential to nursing care.
13. Identify the uniqueness of the gerontological client associated with physical, mental, and emotional changes and special needs of the client and family.
14. Describe the psychosocial, growth and development, and the physiological needs of the client across the life span.
15. Identify common, overt, actual, and potential primary healthcare needs of the client related to the cardiovascular, respiratory, hematopoietic and lymphatic systems.
16. Explain the expected physical changes & discuss nursing interventions the nurse would provide for a patient at the end of life. Discuss choices that are available to patients at the end of their life as well as communicating to the dying patient & their families.
17. Discuss the etiologies, signs, & symptoms of immune system disorders. Explain data to be collected and the type of nursing care to be provided for a patient with immune disorders.
18. Identify the prognosis, preventive measures, & a teaching plan for patients with HIV and acquired immunodeficiency syndrome (AIDS).

IV. Textbook and Other Required Materials

Medical Surgical Nursing, Susan C. deWit (2009)/Saunders Elsevier

Medical Surgical Nursing Student Learning Guide, Susan deWit (2009)/Saunders Elsevier

V. Classroom Policy and Instructor Expectations

Additional assignments may be given at any time during the course.
Workbook assignments may be graded at any time at the discretion of the instructor.

Pop quizzes will be given during regularly scheduled classes.

Major exams will be given as stated on the class schedule.

A final exam will be given at the conclusion of this course.

In order to continue in the nursing program, a final grade average of 75 must be obtained.

NONDISCRIMINATION ON A BASIS OF DISABILITY

Refer to the Frank Phillips College 2010-2011 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. Attendance Requirements

As stated in the Vocational Nursing Student Policy Handbook

VIII. Methods of Evaluation

At the end of the course, following the administration of the final exam, the grade will be obtained as follows:

Daily Quizzes, additional assignments, workbook	25%
Major Exam Grades	50%
Final Exam Grades	25%

Frank Phillips College Vocational Nursing Program Grade Scale:

A – 91.45-100

B – 81.45-91.44

C – 74.45-81.44

D – 60-74.44

F – 0-59

VNSG 1332 Medical-Surgical Nursing II

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

Course Description: Continuation of Medical-Surgical Nursing I with application of the nursing process to the care of the adult patient experiencing medical-surgical conditions along the health-illness continuum in a variety of health care settings.

Approval Number51.3901 0000

(Continuation of Medical-Surgical Nursing I with application of the nursing process to the care of adult patient experiencing medical-surgical conditions along the health-illness continuum in a variety of health care settings. The student will explain the components of the health-illness continuum; assess prevalent medical-surgical conditions affecting the adult client; and utilize the nursing process to assist in developing a plan of care for selected medical-surgical conditions.)

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

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WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific objectives that follow (note that specific applications and objectives for each component are listed in the nursing handbook under the course name):

1. Identify common, overt, actual, and potential primary healthcare needs of the client related to the following systems:
 - a. Gastrointestinal System
 - b. Liver, Gallbladder, and Pancreas
 - c. Urinary and Renal Systems
 - d. Endocrine System
 - e. Reproductive System
 - f. Musculoskeletal System
 - g. Neurological System
 - h. Sensory Systems
 - i. Integumentary System

2. Identify common medical/surgical diagnoses, treatment modalities, nursing interventions and client teaching including preventive measures for disorders of the following body systems:
 - a. Gastrointestinal System
 - b. Liver, Gallbladder, and Pancreas
 - c. Urinary and Renal Systems
 - d. Endocrine System
 - e. Musculoskeletal System
 - f. Neurological System
 - g. Integumentary System
 - h. Emergency and Disaster Management
3. Identify pharmacological agents and related nursing interventions for the following body systems:
 - a. Gastrointestinal System
 - b. Liver, Gallbladder, and Pancreas
 - c. Urinary and Renal Systems
 - d. Endocrine System
 - e. Musculoskeletal System
 - f. Neurological System
 - g. Integumentary System
 - h. Emergency and Disaster Management
4. Demonstrate competency in dosage calculations.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance*

*See the Vocational Nursing Student Policy Handbook for class attendance specific to the Vocational Nursing program.

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity
- Systems:
 - Understands Systems
 - Monitors & Corrects Performance
 - Improves & Designs Systems
- Technology:
 - Selects Technology
 - Applies Technology
 - Maintains & Troubleshoots Technology
- Basic Skills:
 - Reading
 - Writing
 - Arithmetic
 - Mathematics
 - Listening
 - Speaking
- Thinking Skills:
 - Creative Thinking
 - Decision Making
 - Problem Solving
 - Seeing Things in the Mind's Eye
 - Knowing How to Learn
 - Reasoning
- Personal Qualities:
 - Responsibility
 - Self-Esteem
 - Sociability
 - Self-Management
 - Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Daily Quizzes, additional assignments/participation: 25 %

Major Exam Grades: 50 %

Final Exam: 25 %

Frank Phillips College Vocational Nursing Program Grade Scale:

A – 92-100

B – 83-91

C – 75-82

D – 60-74

E – 0-59

In order to continue in the nursing program, a final grade average of 75 must be obtained.

Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work

Frank Phillips College
VNSG 1332
Spring 2012

I. General Course Information

Course Number: VNSG 1332

Course Title: Medical Surgical Nursing II

Course Instructor: Lacey Keeton RN

Credit Hours: 3

E-mail: lkeeton@fpctx.edu

Course Description: Medical Surgical Nursing II is a continuation of Medical Surgical Nursing I with application of the nursing process to the care of the adult patient experiencing medical-surgical conditions along the health-illness continuum in a variety of health care settings.

End-of-course Outcomes: Explain the components of the health-illness continuum; assess prevalent medical-surgical conditions affecting the adult client; and utilizing the nursing process to assist in developing a plan of care for selected medical-surgical conditions.

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials—books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Differentiated Entry Level Competencies (DEL C)

ROLE: PROVIDER OF CARE

1. Assist in determining the health status and health needs of clients on interpretation of health-related data and preventative health practices in collaboration with clients, their families, and other members of the immediate health care team.

Expected Outcomes:

1. Identify four steps in a systemic process (i.e. nursing process), which include assessment, planning, implementation, and evaluation.
 2. Become familiar with the basic components of nursing diagnosis (e.g. North American Nursing Diagnosis Association)
 3. Use structured data collection tools and techniques of assessment of clients inclusive of interviewing.
 4. Recognize the characteristics, concepts, and processes related to clients, including gross anatomy; basic psychology; psychosocial growth and development; gross psychopathology; ethical reasoning; and major cultural and spiritual beliefs and practices related to health, illness, birth, death, and dying.
 5. Recognize the basic characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventative health practices.
 6. Develop an understanding of common medical diagnoses, drug and other therapies and treatments.
2. Assist the formulation of goals/outcomes and a plan of care in collaboration with the client, their families, and interdisciplinary health care team members.

Expected Outcomes:

1. Develop an understanding of the dynamics of the nurse client relationship.
2. Recognize written, verbal, and non-verbal modes of communication including information technologies.
3. Become aware of the fundamental principles of disease prevention, promotion of health and wellness, and the restoration of health.
4. Develop basic intervention skills designed to support the client and family during the various life stages, including death and dying.
5. Recognize the relationship between the nursing plan of care, the plan of care of other health care professionals, and the therapeutic regimen.
6. Develop criteria for setting priorities in planning and evaluating care for the client.
7. Understand the steps and procedures of discharge planning.

3. Implement plan of care within legal and ethical parameters including scope of education, in collaboration with the client and interdisciplinary health care team to assist client in meeting health care needs.

Expected Outcomes:

1. Become aware of common health practices and behaviors of clients related to developmental level, gender, cultures, belief systems, and the environment.
 2. Develop methods of therapeutic communication.
 3. Identify the basic physiological and psychosocial (spiritual, cultural, gender, developmental level, financial) aspects of nursing interventions.
 4. Recognize basic rights and responsibilities of clients related to health care.
 5. Recognize the fundamental principles and factors that contribute to the maintenance or restoration of health.
 6. Develop understanding of properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents.
 7. Understand the principles of safety.
 8. Identify coping mechanisms for managing stress.
 9. Identify resources available for crisis management
 10. Become familiar with the code of vocational nurse ethics, which will impact the practice of vocational nursing and health care.
 11. Become familiar with the legal parameters of vocational nursing practice.
 12. Become familiar with the available resources within the employment setting.
 13. Understand the key federal and state statutes and institutional policies regarding patient confidentiality.
 14. Become competent in performing nursing skills/procedures.
4. Implement teaching plan for client with common health problems and well-defined learning needs.

Expected Outcomes:

1. Identify how developmental stages may affect learning by the client.
 2. Identify situational variables, which may affect learning by the client (i.e. stress, pain, and fear).
 3. Develop teaching techniques, which will enhance and facilitate client teaching
 4. Identify methods to evaluate the client's level of learning.
 5. Determine "Links between healthy lifestyles, prevention, and cost of healthcare."
5. Assist in the evaluation of the client's responses and outcomes to therapeutic interventions

Expected Outcomes:

1. Recognize common methods for measuring client health-goal attainment.
 2. Utilize basic tools for evaluating the effectiveness of specific nursing interventions.
6. Provide direct basic care to assigned multiple clients in structured settings.

Expected Outcomes:

1. Become aware of institutional policies and procedures for delivery of nursing care.
 2. Become aware of the basic characteristics, trends, and issues of the health care delivery system.
 3. Recognize the basis for determining nursing care priorities in client care.
 4. Become aware of the scope of responsibility and accountability as it relates to supervision, and - collaboration.
 5. Utilize the channels of communication for decision-making processes within the work setting.
7. Use the problem solving approach as the basis for decision making in practice.

Expected Outcomes:

1. Utilize a systematic problem solving process.
2. Develop an understanding of the need for establishing priorities.
3. Utilize work-setting resources available to assist in decision-making.
4. Understand the ways that nursing research can improve client care.

ROLE: COORDINATOR OF CARE

1. Assist in the coordination of human and material resources for the provision of care for assigned clients

Expected Outcome:

1. Utilize basic principles of organizing resources necessary to provide quality care.
2. Develop principles of problem solving, data collection, and basic time management skills
3. Recognize the functions of team members.
4. Recognize the cultural differences of clients.

2. Collaborate with clients and the interdisciplinary health care team to provide direct care to assigned individual clients.

Expected Outcome:

1. Recognize the basic structure and function of the health care delivery system.
2. Develop an understanding of the need for effective communication techniques.
3. Develop an understanding of the roles of all levels of nursing and other health care professionals.
4. Understand the need for client advocacy and consumer rights and responsibilities.

3. Participate in the identification of clients needs for referral to resources that facilitate continuity of care.

Expected Outcome:

1. Become aware of institutional and community resources.
2. Become aware of the roles of family dynamics and significant others support to individual client.

4. Participate in activities, which support the organizational framework of structured health care settings.

Expected Outcome:

1. Understand the organizational mission, vision, and values as a framework for care.
2. Demonstrate awareness of lines of authority and accountability within structured health care settings.
3. Recognize methods for promoting safety in the work environment.
4. Identify the role of the VN in risk management,
5. Identify the role of the VN in implementing established cost containment measures

ROLE: MEMBER OF A PROFESSION:

1. Demonstrate accountability for own nursing care.

Expected Outcome:

1. Become familiar with the code of ethics for the LVN.
2. Recognize the standards of vocational nursing education.
3. Become aware of legalities of VN practice.
4. Recognize issues affecting the role of the VN and the delivery of care.
5. Understand available sources of continuing education and professional development.
6. Develop a self-evaluation process.
7. Develop an understanding of work setting policies and procedures.
8. Recognize professional boundaries.

2. Participate as an advocate in activities that focus on improving the health care of clients.

Expected Outcome:

1. Recognize the rights and responsibilities of clients regarding health care, including self-determination.
2. Recognize the individual's responsibility for quality of nursing care.
3. Understand the individual nurse's role in the quality improvement/quality assurance process.
4. Recognize the responsibility for reporting to licensing and public protective agencies.

3. Demonstrate behaviors that promote the development and practice of vocational nursing.

Expected Outcome:

1. Become aware of the historical evolution of nursing practice.
2. Become aware of the issues affecting the development and practice of vocational nursing, including multistate licensing.
3. Become familiar with the role of major vocational nursing organizations, regulatory agencies, and health care organizations.
4. Recognize the factors affecting the public image of nursing.
5. Recognize the distinctions between LVN and RN roles.

III. Objectives/Terminal Objectives

All Frank Phillips College courses work together to meet the following objectives:

1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he/she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspect of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific objectives that follow (**please note that specific applications and objectives for each component are listed in the nursing handbook under the course name):

1. Identify common, overt, actual, and potential primary healthcare needs of the client related to the following systems:
 - a. Gastrointestinal System
 - b. Liver, Gallbladder, and Pancreas
 - c. Urinary and Renal Systems
 - d. Endocrine System
 - e. Reproductive System
 - f. Musculoskeletal System
 - g. Neurological System
 - h. Sensory Systems
 - i. Integumentary System
2. Identify common medical/surgical diagnoses, treatment modalities, nursing interventions and client teaching including preventive measures for disorders of the following body systems:
 - a. Gastrointestinal System
 - b. Liver, Gallbladder, and Pancreas
 - c. Urinary and Renal Systems
 - d. Endocrine System
 - e. Musculoskeletal System
 - f. Neurological System
 - g. Integumentary System
 - h. Emergency and Disaster Management
3. Identify pharmacological agents and related nursing interventions for the following body systems:
 - a. Gastrointestinal System
 - b. Liver, Gallbladder, and Pancreas

- c. Urinary and Renal Systems
 - d. Endocrine System
 - e. Musculoskeletal System
 - f. Neurological System
 - g. Integumentary System
 - h. Emergency and Disaster Management
4. Demonstrate competency in dosage calculations.

IV. Textbook and Other Required Materials

Medical-Surgical Nursing by Susan deWit, (2009) Elsevier/Saunders
Medical-Surgical Nursing Student Learning Guide by Susan deWit (2009),
 Elsevier/Saunders

Davis's Drug Guide for Nurses 11th edition, by F.A Davis, Deglin/Vallerand

V. COURSE POLICIES AND INSTRUCTOR EXPECTATIONS

Additional assignments may be given at any time during the course.
 Workbook assignments may be graded at any time at the discretion of the instructor.
 Pop quizzes will be given during regularly scheduled classes.
 Major exams will be given as stated on the class schedule.
 A final exam will be given at the conclusion of this course.

**IN ORDER TO CONTINUE IN THE NURSING PROGRAM, A FINAL GRADE OF 75
 MUST BE OBTAINED.**

NONDISCRIMINATION ON A BASIS OF DISABILITY

Refer to the Frank Phillips College 2009-2010 Catalog.
 Instructor/Student Conferences are available for special needs upon request.

VI. ADDITIONAL/SUPPLEMENTAL REFERENCES

Available Student Library Materials related to the Medical Surgical field.

VII. ATTENDANCE REQUIREMENTS

As stated in the Vocational Nursing Student Policy Handbook

VIII. METHODS OF EVALUATION

Daily Quizzes, additional assignments/participation:	25 %
Major Exam Grades:	50 %
Final Exam:	25 %

Frank Phillips College Vocational Nursing Program Grade Scale:

- A – 92-100
- B – 83-91
- C – 75-82
- D – 60-74
- E – 0-59

Correlation to Stated Mission Goals of Frank Phillips College

- a. Provide introduction and application of medical surgical nursing with emphasis on the disease processes;
- b. Provide, assist, and promote the use of learning resources;
- c. Participate and contribute to the medical surgical field in which we practice; and
- d. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Frank Phillips College Catalogue on pages 45 and 46. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

Lacey Keeton
VNSG 1332
(806)- 457-4200 ext. 608
E-mail: lkeeton@fpctx.edu

**VNSG 2360 Clinical-Practical Nurse; Intermediate
(Clinical-Licensed Practical/Vocational Nurse Training)
Frank Phillips College**

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

Course Description: An intermediate health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.
Approval Number51.3901 0000

(The student will 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.)

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

Differentiated Entry Level Competencies (DELC)

ROLE: PROVIDER OF 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. Take client history using structured assessment tool.
2. Assist in performing basic focused assessment to identify health status and monitor for changes in health status.
3. Document assessment data under guidance of faculty member according to institutional policy/procedure.
4. Report assessment data to the appropriate health care team member.
5. Identify common, actual, and potential health care needs of assigned clients.
6. Discuss observations that can assist the RN in formulating nursing diagnosis on assigned clients.
7. Assist with health screening.

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. Assist with health screening.
2. Identify short-term goals/outcomes and select basic interventions in collaboration with the client.
3. Discuss possibilities that can contribute to the development of the nursing plan of care.
4. Identify obvious conflicts between the nursing plan of care and the plan of interdisciplinary health care team members.
5. Discuss plan of care with interdisciplinary health care team members.
6. Recognize cost of care for nursing interventions.

Competency:

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 Clinical Behaviors:

1. Assist in promoting a safe, effective care environment conducive to the optimal health and dignity of the client.
2. Implement safe and appropriate activities to assist client to meet basic physiologic needs including oxygenation, nutrition, circulation, elimination, activity, comfort, pain management, rest, and sleep.
3. Implement nursing interventions to promote health and rehabilitation.
4. Provide basic initial intervention in emergency situations.
5. Initiate basic nursing measures to foster psychological well-being.
6. Assist on fostering a client's coping mechanisms during alterations in health status.

7. Safely administer medications and treatments under the direct supervision of faculty.
8. Participate with assistance in monitoring, documenting, and reporting responses to medications, treatments, and procedures, and communicate the same to other health care professionals clearly and accurately.
9. Assist interdisciplinary health care team members with examination and routinely performed procedures.
10. Observe and communicate "Patient's Bill of Rights" to clients.
11. Recognize and communicate ethical and legal concerns through established channels of communication.
12. Utilize basic therapeutic communication skills when interacting with clients.
13. Report unsafe practices.
14. Use current technology to enhance direct client care.
15. Maintain client confidentiality.

Competency:

Implement teaching plan for client with common health problems and well-defined learning needs.

Expected Clinical Behaviors:

1. Identify basic health-related learning needs of clients.
2. Contributes to the development of a teaching plan for assigned clients.
3. Identify and implement aspects of an established teaching plan for assigned clients.
4. Assist in the evaluation of learning outcomes using structured evaluation tools.
5. Assist in teaching basic health promotion/maintenance & self-care to individuals from a designated teaching plan.
6. Provide the client with the information needed to make choices regarding health.

Competency:

Assist in the evaluation of the client's responses and outcomes to therapeutic interventions

Expected Clinical Behaviors:

1. Using standard references, compare expected and achieved outcomes of nursing care.
2. Identify and communicate reasons for deviations from the daily plan of care.
3. Assist in modifying daily plan of care and/or expected outcomes.
4. Report and document with the assistance of faculty client's responses to nursing interventions.

Competency:

Provide direct basic care to assigned multiple clients in structured settings.

Expected Clinical Behaviors:

1. Identify priorities and make judgments concerning basic needs of multiple clients in order to organize care.
2. Implement plans of basic care for multiple clients (2-3).

Competency:

Use the problem solving approach as the basis for decision making in practice.

Expected Clinical Behaviors:

1. With guidance of faculty, use problem-solving approach to make decisions regarding care of assigned clients.
2. Organize care based upon problem solving and identified priorities.
3. Identify and communicate client care problems encountered in practice.
4. Utilize resources within the work setting to assist in decision-making (faculty).

ROLE: COORDINATOR OF CARE:

Competency:

Assist in the coordination of human and material resources for the provision of care for assigned clients.

Expected Clinical Behaviors:

1. Participate in discussion relating to the evaluation of client care with members of the interdisciplinary health care team.
2. Aid in identifying providers and others who can assist in client care across the life span.

Competency:

Collaborate with clients and the interdisciplinary health care team to provide direct care to assigned individual clients.

Expected Clinical Behaviors:

1. Work with various interdisciplinary health care team members to provide client care.
2. Participate in client care planning with clients, their families, and other interdisciplinary health care team members.

Competency:

Participate in the identification of client needs for referral to resources that facilitate continuity of care.

Expected Clinical Behaviors:

1. Identify support systems of the client.
2. Identify and discuss appropriateness of major community resources that can assist in meeting client needs.
3. Communicate client needs to family or significant others and appropriate members of the health care team.
4. Participate in implementing changes that lead to improvement in the work setting.

Competency:

Participate in activities which support the organizational framework of structured health care settings.

Expected Clinical Behaviors:

1. Report unsafe client environment and equipment.
2. Implement established cost containment measures when providing care to assigned clients.

ROLE: MEMBER OF A PROFESSION

Competency:

Demonstrate accountability for own nursing practice.

Expected Clinical Behaviors:

1. Provide nursing care within limits of vocational nursing knowledge, education, experience, and ethical/legal standards of care.
2. Provide nursing care in a caring, nonjudgmental, nondiscriminatory manner.
3. Use a self-evaluation process to recognize areas for improvement of own nursing practice.
4. Assume accountability for own nursing practice.
5. Follow institutional policies and procedures.
6. Maintain professional boundaries in the nurse/client relationship.

Competency:

Participate as an advocate in activities that focus on improving the health care of clients.

Expected Clinical Behaviors:

1. Respect the privacy and dignity of the client.
2. Identify client's unmet health needs.
3. Act as an advocate for the client's basic needs, including following established procedures for reporting/solving institutional client care problems.

Competency:

Demonstrate behaviors that promote the development and practice of vocational nursing.

Expected Clinical Behaviors:

1. Work collegially with members of health care team.
2. Demonstrate behaviors, which promote a positive image of professional nursing.
3. Participate in activities individually or in groups through organizations that promote vocational nursing.
4. Practice within the LVN role and Scope of Education.
5. Serve as a positive role model for fellow students.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance*

*See the Vocational Nursing Student Policy Handbook for class attendance specific to the Vocational Nursing program.

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

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Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

A Clinical Evaluation will be performed at the conclusion of this course. To progress to Levels II, and III, the student must achieve a clinical evaluation grade of C or better.

Frank Phillips Vocational nursing program Grade Scale for Clinical Level I:

GRADING SCALE (265 points possible):

A = 209-256 points, B = 161-208 points, C = 113-160 points, D = 65-112 points, F = below 65

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

**VNSG 2363 Clinical-Practical Nurse; Advanced
(Clinical-Licensed Practical/Vocational Nurse Training)
Frank Phillips College**

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite:

Course Description: An advanced health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.
Approval Number51.3901 0000

(The student will 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.)

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

Differentiated Entry Level Competencies (DELC)

ROLE: PROVIDER OF 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. Take client history using structured assessment tool (i.e. Patient Assessment-Care plan)
2. Perform basic focused assessment to assist identifying health status and monitor for change.
3. Report assessment data to appropriate health care team member.
4. Independently document assessment data according to institutional policy.
5. Identify common actual and potential health care needs of clients.
6. Make observations that assist the RN in formulating nursing diagnosis.
7. Perform health screening with the assistance of health care team member.

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:

- a. Identify short-term goals/outcomes, select basic interventions, and establish priorities for care in collaboration with the client.
- b. Contribute to development of the nursing plan of care.
- c. Identify obvious conflicts between the nursing plan of care and the plan of interdisciplinary health care team members.
- d. Participate in discussion of the plan of care with interdisciplinary health care team members.
 1. Contribute to development of discharge planning of selected clients.
 2. Identify the cost of care for nursing interventions and use appropriate measures to contain costs.

Competency: 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 Clinical Behaviors:

1. Assist in promoting a safe, effective care environment conducive to the optimal health and dignity of the client.
2. Implement a plan of care to assist client to meet basic physiologic needs including circulation, nutrition, oxygenation, activity, elimination, comfort, pain management, rest, and sleep.
3. Implement nursing interventions to promote health and rehabilitation
4. Initiate basic interventions in emergency situations.
5. Initiate basic nursing measures to foster client's psychosocial well-being.
6. Foster client coping mechanisms during alteration in health status.
7. Safely administer medications and treatments following established protocols.

8. Monitor, document, and report responses to medications, treatments, and procedures and communicate the same to other health care professionals clearly and accurately.
9. Assist interdisciplinary health care team members with examinations, and routinely performed procedures.
10. Observe and communicate "Patient's Bill of Rights" to clients.
11. Identify and communicate ethical and legal concerns to appropriate health team member.
12. Utilize basic therapeutic communication skills when interacting with clients.
13. Report unsafe practices.
14. Use current technology to enhance direct client care.
15. Maintain client confidentiality.

Competency: Implement teaching plan for client with common health problems and well-defined learning needs.

Expected Clinical Behaviors:

1. Identify basic health-related learning needs of clients.
2. Contribute to the development of a teaching plan for assigned clients.
3. Implement aspects of an established teaching plan for assigned clients.
4. Perform, with supervision, evaluation of learning outcomes using structured evaluation tools.
5. Teach basic health promotion/maintenance & self-care to individuals from a designated teaching plan.
6. Determine and provide for the client, information needed to make choices regarding health.

Competency: Assist in the evaluation of the client's responses and outcomes to therapeutic interventions

Expected Clinical Behaviors:

1. Using standard references (i.e. Patient Care Standards) compare expected and achieved outcomes of nursing care.
2. Identify and communicate reasons for deviations from the plan of care.
3. Assist in modifying plan of care and/or expected outcomes.
4. Report and document client's responses to nursing interventions.

Competency: Provide direct basic care to assigned multiple clients in structured settings.

Expected Clinical Behaviors:

1. Identify priorities and make judgments concerning basic needs of multiple clients in order to organize care.
2. Implement plans of basic care for multiple clients (maximum 5 clients).

Competency: Use the problem solving approach as the basis for decision making in practice.

Expected Clinical Behaviors:

1. Independently use a problem-solving approach to make decisions regarding care of assigned clients.
2. Organize care based upon problem solving and identified priorities.
3. Identify and communicate client care problems encountered in practice.

4. Utilize resources within the work setting to assist in decision-making (staff).

ROLE: COORDINATOR OF CARE

Competency: Assist in the coordination of human and material resources for the provision of care for assigned clients

Expected Clinical Behavior:

1. Participate in the discussion relating to the evaluation of client care with members of the interdisciplinary health care team.
2. Identify providers & others who can assist in client care.

Competency: Collaborate with clients and the interdisciplinary health care team to provide direct care to assigned individual clients.

Expected Clinical Behaviors:

1. Work with the interdisciplinary health care team members to provide client care across the lifespan.
2. Participate in client care planning with clients, their families, and interdisciplinary health care team members.

Competency: Participate in the identification of client needs for referral to resources that facilitate continuity of care.

Expected Clinical Behaviors:

1. Identify support systems of the client.
2. Identify major community resources that can assist in meeting client needs.
3. Communicate client needs too family or significant others and appropriate members of the health care team.

Competency: Participate in activities which support the organizational framework of structured health care settings.

Expected Clinical Behaviors:

1. Participate in implementing changes that lead to improvement in the work setting
2. Report unsafe client care environment and equipment.
3. Implement established cost containment measures in direct client care.

ROLE: MEMBER OF A PROFESSION

Competency: Demonstrate accountability for own nursing practice.

Expected Clinical Behavior:

1. Provide nursing care within limits of vocational nursing knowledge, education, experience, and ethical/legal standards of care.
2. Provide nursing care in a caring, nonjudgmental, nondiscriminatory manner.
3. Use self-evaluation process to improve own nursing practice.
4. Assume accountability for own nursing practice.
5. Follow established policies and procedures.
6. Maintain professional boundaries in the nurse/client relationship.

Competency: Participate as an advocate in activities that focus on improving the health care of clients.

Expected Clinical Behaviors:

1. Respect the privacy and dignity of the client.
2. Identify the client's unmet health needs.
3. Act as an advocate for client's basic needs: including the following established procedures for reporting/solving institutional client care problems.

Competency: Demonstrate behaviors that promote the development and practice of vocational nursing.

Expected Clinical Behaviors:

1. Work collegially with members of the interdisciplinary health care team.
2. Demonstrate behaviors, which promote a positive image of vocational nursing.
3. Participate in activities individually or in groups through organizations that promote vocational nursing.
4. Recognize roles of vocational nursing organizations, regulatory agencies, and organizational communities.
5. Practice within the LVN role and Scope of Education.
6. Service as a positive role model for students and peers.

III. Academic Honesty and Integrity

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IV. Class Attendance*

*See the Vocational Nursing Student Policy Handbook for class attendance specific to the Vocational Nursing program.

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Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.

For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

V. Cell Phones and Other Electronic Devices Procedure:

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

A Clinical Evaluation will be performed at the conclusion of this course.

To complete Level III the student must achieve a Clinical Evaluation grade of C or better.

Frank Phillips College Vocational Nursing Program Grade Scale for Clinical III:
GRADING SCALE (300 points possible)

A = 243 – 300 points

B = 185 – 242 points

C = 127 – 184 points

D = 69 – 126 points

F = Below 69

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WLDG 1202 Fundamentals of Gas Metal Arc Welding (GMAW)

Frank Phillips College

I. General Course Information

Credit Hours: 2

Prerequisite and/or Co-requisite:

Course Description: Fundamental principles of Gas Metal Arc Welding (GMAW). Includes setup and safe use of GMAW equipment as well as instruction in various basic weld joints.

Approval Number48.058 0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, the following objectives that are specific to Fundamental of Gas Metal Arc (MIG) Welding will be met:

1. Recognize and distinguish GMAW power sources and current properties.
2. Examine and identify parts of GMAW equipment
3. Identify gasses and wires utilized for various duties.
4. Compare setup of equipment for various duties.
5. Perform GMAW with solid wire.
6. Perform GMAW with Dual Shield wires.
7. Perform FCAW Flux Cored Arc Welding

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

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IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

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For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

Welding Program Attendance Requirements*

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the "Attendance Probation List" for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

V. Cell Phones and Other Electronic Devices Procedure:

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1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

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- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem

Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Attendance = 60%

Exams = 40%

Grade Scale:

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
Below 60	= F

Attendance Percentage		Grade
90 – 100	=	100
80 – 90	=	90
70– 80	=	80
60 – 70	=	70
0 – 60	=	50

Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work

WLDG 1204 – Fundamentals of Oxy-Fuel Welding & Cutting

Frank Phillips College

I. General Course Information

Credit Hours: 2

Prerequisite and/or Co-requisite: None

Course Description: An introduction to oxy-fuel welding and cutting equipment. Includes equipment safety, setup, and maintenance.

Approval Number 48.0508.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

Learning Outcomes.

1. Develop understanding of hazards associated with oxygen/acetylene equipment and demonstrate its setup and use.
2. Understand limitations of the oxygen/acetylene equipment/process and become familiar with suitable applications for its use.
3. Perform Oxy/Acet weld process.
4. Perform Oxy/Acet braze process.
5. Perform Oxy/Acet cutting process.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.

For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

Welding Program Attendance Requirements*

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the "Attendance Probation List" for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.

3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

NOTE: Safety Exam must be completed to 100% correct prior to lab exercises.

Attendance = 60%

Exams = 40%

Grade Scale:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

Below 60 = F

Attendance Percentage		Grade
90 – 100	=	100
80 – 90	=	90
70– 80	=	80
60 – 70	=	70
0 – 60	=	50

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WLDG 1206 – Fundamentals of Gas Tungsten Arc (TIG) Welding
Frank Phillips College

I. General Course Information

Credit Hours: 2

Prerequisite and/or Co-requisite: None

Course Description: Fundamental principles of Gas Tungsten Arc Welding (GTAW). Includes setup and safe use of GTAW equipment as well as instruction in flat positions on joint designs.

Approval Number 48.0508.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

Learning Outcomes.

1. Breakdown and analyze the gas tungsten arc welding (GTAW) process:
2. Discuss equip parts, function and current selection.
3. Demonstrate setup of various types of GTAW equipment.
4. Perform welds on ferrous metals (various positions and joint designs).
5. Perform welds on non-ferrous metals (various positions and joint designs).

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance*

Regular attendance is necessary for satisfactory achievement. Therefore, it is the

responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.

For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

Welding Program Attendance Requirements*

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the "Attendance Probation List" for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

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Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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IX. Methods of Evaluation

Attendance = 60%

Exams = 40%

Grade Scale:

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
Below 60	= F

Attendance Percentage		Grade
90 – 100	=	100
80 – 90	=	90
70– 80	=	80
60 – 70	=	70
0 – 60	=	50

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WLDG 1305 – Art Metals

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: None

Course Description: Fundamentals of conceptualizing and producing utilitarian items in ferrous and non-ferrous metals. Skill development through the techniques of sinking, raising, repousse, and piercing to create objects from sheet and stock materials. Includes welding, brazing, soldering, tinning, polishing, and tool making.

Approval Number 48.0508.0000

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READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to

evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

Utilize various welding processes to cut out art shapes and forms and join individual components to fabricate artistic objects.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance*

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the

course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

Welding Program Attendance Requirements*

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the "Attendance Probation List" for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

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Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time

- Allocates Money

- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information

- Organizes & Maintains Information

- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team

- Teaches Others

- Serves Clients/Customers

- Exercises Leadership

- Negotiates to Arrive at a Decision

- Works with Cultural Diversity

Systems:

- Understands Systems

- Monitors & Corrects Performance

- Improves & Designs Systems

Technology:

- Selects Technology

- Applies Technology

- Maintains & Troubleshoots Technology

Basic Skills:

- Reading

- Writing

- Arithmetic

- Mathematics

- Listening

- Speaking

Thinking Skills:

- Creative Thinking

- Decision Making

- Problem Solving

- Seeing Things in the Mind's Eye

- Knowing How to Learn

- Reasoning

Personal Qualities:

- Responsibility

- Self-Esteem

- Sociability

- Self-Management

- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation – Not Applicable

Attendance = 60%

Exams = 40%

Grade Scale:

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
Below 60	= F

Attendance Percentage		Grade
90 – 100	=	100
80 – 90	=	90
70– 80	=	80
60 – 70	=	70
0 – 60	=	50

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WLDG 1317 – Introduction Layout Fabrication
Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: None

Course Description: A fundamental course in layout fabrication related to the welding industry. Major emphasis is placed on structural shapes and their use in construction.

Approval Number.....48.0508.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

End-of-Course Outcomes

1. Examine basic designs, material shapes and joint configurations utilized by industry
2. Layout & Fabrication.
3. Select and utilize resources and tools for Layout & Fabrication problems.
4. Identify and utilize common tools for various Layout & Fabrication situations.
5. Develop patterns for repetitive layout duties.
6. Demonstrate "Layout directly on material" method for fabrication.
7. Be able to utilize shortcut methods to simplify Layout & Fabrication process.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance*

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

Welding Program Attendance Requirements*

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the "Attendance Probation List" for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

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Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Attendance = 60%

Exams = 40%

Grade Scale:

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
Below 60	= F

Attendance Percentage		Grade
90 – 100	=	100
80 – 90	=	90
70– 80	=	80
60 – 70	=	70
0 – 60	=	50

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WLDG 1337 – Introduction to Metallurgy
Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: None

Course Description: A study of ferrous and non-ferrous metals from the ore to the finished product. Emphasis on metal alloys, heat treating, hard surfacing, welding techniques, forging, foundry process and mechanical properties of metal including hardness, weldability, machinability and ductility.

Approval Number.....48.0508.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

End-of-Course Outcomes

1. Examine production techniques for ferrous and non-ferrous metals.
2. Identify mechanisms used to strengthen metals.
3. Analyze metal testing methods.
4. Breakdown metals into grain structure and crystal formation.
5. Understanding of metallurgical changes resulting from heating and cooling (work with phase change diagrams) during heat treatment.
6. Discuss metal coatings, claddings and case hardening.
7. Differentiate ferrous metals from non-ferrous metals.
8. Distinguish stainless steel from carbon steel.

III. Academic Honesty and Integrity

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- A grade of 0 for the test or assignment
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Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

Welding Program Attendance Requirements*

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the "Attendance Probation List" for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

V. Cell Phones and Other Electronic Devices Procedure:

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Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability

Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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IX. Methods of Evaluation

Attendance = 60%

Exams = 40%

Grade Scale:

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
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Attendance Percentage		Grade
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WLDG 1391 – Special Topics in Welder/Welding Technologist

Frank Phillips College

I. General Course Information

Credit Hours: 3

Prerequisite and/or Co-requisite: None

Course Description: Topics address recently identified current events, skills, knowledge, and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student. This course was designed to be repeated multiple times to improve student proficiency.

Approval Number 48.0508.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to

evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

Learning Outcomes

1. Develop skills to meet specific individual or industrial needs.
2. Upgrade training in areas not included in current curriculum.
3. Study special trades or experiment with special interest or techniques within the welding industry.

III. Academic Honesty and Integrity

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IV. Class Attendance*

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Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.

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Welding Program Attendance Requirements*

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V. Cell Phones and Other Electronic Devices Procedure:

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

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Systems:

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- Monitors & Corrects Performance
- Improves & Designs Systems

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- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
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- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem

Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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VIII. Grievance Policy

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IX. Methods of Evaluation

Note: Safety Exam must be completed to 100% correct prior to lab exercises. Grading to be based on difficulty of skill level of tasks outlined at beginning of enrollment in special topics class. Tasks are to be set forth by instructor and student outline. Students must complete minimum clock hours in study and lab as set forth by Work Force Education Manual standards.

Attendance = 60%
Exams = 40%

Grade Scale:

90 - 100 = A
80 - 89 = B
70 - 79 = C
60 - 69 = D
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Attendance Percentage		Grade
90 – 100	=	100
80 – 90	=	90
70– 80	=	80
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0 – 60	=	50

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WLDG 1428 – Introduction to Shielded Metal Arc Welding (SMAW)

Frank Phillips College

I. General Course Information

Credit Hours: 4

Prerequisite and/or Co-requisite: None

Course Description: An introduction to shielded metal arc welding process. Emphasis placed on power sources, electrode selection, oxy-fuel cutting, and various joint designs. Instruction provided in SMAW fillet welds in various positions.

Approval Number.....48.0508.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

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3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

Learning Outcomes

1. Recognize electrical current types and their use relating to SMAW process.
2. Identify common SMAW electrodes and determine their most suitable application.
3. Illustrate AWS weld joint designs and preparation procedures.
4. Perform SMAW process utilizing most common rod in all positions..

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

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Welding Program Attendance Requirements*

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the "Attendance Probation List" for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

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3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

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Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- Provide a classroom setting which is conducive to learning.

- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Attendance = 60%

Exams = 40%

Grade Scale:

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
Below 60	= F

Attendance Percentage		Grade
90 – 100	=	100
80 – 90	=	90
70– 80	=	80
60 – 70	=	70
0 – 60	=	50

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WLDG 1435 – Introduction to Pipe Welding

Frank Phillips College

I. General Course Information

Credit Hours: 4

Recommended Prerequisite: WLDG 1457 Intermediate Shield Metal Welding or Industrial Equivalent experience. (See Instructor)

Course Description: An introduction to welding of pipe using the shielded metal arc welding process (SMAW), including electrode selection, equipment setup, and safe shop practices. Emphasis on weld positions 1G and 2G using various electrodes.

Approval Number.....48.0508.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate

arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

Learning Outcomes

1. Identify code requirements for pipe welding.
2. Differentiate setup procedures based on job parameters.
3. Perform 2G pipe weld with 6010 root-pass, 7018 filler and cap.
4. Perform 5G pipe weld with 6010 uphill root-pass, 7018 uphill filler and cap.
5. Perform 5G pipe weld with 6010 downhill root-pass, 7018 uphill filler and cap.
6. Bend Test welds for quality based on code criteria.

III. Academic Honesty and Integrity

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- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance*

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

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Welding Program Attendance Requirements*

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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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- 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

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- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability

Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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IX. Methods of Evaluation

Evaluation Testing and Grade Distribution:

Class discussion, verbal exam, familiarization	10 pts
Lab exercises/ Pipe Prep/Set up	10 pts
Lab exercise 2G Pipe Weld	20 pts
Lab exercise 5G Pipe Weld Uphill Root	20 pts
Lab exercise 5G Pipe Weld Downhill Root	20 pts
Final Exam Bend Test	20 pts

Total Points Possible 100

Attendance = 60%

Exams = 40%

Grade Scale:

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
Below 60	= F

Attendance Percentage		Grade
90 – 100	=	100
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WLDG 1457 – Intermediate Shielded Metal Arc Welding (SMAW)

Frank Phillips College

I. General Course Information

Credit Hours: 4

Recommended Prerequisite: WLDG 1428 with a grade of C or better or
Industry Equivalent Experience (see Instructor)

Course Description: A study of the production of various fillets and groove welds. Preparation of specimens for testing in all test positions.

Approval Number.....48.0508.0000

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READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

Learning Outcomes

1. Become familiar with AWS/ASME welding codes and testing procedures.
2. Recognize and demonstrate proper setup / prep procedure for Backup Strap and Open Root V plate welds.
3. Perform 3-position plate weld Test V-groove with Backup Strap
4. Perform 3-position plate weld Test V-groove Open Root

III. Academic Honesty and Integrity

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- A grade of 0 for the test or assignment
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- Academic suspension

IV. Class Attendance*

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

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Welding Program Attendance Requirements*

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

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- Negotiates to Arrive at a Decision
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Systems:

- Understands Systems
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Technology:

- Selects Technology
- Applies Technology
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Basic Skills:

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- Arithmetic
- Mathematics
- Listening
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Personal Qualities:

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- Sociability
- Self-Management
- Integrity/Honesty

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IX. Methods of Evaluation

Evaluation, Testing, and Grade Distribution:

Exam 1 Codes & Qualification Standards	10 pts
Lab Exercise 1- Prep & Bevel	10 pts
Lab Exercise 2- 3 Position Backup Strap Test	30 pts
Lab Exercise 3- 3 Position Open Root Test	30 pts
Lab Exercise 4- Weld Evaluation	10 pts
Final Exam	10 pts

Total Points Possible 100

Attendance = 60%

Exams = 40%

Grade Scale:

90 - 100	= A
80 - 89	= B
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WLDG 2443 – Advanced Shielded Metal Arc Welding (SMAW)

Frank Phillips College

I. General Course Information

Credit Hours: 4

Recommended Prerequisite: WLDG 1204 Fundamentals of Oxy-Fuel Welding with a grade of C or better.

Course Description: A study of all position welding on ferrous and nonferrous metals using oxy-fuel welding process, including welding and cutting, brazing, and soldering operations.

Approval Number.....48.0508.0000

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II. Outcomes/Terminal Outcomes

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6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

Learning Outcomes

1. Demonstrate proper safe use of oxy-fuel welding and cutting equipment and procedures
2. Demonstrate basic oxy-fuel welding and cutting operations.
3. Demonstrate advanced oxy-fuel cutting and welding operations.
4. Select appropriate tools, equipment, and materials.
5. Demonstrate proper techniques for silver brazing equipment.

III. Academic Honesty and Integrity

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Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability

Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Attendance = 60%

Exams = 40%

Grade Scale:

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
Below 60	= F

Attendance Percentage		Grade
90 – 100	=	100
80 – 90	=	90
70– 80	=	80
60 – 70	=	70
0 – 60	=	50

Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work.

WLDG 2443 – Advanced Shielded Metal Arc Welding (SMAW)

Frank Phillips College

I. General Course Information

Credit Hours: 4

Recommended Prerequisite: WLDG 1457 with a grade of C or better, Internship or Instructor Approval

Course Description: Advanced topics based on accepted welding codes. Training provided with various electrodes in shielded metal arc welding processes with open V-groove joints in all positions.

Approval Number.....48.0508.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

Learning Outcomes

1. Examine welding criteria contained in commonly used welding codes.
2. Analyze welds to code standards.
3. Identify weld defects and develop weld repair procedures.
4. Perform welds with high chrome filler metals.
5. Perform welds with high nickel filler metals.
6. Perform welds with Stainless Steel filler metals.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance*

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

Welding Program Attendance Requirements*

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the "Attendance Probation List" for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.

3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability

Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

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IX. Methods of Evaluation

Evaluation Testing and Grade Distribution:

Classroom Discussion	10 points
Visual Welding Exam	10 points
Lab Exercise Repairs	20 points
Lab Exercise Chrome Weld	20 points
Lab Exercise Nickle Weld	20 points
Lab Exercise Stainless Weld	20 points
Total Points Possible	100

Attendance = 60%

Exams = 40%

Grade Scale:

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
Below 60	= F

Attendance Percentage		Grade
90 – 100	=	100
80 – 90	=	90
70– 80	=	80
60 – 70	=	70
0 – 60	=	50

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WLDG 2447 – Advanced Gas Metal Arc Welding

Frank Phillips College

I. General Course Information

Credit Hours: 4

Prerequisite: WLDG 1202 Fundamentals of Gas Metal Arc Welding (GMAW) with a grade of C or better.

Course Description: Advanced topics in Gas Metal Arc Welding (GMAW). Includes welding in various positions and directions.

Approval Number.....48.0508.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

Learning Outcomes

1. Perform proper safety inspections of equipment, accessories and surrounding areas.
2. Demonstrate proficiency in performing GMAW welds in various positions.
3. Weld various joint designs and diagnose welding problems and perform visual inspection.
4. Describe the effects of welding parameters in GMAW.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance*

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

Welding Program Attendance Requirements*

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the "Attendance Probation List" for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

V. Cell Phones and Other Electronic Devices Procedure:

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2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.

3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

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Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability

Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
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VIII. Grievance Policy

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IX. Methods of Evaluation

Evaluation Testing and Grade Distribution:

Lab 1	Equipment Setup	20 points
Lab 2	Weld Fillet weld	20 points
Lab 3	Weld V-groove weld	20 points
Lab 4	Perform proper maintenance of welder	20 points
Lab 5	Properly clean and secure work area	20 points

Attendance = 60%

Exams = 40%

Grade Scale:

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
Below 60	= F

Attendance Percentage		Grade
90 – 100	=	100
80 – 90	=	90
70– 80	=	80
60 – 70	=	70
0 – 60	=	50

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WLDG 2451 – Advanced Gas Tungsten Arc (TIG) Welding

Frank Phillips College

I. General Course Information

Credit Hours: 4

Recommended Prerequisite: WLDG 1206 with a grade of C or better.

Course Description: Advanced topics in GTAW welding, including welding in various positions and directions.

Approval Number.....48.0508.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring

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information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

Learning Outcomes

1. Analyze arc characteristics with emphasis on advancements resulting from technical advancements in modern GTAW equipment.
2. Demonstrate changes in techniques and equipment setup for GTAW of various alloys, joint designs and metal thickness.
3. Perform code quality GTAW pipe welds utilizing exotic alloy filler metals.
4. Recognize cost VS quality aspects of GTAW welding compared to other welding processes.

III. Academic Honesty and Integrity

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- A grade of 0 for the test or assignment
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- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance*

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Welding Program Attendance Requirements*

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V. Cell Phones and Other Electronic Devices Procedure:

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Students should leave the college's main number with an appropriate contact in case of an emergency.

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

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- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
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IX. Methods of Evaluation

Evaluation Testing and Grade Distribution:

Participation in theory discussion	20 points
Equipment setup/utilization	20 points
Lab exercise: exotic metals	20 points
Lab exercise: weld quality	20 points
Lab exercise: cost evaluation	20 points

Attendance = 60%

Exams = 40%

Grade Scale:

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
Below 60	= F

Attendance Percentage		Grade
90 – 100	=	100
80 – 90	=	90
70– 80	=	80
60 – 70	=	70
0 – 60	=	50

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WLDG 2452 Advanced Flux Core Arc Welding

Frank Phillips College

I. General Course Information

Credit Hours: 4

Prerequisite: WLDG 1202 Fundamentals of Gas Metal Arc Welding (GMAW) with a grade of C or better.

Course Description: Advanced concepts of flux cored arc welding of structural and fabricated steel products. Skill development in multi-pass fillet and v-groove welding.

Approval Number.....48.0508.0000

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

Learning Outcomes

1. Perform proper safety inspections of equipment, accessories and surrounding areas
2. Perform multi-pass fillet and v-groove welds in various positions: 1G, 3G, & 5G.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance*

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

Welding Program Attendance Requirements*

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the "Attendance Probation List" for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.

3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability

Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Evaluation Testing and Grade Distribution:

Lab 1	Equipment Setup	20 points
Lab 2	Weld multi-pass Fillet weld	20 points
Lab 3	Weld multi-pass V-groove weld	20 points
Lab 4	Perform proper maintenance of welder	20 points
Lab 5	Properly clean and secure work area	20 points

Attendance = 60%

Exams = 40%

Grade Scale:

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
Below 60	= F

Attendance Percentage		Grade
90 – 100	=	100
80 – 90	=	90
70– 80	=	80
60 – 70	=	70
0 – 60	=	50

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WLDG 2453 – Advanced Pipe Welding

Frank Phillips College

I. General Course Information

Credit Hours: 4

Recommended Prerequisite: WLDG 1435 with a grade of C or better.

Course Description: Advanced topics involving welding of pipe using the shielded metal arc welding (SMAW) process. Topics include electrode selection, equipment setup, and safe shop practices. Emphasis on weld positions 5G and 6G using various electrodes.

Approval Number.....48.0508.0000

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LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

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COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
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4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

Learning Outcomes

1. Set up equipment and prepare pipe coupons for (SMAW) shielded metal arc welding in various positions.
2. Set up equipment and prepare pipe coupons for (GTAW) gas tungsten arc welding in various positions.
3. Utilize various filler metals including stainless steel to complete pipe welds with GTAW and SMAW process.
4. Demonstrate proper purging techniques on stainless steel pipe for gas tungsten arc welding (GTAW).

III. Academic Honesty and Integrity

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- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance*

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

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Welding Program Attendance Requirements*

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the "Attendance Probation List" for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

V. Cell Phones and Other Electronic Devices Procedure:

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be required to attend the class face to face in Borger from this class date forward.

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VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening

Speaking

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Personal Qualities:

Responsibility

Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

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IX. Methods of Evaluation

Evaluation Testing and Grade Distribution:

Lab 1	Equipment Setup	20 points
Lab 2	Weld pipe w/ carbon steel 6G SMAW	20 points
Lab 3	Weld pipe w/ stainless steel 6G SMAW	20 points
Lab 4	Weld pipe w/ carbon steel 6G GTAW	20 points
Lab 5	Weld pipe w. stainless steel 6G GTAW	20 points

Attendance = 60%

Exams = 40%

Grade Scale:

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
Below 60	= F

Attendance Percentage		Grade
90 – 100	=	100
80 – 90	=	90
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0 – 60	=	50

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WLDG 2488 – Internship Welder/Welding Technologist

Frank Phillips College

I. General Course Information

Credit Hours: 4

Recommended Prerequisite: Instructor's Approval

Course Description: A work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts. A learning plan is developed by the college and the employer.

(An experience external to the college for an advanced student in a specialized field involving a written agreement between the educational institution and a business or industry. Mentored and supervised by a workplace employee, the student achieves objectives that are developed and documented by the college and that are directly related to specific occupational outcomes. This may be a paid or unpaid experience. *Capstone course and requires the instructor's approval for enrollment.)

Approval Number.....48.0508.0000

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LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
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5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

Learning Outcomes

1. To provide experience and on the job training through a cooperative agreement with a Welding, construction, or fabrication employer.
2. To develop skills and competencies necessary for employment in the work force.
3. Construct a resume.
4. Identify and exhibit safe working habits in the workplace.
5. Identify and exhibit skills and competencies necessary to succeed in the workplace.
6. Identify and exhibit personal financial skills necessary for the workplace.
7. Prepare for job interviews.
8. Use information and experience to solve problems in the workplace.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

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Welding Program Attendance Requirements*

This is a cooperative working agreement between the employee and the employer. Students will be expected to attend work subject to the employer's policy. It is the responsibility of the student to notify the employer and instructor concerning any absence and to make up any work that may have been associated with the absence. Excessive absenteeism could lead to termination from the job. Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the "Attendance Probation List" for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

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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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Resources:

- Allocates Time
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- Allocates Material & Facility Resources

Information:

- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:

- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:

- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving

Seeing Things in the Mind's Eye
 Knowing How to Learn
 Reasoning
 Personal Qualities:
 Responsibility
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IX. Methods of Evaluation

1. Timely and complete reports, research paper, and presentation as required by the college.--- 33%
2. College and employer's evaluation---34%
3. Summary report---33%

Attendance Percentage		Grade
86 – 100	=	40
72 – 85	=	30
65 – 71	=	20
51 – 64	=	10
0 – 50	=	0

Grade Scale:

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
Below 60	= F

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WLDG 2506 – Intermediate Pipe Welding

Frank Phillips College

I. General Course Information

Credit Hours: 5

Recommended Prerequisite: WLDG 1435

Course Description: A comprehensive course on the welding of pipe using the shielded metal arc welding (SMAW) process. Position of welds will be 1G, 2G, 5G, and 6G using various electrodes. Topics covered include electrode selection, equipment setup, and safe shop practices.

Approval Number.....48.0508.0000

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SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Outcomes/Terminal Outcomes

All Frank Phillips College courses work together to meet the following learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

Learning Outcomes

1. Set up equipment and prepare pipe coupons for (SMAW) shielded metal arc welding in various positions.
2. Set up, prepare and weld 6" or larger diameter pipe with a minimum schedule 80 thickness in 5G and 6G positions.
3. Set up, prepare, and weld 6" or larger diameter pipe with a maximum schedule 40 thickness in 5G and 6G positions.
4. Setup, prepare, and weld 2" diameter with schedule 160 or greater thickness.
5. Setup, prepare, and weld 2" diameter with schedule 40.

III. Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension

IV. Class Attendance*

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

Welding Program Attendance Requirements*

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the "Attendance Probation List" for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

V. Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will

be required to attend the class face to face in Borger from this class date forward.

3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Perryton: (806) 648-1450

VI. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time

Allocates Money

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

Exercises Leadership

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Technology:

Selects Technology

Applies Technology

Maintains & Troubleshoots Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening

Speaking

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Personal Qualities:

Responsibility

Self-Esteem
Sociability
Self-Management
Integrity/Honesty

VII. Correlation to Stated Mission Goals of Frank Phillips College

- A. Provide general college academic courses for students who plan to enter senior colleges and universities with junior standing.
- B. Provide a classroom setting which is conducive to learning.
- C. Provide, assist, and promote the use of learning resources in the classroom.
- D. Provide an opportunity to participate in and contribute to the democratic society in which we live.
- E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

VIII. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

IX. Methods of Evaluation

Evaluation Testing and Grade Distribution:

Lab 1	Prepare coupons for (SMAW) in various pos.	200 points
Lab 2	Weld 6" pipe w/min. sch. 80 in 5G & 6G	200 points
Lab 3	Weld 6" pipe w/max sch. 40 in 5G & 6G	200 points
Lab 4	Weld 2" pipe w/ schedule 160	200 points
Lab 5	Weld 2" pipe w/ schedule 40	200 points

Attendance = 60%

Exams = 40%

Grade Scale:

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
Below 60	= F

Attendance Percentage		Grade
90 – 100	=	100
80 – 90	=	90
70– 80	=	80
60 – 70	=	70
0 – 60	=	50

Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work.