

# LUNA COMMUNITY COLLEGE

## Practical Nursing Certificate Curriculum Profile 2012-2015

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## **Program Goals**

Luna Community College offers an Associate of Applied Science Degree in Nursing, with an exit option for Practical Nursing after completion of the first year of nursing. The mission of the nursing department is to prepare nurses to provide culturally competent, community-based entry level nursing care. Nursing is a rewarding career in high demand, which offers many challenges and opportunities within diverse health care settings.

Upon successful completion of the first year nursing courses (Level I), a student receives a Practical Nursing Certificate and is eligible to take the PN National Council Licensure Examination (NCLEX) following successful passage of our PN Predictor Test.

The nursing program is approved by the New Mexico Board of Nursing and accredited by National League of Nursing Accreditation Commission (NLNAC).

### **Graduates of the program will:**

1. Apply basic scientific principles and nursing theory to assist clients toward health promotion/illness prevention in meeting their basic health care needs (NLN competency of assessment, teaching and learning, collaboration and managing care).
2. Utilize scientific principles and nursing theory to provide care for a variety of client populations with common health problems (NLN competency of assessment, teaching and learning, collaboration and managing care).
3. Demonstrate appropriate communication, utilizing basic information techniques, when providing nursing care for clients directed toward health promotion/illness prevention (NLN competency of communication).
4. Utilize therapeutic/professional communication skills when providing care for a variety of diverse client populations with common health problems (NLN competency of communication).
5. Apply knowledge of values, beliefs and cultural traditions when providing nursing care for clients with basic health problems (NLN competency of caring intervention).
6. Provide care that is consistent with values, beliefs and cultural traditions when caring for a variety of diverse client populations with common health problems (NLN competency of caring intervention).
7. Apply critical thinking to deliver safe nursing care to clients toward health promotion/ illness prevention (NLN competency of clinical decision making).
8. Utilize appropriate decision-making skills to provide safe, effective nursing care to a variety of client populations with common health problems (NLN competency of clinical decision making).
9. Demonstrate accountability including legal and ethical standards when providing health care (NLN competency of professional behaviors).
10. Demonstrate accountability and awareness of professional roles when providing nursing care for a variety of client populations with common health problems (NLN competency of professional behaviors).

**PRACTICAL NURSING**  
 Certificate  
 Minimum of 45 Credit Hours

**Institutional Proficiency Requirement**

In addition to the courses listed below for this program of study, students must also complete institutional proficiency of MATH095 that is outlined on page 77 of the 2012-2015 catalog to meet all graduation requirements.

| <b>Certificate Requirements</b>                          | <b>Credit Hours: 45</b> |
|--|-------------------------|
| <b>General Education Core.....</b>                       | <b>(14 hours)</b>       |
| Area I. Communications.....                              | (3 hours)               |
| ENG111        Freshman Composition I <sup>1</sup>        | 3                       |
| Area III. Laboratory Science.....                        | (8 hours)               |
| BIO217        Human Anatomy & Physiology 1 <sup>1</sup>  | 4                       |
| BIO218        Human Anatomy & Physiology II <sup>1</sup> | 4                       |
| Area IV. Social and Behavioral Science.....              | (3 hours)               |
| PSYC101       Introduction to Psychology <sup>1</sup>    | 3                       |
| <b>Program Requirements- PN.....</b>                     | <b>(23 Hours)</b>       |
| NRSG100       Math/Dosage Calculations                   | 1                       |
| NRSG101       Therapeutic Communication                  | 1                       |
| NRSG110       Introduction to Nursing/Wellness           | 5                       |
| NRSG111       Health Assessment Practicum                | 2                       |
| NRSG115       Common Health Problems                     | 5                       |
| NRSG116       Common Health Problems Practicum           | 2                       |
| NRSG118       Family Nursing I                           | 2                       |
| NRSG119       Family Nursing I Practicum                 | 1                       |
| NRSG244       Pharmacotherapeutic Interventions I        | 2                       |
| NRSG245       Pharmacotherapeutic Interventions II       | 2                       |
| <b>Related Studies.....</b>                              | <b>(8 hours)</b>        |
| AH103          Medical Terminology                       | 2                       |
| AH210          Nutrition                                 | 3                       |
| PSYC42         Development Life Span                     | 3                       |

**Note:** <sup>1</sup> Practical Nursing prerequisites courses of AH113, AH210, BIO217, BIO218, ENG111, PSYC101 and PSYC242 must be completed prior to entrance into the program. AH113 and AH210 were previously offered as BIO103 and BIO210 respectively.

**Additional Program Requirement:**

The Practical Nursing (PN) Predictor Assessment Test is part of the program completion. Only students who enroll in and successfully complete NRS130- Role Transition- PN are allowed to take the PN-ATI Predictor Assessment Test. A passing score as determined by LCC's Nursing faculty is required in order to release the student's Certificate of Graduation to the Board of Nursing for PN-NCLEX licensing.

**General Education Core Requirements:****14 credits**

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**ENG111****English Composition I****3;(3,0)****COURSE DESCRIPTION:**

This course is designed to develop composition skills. Emphasis of the course is on the development of the multi-paragraph essay and includes practice in selection, organization, and development of topics. The course further provides the student opportunities to improve proficiency with sentence structure, diction, and mechanics. In addition, the student is exposed to research documentation techniques. Students will be required to write several essays demonstrating an understanding of different writing situations and rhetorical modes of exposition. Prerequisites: ENG095 and READ095 or equivalent COMPASS/ACT scores. NM Common Course Number: ENGL1113.

**Learning Outcomes:**

1. Identify and apply the steps involved in the writing process.
2. Compose a strong thesis statement for various types of scenarios.
3. Organize an essay into a well written introduction, body, and conclusion.
4. Identify and compose the following types of writing: exemplification, cause and effect, analysis, compare/contrast, descriptive, and summary.
5. Compose different types of sentence structures and paragraphs with correct spelling, punctuation and grammar.

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**BIO217****Human Anatomy and Physiology I****4;(3,2)****COURSE DESCRIPTION:**

Course includes the structure and function of the human body at the cellular, tissue, organ, and organ system levels of organization. The integumentary, skeletal, muscular and nervous systems are addressed in detail. Three essential concepts – the complementarity of structure and function, the hierarchical nature of structural organization, and homeostasis – will be running themes throughout our study of the human body.

Prerequisites: ENG095 and READ095 or equivalent COMPASS/ACT scores. NM Common Course Number: BIOL2414.

**Learning Outcomes:**

1. Identify and scientifically discuss the fundamental parts of the human body within the realm of anatomy and physiology.
2. Demonstrate an understanding of those same parts and their role in normal functioning of the human body.
3. Identify and scientifically discuss the fundamental parts of the body within the scheme of organ systems.

4. Discuss the origin, prognosis, and treatment of major homeostatic imbalances of major organ systems given descriptions of symptoms.

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**BIO218**

**Human Anatomy and Physiology II**

**4;(3,2)**

**COURSE DESCRIPTION:**

This course includes the nervous, endocrine, cardiovascular, lymphatic, immune, respiratory, urinary, reproductive systems with genetics and fetal development. Prerequisites: ENG095 and READ095 or equivalent COMPASS/ACT scores. NM Common Course Number: BIOL2424.

**Learning Outcomes:**

1. Identify and scientifically discuss the fundamental parts of the human body within the realm of anatomy and physiology.
2. Demonstrate an understanding of those same parts and their role in normal functioning of the human body.
3. Identify and scientifically discuss the fundamental parts of the body within the scheme of organ systems.
4. Discuss the origin, prognosis, and treatment of major homeostatic imbalances of major organ systems.

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**PSYC101**

**Introduction to Psychology**

**3;(3,0)**

**COURSE DESCRIPTION:**

This course is a survey of the major concepts of modern psychology and their application to some of the issues in modern society. Several topics include: human development, biopsychology, perception, learning, thinking, motivation, and social interaction. NM Common Course Number: PSYC1113

**Learning Outcomes:**

1. Define the science of psychology and distinguish its varied fields.
2. Recognize the different theories of psychology as they relate to life development.
3. Compare the relationship between physiology and behavior.
4. Recognize the theories of learning, differentiating between classical and operant conditioning.
5. Illustrate the process of Memory of encoding, storage and retrieval of memory.
6. Recognize Motivation and its effect on emotional response and behavior.
7. Identify stress and its damaging effects and the resources for coping and health
8. Distinguish the psychological disorders and their categories through DSM IV Manual.
9. Indicate the proper therapeutic process effective for upholding mental health.
10. Appraise the social influence on attitude and behavior as values taught socially.

**Program Requirements -PN.....(23 Credit Hours)**

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**NRSG100**                                 **Math/Dosage Calculations**                                 **1;(1,0)**

**Course Description:**

The reading and interpretation of medication orders and labels. Calculation of dosages for the safe administration of medications in all age groups, and in a variety of clinical agencies. Includes conversion of drug dosages among and within the three systems of measurement (I.e. Metric, Apothecary, and Household).

**Learning Outcomes:**

1. Apply principles from nursing science in providing safe, accurate medication administration for diverse client populations with common health problems.
  2. Utilize the critical thinking process in the calculation and delivery of medications to assure accurate and safe delivery of medications leading toward client's health promotion.
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**NRSG101**                                 **Therapeutic Communication**                                 **1;(1,0)**

**Course Description:**

This course is an introductory course in basic communication techniques and principles of therapeutic, professional communication. Effective techniques for teaching/learning, assessment/interviewing, listening and interpretation of non-verbal communication will be practiced utilizing role-play and case studies.

**Learning Outcomes:**

1. Apply basic scientific principles and communication techniques to assist clients toward health promotion and illness prevention.
  2. Identify components of the critical thinking/decision making process to communicate effectively with clients toward health promotion/illness prevention.
  3. Verbalize specific roles and responsibilities of the nursing profession in the maintenance of ethical and legal standards in delivery of care to clients.
  4. Demonstrate appropriate communication utilizing basic therapeutic techniques and professional communication in the delivery of care to clients/families.
  5. Apply knowledge of values, beliefs and cultural traditions in therapeutic communication intervention in the delivery of care to clients.
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**NRSG110**                                 **Introduction to Nursing/Wellness**                                 **5;(5,0)**

**Course Description:**

The student is introduced to the philosophy and organizational framework of the program. Wellness across the life span is the focus of this course with topics that include: health promotion, cultural diversity within the community, teaching/learning principles, critical thinking, ethical and legal issues, and components of nursing practice and nursing process.

**Learning Outcomes:**

1. Apply basic scientific principles and nursing theory to assist clients toward health promotion and illness prevention in meeting their basic health care needs.
2. Apply critical thinking to deliver safe nursing care to clients toward health promotion and illness prevention in meeting their basic health care needs.
3. Demonstrate accountability including legal and ethical standards when providing nursing care for clients.
4. Apply knowledge of values, beliefs and cultural traditions when caring for a variety of diverse client populations with common health problems.
5. Communicate appropriately, utilizing basic communication techniques, when providing nursing care for clients toward health promotion and illness prevention.

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**NRSG111****Health Assessment Practicum****2;(0,6)****Course Description:**

The student will build on competencies acquired in their certified Nurse Aide program as well as knowledge acquired in basic nursing support courses. This course focuses on basic principles, skills and behaviors of client care with an awareness of cultural diversity within the community. Lab practice will focus on practice/demonstration and performance of basic nursing skills and critical nursing behaviors.

**Learning Outcomes:**

1. Apply basic scientific principles and nursing theory to assist clients toward health promotion and illness prevention in meeting their basic health care needs.
2. Apply critical thinking to deliver safe nursing care to clients toward health promotion and illness prevention in meeting their basic health care needs.
3. Demonstrates accountability including legal and ethical standards when providing nursing care for clients.
4. Apply knowledge of values, beliefs and cultural traditions when providing nursing care for clients with basic health care problems.
5. Communicates appropriately utilizing basic communication techniques, when providing nursing care for clients toward health promotion and illness prevention.

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**NRSG115****Common Health Problems****5;(5,0)****Course Description:**

The focus of this course is on the nurse's role in the promotion, maintenance, and restoration of health for adults with common health problems. Nursing process, teaching/learning, cultural diversity in the community and the further development of critical thinking/decision making concepts are incorporated.

**Learning Outcomes:**

1. Utilize scientific principles and nursing theory to provide care for a variety of client populations with common health problems.
2. Utilize appropriate decision making skills to provide safe, effective nursing care to a variety of client populations with common health problems.
3. Demonstrate accountability and awareness of professional roles when providing nursing care for a variety of client populations with common health problems.



4. Provide culturally competent care that is consistent with values, beliefs and cultural traditions when caring for a variety of diverse client populations with common health problems.
5. Utilize therapeutic and professional communication skills when caring for a variety of diverse client populations with common health problems.

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**NRSG116****Common Health Problems Practicum****2;(0,6)****Course Description:**

The focus of this practicum is the application of content from common health problems in nursing. The emphasis is on the utilization of scientific principles and nursing theory in providing care for clients with common health problems in a variety of clinical settings in the community.

**Learning Outcomes:**

1. Utilize scientific principles and nursing theory to provide care for a variety of client populations with common health problems.
2. Utilize appropriate decision making skills to provide safe, effective nursing care to a variety of client populations with common health problems.
3. Demonstrate accountability and awareness of professional roles when providing nursing care for a variety of client populations with common health problems.
4. Provide care that is consistent with values, beliefs and cultural traditions when caring for a variety of diverse client populations with common health problems.
5. Utilize therapeutic and professional communication skills when caring for a variety of diverse client populations with common health problems.

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**NRSG118****Family Nursing I****2;(2,0)****Course Description:**

The focus of this course is on the nursing care of the client/family and newborn. Focus is on normal, uncomplicated obstetric/newborn nursing. It also addresses health promotion of the pediatric client within the community. The emphasis is on the utilization of scientific principles and nursing theory in providing care for pediatric clients with common health problems in a variety of clinical settings in the community. Nursing process, teaching/learning, cultural diversity in the community and the further development of critical thinking/decision making concepts are incorporated.

**Learning Outcomes:**

1. Apply basic scientific principles and nursing theory to assist the childbearing and childrearing family with health promotion and illness prevention needs.
2. Utilize the nursing process to enhance appropriate decision making skills that provide for safe, effective nursing care and will result in the most beneficial outcome for the childbearing and childrearing family.
3. Demonstrate accountability and awareness of one's professional role when providing nursing care for the childbearing and childrearing family.
4. Integrate cultural patterns, preferences, and practices in providing culturally sensitive care for the childbearing and childrearing family.

5. Utilize therapeutic and professional communication skills when providing care for childbearing and childrearing families in various community settings.

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**NRS119****Family Nursing I Practicum****1;(0,3)****Course Description:**

The student will build on competencies acquired in their first level nursing program as well as knowledge acquired in basic nursing support courses. This course focuses on basic, skills and behaviors of client care with an awareness of cultural diversity within the community in Pediatrics and Obstetrics. Labs and clinicals will focus on practice/demonstration and performance of nursing skills and critical nursing behaviors for pediatrics and obstetrics.

**Learning Outcomes:**

1. Apply basic scientific principles and nursing theory to assist clients toward health promotion and illness prevention in meeting their basic health care needs.
2. Apply critical thinking to deliver safe nursing care to clients toward health promotion and illness prevention in meeting their basic health care needs.
3. Demonstrates accountability including legal and ethical standards when providing nursing care for clients.
4. Apply knowledge of values, beliefs and cultural traditions when providing nursing care for clients with basic health care problems.
5. Communicates appropriately utilizing basic communication techniques, when providing nursing care for clients toward health promotion and illness prevention

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**NRS244****Pharmacotherapeutic Interventions I****2;(2,0)****Course Description:**

This course is an introduction to clinical drug therapy with an emphasis on the knowledge and interventions needed to maximize therapeutic effects and prevent or minimize adverse effects of prescription drugs. It introduces the basic principals of pharmacology, pharmacodynamics, pharmacokinetics, and pharmacotherapeutics. The initial focus is on health promoting drugs with emphasis on teaching/learning, cultural competency, and promotion of critical thinking toward safe and accurate medication administration.

**Learning Outcomes:**

1. Apply basic scientific principles and knowledge of pharmacotherapeutic interventions to assist individual clients toward health promotion and illness prevention.
2. Apply the critical thinking process to deliver safe medication interventions to assist individual clients toward health promotion/ illness prevention.
3. Demonstrate accountability in the verbalization of specific roles and responsibilities of the medication nurse in the safe delivery of medication to clients.

4. Apply knowledge of values, beliefs, and cultural traditions that may impact on client/ family's decisions to utilize medication interventions to assist individuals toward health promotion and illness prevention.
5. Demonstrate appropriate communication utilization basic therapeutic techniques in the administration of medication interventions.

**NRS245 Pharmacotherapeutic Interventions II 2;(2,0)**

**Course Description:**

This course is a continuation of clinical drug therapy organized by body systems with emphasis on drug actions, indications for uses, adverse effects, various types of drug interactions and key nursing implications. The student will utilize the basic knowledge from Pharmacotherapeutic Interventions I as new drugs are introduced that will follow disease processes taught in Common Health Problems. The continued focus is on health promoting drugs with emphasis on teaching/learning, cultural competency, and promotion of critical thinking toward safe and accurate medication administration.

**Learning Outcomes:**

1. Apply basic scientific principles and knowledge of pharmacotherapeutic interventions to assist individual clients toward health promotion and illness prevention.
2. Apply the critical thinking process to deliver safe medication interventions to assist individual clients toward health promotion/illness prevention.
3. Demonstrate accountability in the specific roles and responsibilities of the medication.
4. Apply knowledge of values, beliefs, and cultural traditions that may impact on client/families decision to utilize medication interventions to assist individuals toward health promotion and illness prevention.
5. Demonstrate appropriate communication utilizing therapeutic techniques in the administration of medication interventions.

**Related Studies 8 credits**

**AH113 Medical Terminology for Health Care Professionals 2;(2,0)**

**COURSE DESCRIPTION:**

This course offers a systematic study of medical terms for health professionals who need to acquire a medical vocabulary for their professional training. The student becomes proficient with prefixes, suffixes, and key words that formulate medical terms and the pronunciation of medical terms. A basic review of the major anatomical systems is included.

**Learning Outcomes:**

1. Identify and utilize word parts to systemically build up knowledge of medical language.
2. Learn the "sounds like" pronunciation system Identify the guidelines for medical dictionary use.

3. Identify and utilize guidelines for plural forms of words.
4. Identify general medical terminology related to structure of the human body.

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**AH210**

**Nutrition**

**3;(3,0)**

**COURSE DESCRIPTION:**

This course is geared for health occupation majors and provides a basic foundation of nutrition and the application of dietary modifications for clients within various health care settings. The overall goal is to encourage the consumer to take responsibility for his/her nutritional status and to provide ongoing education on nutrition.

**Learning outcomes:**

1. Explain the differences between various therapeutic diets.
2. Establish base line knowledge of common nutrition theories.
3. Define the process involved with digestion, absorption and metabolism of nutrients.
4. Describe the various nutrients needed to maintain health.
5. Describe nutritional implications involving common diseases.

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**PSYC242**

**Developmental Life Span**

**3;(3,0)**

**COURSE DESCRIPTION:**

This course is a survey of the major concepts of modern psychology and their application to some of the issues in modern society. Several topics include: human development, biopsychology, perception, learning, thinking, motivation, and social interaction.

**Learning Outcomes:**

1. Describe and apply knowledge of the different developmental theories across the lifespan.
  2. Describe and apply knowledge of development of key behaviors and concepts during one's life span.
  3. Describe and identify appropriate intervention for observed normal and abnormal characteristics and behaviors of an individual or various age groups.
  4. Describe and apply knowledge of the impact of ethnicity and gender throughout the life span of the individual.
  5. Identify tools and demonstrate appropriate use to assess developmental status.
  6. Apply scientifically evidenced- based knowledge to learn of developmental differences throughout the life span.
  6. Articulate both commonalities and diversity of today's multicultural society.
  7. Implement verbal and written communication skills in class discussions and homework assignments.
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**NRSG130**

**Role Transition-PN**

**1;(1,0)**

**Course Description:**

This course provides a basic introduction to Mental Health concepts and identifies the roles, responsibilities and scope of practice for the Licensed Practical Nurse. (Level I PN Program) (*Requirement for students taking PN-ATI Predictor Assessment*).

**Learning Outcomes:**

1. Utilize scientific and nursing theory to guide the formulation of nursing practice to provide care for a variety of client populations with mental health nursing needs.
2. Provides care that is consistent with values, beliefs, and, cultural traditions when caring for a variety of diverse client populations with mental health problems.
3. Demonstrate an understanding of the need for learning about culture for self and to plan for care of diverse client populations.

## **New Mexico Lab Science Competencies**

In addition to the learning objectives for each lab science course, all lab science courses must also meet the New Mexico Lab Science Competencies.

### **1. Students will describe the process of scientific inquiry.**

Students should:

- a. Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition.
- b. Students should value science as a way to develop reliable knowledge about the world.

### **2. Students will solve problems scientifically.**

Students should:

- a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods.
- b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).

### **3. Students will communicate scientific information.**

Students should:

Communicate effectively about science (e.g., write lab reports in standard format and explain basic scientific concepts, procedures, and results using written, oral, and graphic presentation techniques.)

### **4. Students will apply quantitative analysis to scientific problems.**

Students should:

- a. Select and perform appropriate quantitative analyses of scientific observations.
- b. Show familiarity with the metric system, use a calculator to perform appropriate

mathematical operations, and present results in tables and graphs.

### **5. Students will apply scientific thinking to real world problems.**

Students should:

- a. Critically evaluate scientific reports or accounts presented in the popular media.
- b. Understand the basic scientific facts related to important contemporary issues

(e.g., global warming, stem cell research, cosmology), and ask informed questions about those issues.

## **Assessment**

Luna Community College defines assessment as a process that will lead to the improvement of student learning. The process must follow four steps as illustrated below.

### **LCC Assessment Plan**

All course offerings, including degree and certificate programs, at Luna Community College are required to follow the four-step assessment process. They include:

1. A list of expected learning outcomes
2. Assessment tools that directly measure those learning outcomes
3. The results of the data, and
4. How the data will be used to improve student learning

Academic Departments at Luna Community College are required to participate in semester "Improving Student Learning" assessment reporting and Student Learning Outcomes Assessment (SLOA) Committee presentations. Every semester, academic departments focus on specific learning outcomes with a targeted student population. Faculty are selected to participate in SLOA; selected faculty participate in developing assessment methods and procedures for their particular course or courses. The faculty give oral presentations at the end of the semester and information gathered is disseminated among SLOA members, faculty and staff. The purpose is to provide a baseline for future improvements.

Visit our web site at [www.luna.edu](http://www.luna.edu) to review LCC's Improving Student Learning (ISL) reports. LCC also abides by the New Mexico state competencies for general education.



## Appendix "A"

### LUNA COMMUNITY COLLEGE

#### Standard "Minimal" Requirements for Course Syllabus

|  |  |
|--|--|
| <b>Course</b>                                  | course title and other course information including meeting times, dates, room number, credits, semester, prerequisites and/or co-requisites   |
| <b>Faculty</b>                                 | information about the instructor and his or her contact information (e.g., phone number and email). List time and day of office hours for full time faculty  |
| <b>Course Description</b>                      | use catalog description, 2012-2015   |
| <b>Expectations of Students</b>                | <p>What do you expect from your students?</p> <p>For example, description of students' responsibilities in the learning process; how you hope the students will approach the course subject/content; take responsibility for their learning; the amount of study time expected in the course, and suggestions on how to succeed in the course.</p> |
| <b>Course Learning Outcomes (Competencies)</b> | this section will include a list of skills or techniques students will develop from the course. This list will consist of a <u>minimum of four to six quantifiable statements</u> about what students will be able to do after completing the course.  |
| <b>New Mexico CORE Competencies</b>            | If teaching a CORE course, the State HED competencies must be stated (e.g., Communications, Mathematics, Laboratory Science, Social & Behavioral Sciences,   |



Humanities & Fine Arts).

**Methods of Measuring Learning Outcomes (Competencies)**  
outcomes?

What tools are used to measure student success based on the learning

**Evaluation**

Indicate how the student will earn a particular grade, such as information about assignments including types of assignments, nature of exams (e.g., take home, open book, in-class) due dates, grading criteria and so forth.

**Course Schedule**

Add a tentative schedule indicating the course content that will be covered throughout the course (e.g., eight week or sixteen week schedule).

**Policies**

Include policies such as attendance, academic responsibilities, late assignments, missed exams, cell phones, etc.

Add a statement that indicates: for additional student information, refer to the 2012-2015 Student Handbook

**Grading Standard**

Refer to the LCC 2012-2015 Catalog

**Textbook(s)**

Name of required textbooks(s) and any recommended materials. Include ISBN number(s)

**Important Dates**

List important dates such as last day to withdraw from the course, holidays, add/drop, midterm, final exam week, spring break and other important dates.

**ADA Statement**

Add a statement regarding accommodations for students with disabilities. See Academic Policies & Procedures Manual 2012-2013 for additional information.

**Academic Integrity**

See Academic Policies and Procedures Manual 2012-2013 for additional information.

**Syllabus Revisions or Changes**

Add a statement that indicates the syllabus is subject to change

**Internet Courses**

See Academic Policies & Procedures Manual 2012-2013 for additional information.