HOUSTON COMMUNITY COLLEGE

Division of College Readiness
Developmental Mathematics Department
https://learning.hccs.edu/programs/developmental-mathematics

Math 0314: Corequisite Support for Math 1314 | Lecture | 19831

Spring 2021 | 16 Weeks (01-19-2021 to 05-16-2021)
Online on a Schedule | M W 7:00 p.m.-8:20 p.m.
3 Credit Hours | 48 hours per semester

Instructor Contact Information

Instructor:	Adnan Ulhaque	Office Phone:	713-718-5463
Office:	Learning Hub, Room # 208	Office Hours:	M & W 8:00 am -11:30 am
HCC Email:	adnan.ulhaque@hccs.edu	Office Location:	Stafford Campus

Online on a Schedule (WS)
The course modality of this class is *online on A Schedule*.
Faculty will hold class as per the assigned schedule, and students will attend online each class period utilizing Canvas Eagle Online.
Attendance will be taken each class period.

Please feel free to contact me concerning any problems that you are experiencing in this course. I am available to hear your concerns and to discuss course topics. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me.

Instructor's Preferred Method of Contact
My e-mail is: adnan.ulhaque@hccs.edu
I check my email regularly. I will do my best to reply within 24 hours. Always include your full name, course name, CRN, and course term. You need to check your HCC email account on a regular basis, as I will be sending important announcements and updates.

What's Exciting About This Course

In this course you will practice the skills and techniques to tackle rigorous algebraic problems and gain the practice and experience to do so comfortably.

My Personal Welcome

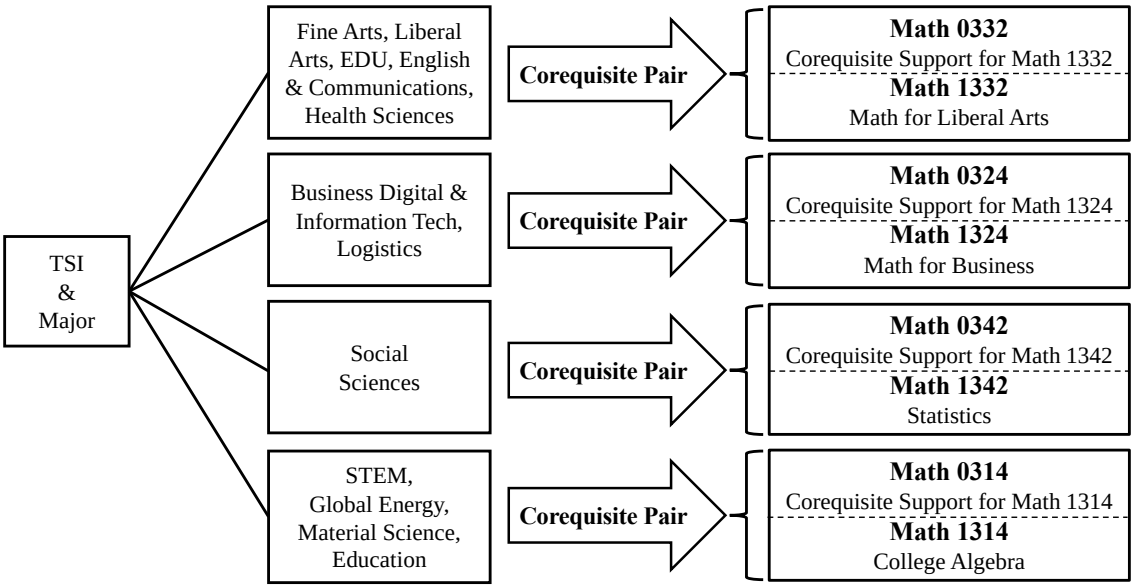
Welcome to Math 0314 course. I am looking forward to a happy and productive semester. I'm delighted that you have chosen this course! One of my passions is to know as much as I can about math in day-to-day life and I can hardly wait to pass that on. I will present the information in the most straight forward way I know, so that you can grasp the concepts and apply them now and hopefully throughout your life.

My goal is for you to be successful in the college math course. As you read and wrestle with new ideas and facts that may challenge you, I am available to support you. So please contact me if you have any questions.

Prerequisites/Corequisites

Placement by state required entrance exam.

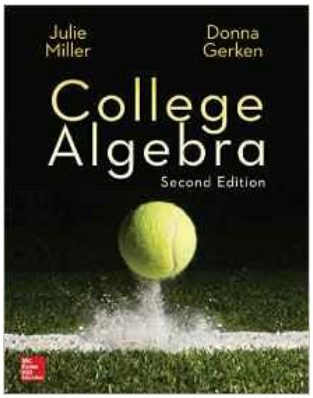
Corequisites: MATH 0314 is a corequisite support course for MATH 1314. Students should be aware that sections of these courses are **LINKED**. Therefore, developmental math students who enroll in Math 0314 must also enroll in the linked section of Math 1314 (in the same semester). Developmental students **must maintain satisfactory attendance in BOTH** Math 0314 and Math 1314. If a developmental student withdraws or drops from one course in the corequisite pair, then he/she will be dropped from the other linked course. Corequisite courses must be taken during the same semester. Please carefully read and consider the repeater policy in the HCCS Student Handbook.



Canvas Learning Management System

This section of MATH 0314 will use Canvas (https://eagleonline.hccs.edu) to supplement in-class assignments, exams, and activities. HCCS Open Lab locations may be used to access the Internet and Canvas. **USE FIREFOX OR CHROME AS THE INTERNET BROWSER**.

Instructional Materials



Textbook Information

There is no additional textbook requirement for the class. However, students must have access to a Corequisite Workbook for College Algebra – which is available in Connect Math. In addition to the workbook, students also need College Algebra textbook.
College Algebra Math 2nd ed. (by Julie Miller and Donna Gerken, McGraw Hill Publishing, 2016).
ISBN: 9781260029604 (textbook and access code for Connect Math)
ISBN: 9781260029611 (access code with e-book)
You may either use a hard copy of the book or the e-book through Connect Math.

Other Instructional Resources

Students must have access to the workbook and Math 1314 textbook. Any additional supplemental material will be provided by the instructor as needed.

Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the HCC Tutoring Services website for services provided.

Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at http://library.hccs.edu.

Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at http://www.hccs.edu/resources-for/current-students/supplemental-instruction/.

Course Overview

This course helps students with basic math concepts required to be successful in MATH 1314. Topics include factoring, linear equations, distance and midpoint formulas, quadratic equations and applications, complex numbers, other types of equations, linear inequalities in one variable, and other types of inequalities, linear equations in two variables, functions, analyzing graphs of functions, a library of Parent functions, transformations of functions, combinations of functions, quadratic functions and models, polynomial functions of higher degree, zeros of polynomial functions, rational functions, and inequalities, inverse functions, exponential functions and their graphs, logarithmic functions and their graphs, properties of logarithm and exponential and logarithmic equations, linear and nonlinear systems of equations, two variable linear systems, solving system of equations using matrices, operations with matrices.

Core Curriculum Objectives (CCOs)

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

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

Program Student Learning Outcomes (PSLOs)

Students in the Mathematics Program will:

1. Engage in problem solving strategies, such as organizing information, drawing diagrams and modeling.
2. Use symbolic representations to solve problems. This includes manipulating formulas, solving equations, and graphing lines.
3. Build the foundational mathematical skills that will enable a student to successfully complete a college level mathematics course.

Course Student Learning Outcomes (CSLOs)

Upon successful completion of this course, students will be successful in MATH 1314 and able to:

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

Learning Objectives

Upon completion of MATH 0314, the student will be able to:

1. Solve Quadratic Equations in one variable by the method of factoring, square root property, completing the square and the quadratic formula.
2. Solve radical equations, fractional equations, and equations of quadratic form.
3. Solve linear inequalities and linear equations involving absolute value, state the solution in interval notation, and graph the solution.
4. Solve non-linear (quadratic and rational) inequalities, state the solution in interval notation, and graph the solution.
5. Solve exponential and logarithmic equations.
6. Solve systems of linear and nonlinear in two variables.
7. Find the distance and midpoint between two points in the Cartesian Plane.
8. Recognize the equation of a straight line, graph the equation of a straight line, find the slope and intercepts of a line, know the relationship between the slopes of parallel and perpendicular lines, and be able to determine the equation of a line
9. Graph linear functions, quadratic functions, piecewise-defined functions, absolute value functions, polynomial functions, rational functions, exponential functions, and logarithmic functions.
10. Understand vertical and horizontal shifts, stretching, shrinking, and reflections of graphs of functions.
11. Recognize the equation of a circle, sketch the graph of a circle, and find the equation of a circle.
12. Determine the rational zeros of a polynomial.
13. Apply the definition of a function, determine the domain and range of a function, evaluate expressions involving functional notation, simplify expressions involving the algebra of functions, graph functions by plotting points, use the definition
14. Understand the inverse relationship between the exponential and logarithmic functions.
15. Perform operations with matrices.
16. Solve and apply systems of linear equations using matrices.

Student Success

Houston Community College is committed to furthering the cause of social justice in our community and beyond. HCC does not discriminate on the basis of race, color, religion, sex, gender identity and expression, national origin, age, disability, sexual orientation, or veteran status. I fully support that commitment and, as such, will work to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. In this course, we share in the creation and maintenance of a positive and safe learning environment. Part of this process includes acknowledging and embracing the differences among us in order to establish and reinforce that each one of us matters. I appreciate your suggestions about how to best maintain this environment of respect. If you experience any type of discrimination, please contact me and/or the Office of Institutional Equity at 713-718-8271.

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as a guide.

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to**:**

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and making up assignments
- Provide the course outline and class calendar that will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

As a student, it is your responsibility to**:**

- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Attain a raw score of at least 50% on the final review test
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook

Assignments, Exams, and Activities

Unit Tests

There will be 4 exams and a final exam. Out of the 4 exams one of the exam grade(lowest) will be dropped. The final exam grade will not be dropped.

The Developmental Math Department is requiring the remote proctoring of examinations (including the final review test) to ensure the integrity of the assessment process and to prevent acts of academic dishonesty. In this course, in addition to a reliable internet connection, you will be required to have hardware that meets the following minimal requirements:

a) A functioning webcam and microphone, and
b) A computer with operating system that is capable of running the Respondus LockDown Browser and Respondus Monitor.

If you are unable to obtain the hardware listed above, please speak with the class instructor.

In-Class Activities

In-classes activities consist of a variety of approaches. For examples, worksheets, projects, videos, group work etc. There will be a total of 5 graded in class activities.

College Level Final Exam Review Test

A minimum of 20 item test based on the college level final exam review will be administered with feedback to be given 1-3 weeks before the final exam week.

Grading Formula

Grades are calculated as follows:

Average of Highest 3 Exams	40% of your grade
In-class activities	20%of your grade
Homework	20% of your grade
Final Exam	20% of your grade

Exams	Chapters Covered on Exam	Tentative Exam Dates
Exam # 1	Section 1.4, 1.5, 1.6, 1.7, 3.6	Monday, Feb 8
Exam # 2	Section 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 4.1	Saturday, March 13 New
Exam # 3	Section 3.1, 3.2, 3.3, 3.4, 3.5	Monday, April 5
Exam # 4	Section 4.2, 4.3, 4.4, 4.5, 5.1, 5.4, 6.1, 6.3, 6.5	Wednesday, April 28
Final Exam	Comprehensive (All Chapters & Sections)	Wednesday, May 5

Grade	Overall Percentage
A	90% +
B	80%-89%
C	70%- 79%
IP	<70% first time
F	<70% not first time
FX	Excessive absences

Developmental Math Department Grading Policy:

The grade of **D** is not allowed in developmental math courses. The grade of **FX** is given when a student fails due to lack of attendance. Any student that has failed this course for the first time is eligible to receive an IP. Any subsequent failures will receive an F. A grade of **W** may be given on or before the official withdrawal date but not at the time of final grade submission.

Further support will be recommended for students who pass this class and do not pass the college level class.

HCC Grading Scale can be found on this site under Academic Information:
http://www.hccs.edu/resources-for/current-students/student-handbook/

Course Calendar

MATH 1314 Chapter 1 Topics (8 hours)	MATH 0314 Support Topics and Resources (suggested)
1.4 Quadratic Equations	• Syllabus Review • Study Skill: How to Plan Your Time • Simplifying Square Roots of Negative Real Numbers • Factoring Trinomials by Grouping • Factoring Binomials and Difference of Two Squares • Solving Linear Equations
1.4 Quadratic Equations	• Solving Equations by Using the Zero Product Rule • Solving Quadratic Equations by the Square Root Property • Solving Quadratic Equations Using Completing the Square • Solving Quadratic Equations Using Quadratic Formula
1.5 Applications of Quadratic Equations	• Study Skill: Improving Concentration • Areas of Common Geometric Figures • Volumes of Common Geometric Figures • Pythagorean Theorem • Solving Applications of Quadratic Equations
1.6 More Equations and Applications	• Restricted Values of a Rational Expression • Least Common Denominator • Solving Rational Equations • Multiplication of Expressions with Radicals • Solving Radical Equations
1.6 More Equations and Applications	• Study Skill: Motivation Strategies • Absolute Value Equations • Converting Between Rational Exponents and Radical Notation • Solving Equations Containing Rational Exponents
1.7 Linear, Compound, and Absolute Value Inequalities	• Set-Builder Notation and Interval Notation • Solving Linear Inequalities in One Variable • Absolute Value Inequalities • Study Skill: Overcoming Test Anxiety

MATH 1314 Chapter 2 Topics (10 hours)	MATH 0314 Support Topics and Resources (suggested)
2.2 Circles	• The Rectangular Coordinate System • Graphing an Equation by Plotting Points • Distance and Midpoint Formulas • Standard Form of Equation of a Circle
2.3 Functions and Relations	• Study Skill: Remembering for Exams • Definition of a Function • Domain and Range of a Function • Evaluating Functions • x- and y-Intercepts
2.4 Linear Equations in Two Variables and Linear Functions	• The slope of a Line • Slope-Intercept Form of a Line • Graphing Linear Function Parallel and Perpendicular Lines
2.5 Applications of Linear Equations and Modeling	• Point-Slope Formula
2.6 Transformations of Graphs	• Vertical Translations of the Basic Quadratic Function

	• Horizontal Translations of the Basic Quadratic Function • Shrinking and Stretching of the Basic Quadratic Function • Reflections Across the x- Axes of the Basic Quadratic Function • Reflections Across the y- Axes of the Basic Quadratic Function
2.7 Analyzing Graphs of Functions and Piecewise- Defined Functions	• Evaluate Piecewise-Defined Functions • Graph Piecewise-Defined Functions • Even and Odd Functions
2.8 Algebra of Functions and Function Compositions	• Perform Basic Operations on Functions (Addition and Subtraction) • Perform Basic Operations on Functions (Multiplication and Division) • Evaluate the Difference Quotient for Linear Functions Vertex of a Quadratic Function

MATH 1314 Chapter 3 Topics (8 hours)	**MATH 0314 Support Topics and Resources (suggested)**
3.1 Quadratic Functions and Applications	• Graphs of Quadratic Functions Domain and Range of a Quadratic Function • Applications of Quadratic Functions
3.2 Introduction to Polynomial Functions	• End-Behavior of Polynomial Functions • x– and y intercepts of Polynomial Functions
3.3 Division of Polynomials and the Remainder and Factor Theorems	• Dividing by a Monomial • Dividing Polynomials Using Long Division • Multiplying Expressions Containing Radicals • Multiplication of Complex Numbers
3.4 Zeros of Polynomials	• Factors of an Integer • Multiplying algebraic expressions
3.5 Rational Functions	• List of the possible rational zeros • Domain of a rational functions • Graphing rational functions
3.6 Polynomial and Rational Inequalities	• Solving Quadratic Inequalities • Adding and Subtracting Rational Expressions • Solving Rational Inequalities

MATH 1314 Chapter 4 Topics (6 hours)	**MATH 0314 Support Topics and Resources (suggested)**
4.1 Inverse Functions	• One-to-One Function • Horizontal Line Test • Definition of Inverse Functions • Finding Inverse of Linear Functions
4.2 Exponential Functions	• Definition of Exponential Functions • Evaluating Exponential Expressions with Integer Exponents • Graphs of Basic Exponential Functions– 35 min
4.3 Logarithmic Functions	• Definition of Logarithmic Expressions • Introduce the inverse relationship between the exponential and logarithmic functions • Graphs of Basic Logarithmic Functions
4.4 Properties of Logarithms	• Converting Radical Expressions to Rational Exponents

	• Product, Quotient, and Power Properties of Logarithms
4.5 Exponential and Logarithmic Equations	• Solving Exponential Equations Using the Equivalence Property • Solving Logarithmic Equations Using the Equivalence Property

MATH 1314 Chapters 5-6 Topics (4 hours)	**MATH 0314 Support Topics and Resources (suggested)**
5.1 Systems of Linear Equations in Two Variables and Applications	• Simplifying Algebraic Expressions Containing Parentheses • Simplifying Algebraic Expressions Containing Fractions and Decimals • Solving Systems of Linear Equations in Two Variables Using the Graphing Method • Solving Systems of Linear Equations in Two Variables Using the Addition Method • Solving Systems of Linear Equations in Two Variables Using the Substitution Method • Using systems of Linear Equations in Application
5.4 Systems of Nonlinear Equations in Two Variables	• Solving Systems of Nonlinear Equations in Two Variables Using the Addition Method • Solving Systems of Nonlinear Equations in Two Variables Using the Substitution Method
6.1 Solving Systems of Linear Equations Using Matrices	• Write the Augmented Matrix for the System of Equations • Performing Row Operations
6.3 Operations on Matrices	• Perform Operations on Matrices
6.5 Determinants	• Determinant of a 2x2 Matrix • Study Skills: Tips for the Final Exam

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

Instructor's Practices and Procedures

Missed Assignments

There is no makeup for any missed assignments.

Academic Integrity

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with the University's Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System

officials against a student accused of scholastic dishonesty. "Scholastic dishonesty": includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a test includes:
. Copying from another students' test paper;
. Using materials not authorized by the person giving the test;
. Collaborating with another student during a test without authorization;
. Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test not yet administered;
. Bribing another person to obtain a test that is to be administered.

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

Collusion mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System.

All forms of academic dishonesty including, but not limited to cheating, plagiarism, and collusion are serious offenses. Possible consequences for academic dishonesty include a grade a 0 or F in the particular assignment, failure in the course, and/or recommendations for probation or dismissal from the institution.

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):
http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/

Attendance Procedures

MATH 0314 is a corequisite support course for MATH 1314. Students should be aware that sections of these courses are **LINKED**. Therefore, developmental math students who enroll in Math 0314 must also enroll in the linked section of Math 1314 (in the same semester). Developmental students **must maintain satisfactory attendance in BOTH** Math 0314 and Math 1314. If a developmental student withdraws or drops from one course in the corequisite pair, then he/she will be dropped from the other linked course. Corequisite courses must be taken during the same semester. Please carefully read and consider the repeater policy in the HCCS Student Handbook.

It is important that you are engaged and complete your assignments and reviews! Practice is the best way to succeed in this class, so I encourage you to practice!

HCC is offering students **FOUR** ways to learn during the Spring 2021 Semester. Descriptions of each type of courses can be found at: https://www.hccs.edu/campaigns/college-your-way/

The last day to withdraw from this course is 04/06/21.

Student Conduct

It is our shared responsibility to develop and maintain a positive learning environment for everyone. As your instructor, I take this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As

a fellow learner, you are to respect the learning needs of your classmates and assist your instructor achieve this critical goal.

Electronic Devices

The use of electronic devices by students in the classroom is up to the discretion of the instructor. Any use of such devices for the purposes other than student learning is strictly prohibited unless authorized as an appropriate ADA accommodation from the ADA Counselor.

Mathematics Program Information

- HCC Math Student Organizations: Mu Alpha Theta: Application: https://www.hccs.edu/resources-for/current-students/stem--science-technology-engineering--mathematics/stem-clubs/mu-alpha-theta-application/
- Mathematics related Scholarships: T-Stem: https://www.hccs.edu/t-stem

HCC Policies

Here's the link to the HCC Student Handbook http://www.hccs.edu/resources-for/current-students/student-handbook/ In it you will find information about the following:

- Academic Information
- Academic Support
- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare
- disAbility Support Services
- Electronic Devices
- Equal Educational Opportunity
- Financial Aid TV (FATV)
- General Student Complaints
- Grade of FX
- Incomplete Grades
- International Student Services
- Health Awareness
- Libraries/Bookstore
- Police Services & Campus Safety
- Student Life at HCC
- Student Rights and Responsibilities
- Student Services
- Testing
- Transfer Planning
- Veteran Services

EGLS^3

The EGLS^3 (Evaluation for Greater Learning Student Survey System) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS^3 surveys are only available for

the Fall and Spring semesters. -EGLS3 surveys are not offered during the Summer semester due to logistical constraints.
http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/

Campus Carry Link

Here's the link to the HCC information about Campus Carry:
http://www.hccs.edu/departments/police/campus-carry/

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go to HCC Eagle ID and activate it now. You may also use Canvas Inbox to communicate.

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (http://www.hccs.edu/departments/institutional-equity/)

disAbility Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including long and short term conditions, mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to http://www.hccs.edu/support-services/disability-services/

Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu
http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/

Office of the Dean of Students

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/

Department Chair Contact Information

College Level Math Courses

Chair of Math	Susan Fife	SW Campus	713-718-7241	Stafford, Scarcella, N108
- Admin. Assistant	Tiffany Pham	SW Campus	713-718-7770	Stafford, Scarcella, N108
- Admin. Assistant	Christopher Cochran	SW Campus	713-718-2477	Stafford, Scarcella, N108
Math Assoc. Chair	Jaime Hernandez	CE Campus	713-718-7772	San Jacinto Building, Rm 369
Math Assoc. Chair	Mahmoud Basharat	NW Campus	713-718-2438	Katy Campus Building, Rm 112
Math Assoc. Chair	Emmanuel Usen	NE Campus	713-718-8062	Northline, Rm 324

Developmental Math Courses

Chair of Dev. Math	Marisol Montemayor	SE Campus	713-718-7153	Felix Morales Building, Rm 124
- Admin. Assistant	Carmen Vasquez	SE Campus	713-718-7056	Felix Morales Building, Rm 124
Dev. Math Assoc. Chair	Hien Nguyen	SE Campus	713-718-2440	Felix Morales Building, Rm 124
Dev. Math Assoc. Chair	Jack Hatton	SW Campus	713-718-2434	Stafford, Learning Hub, Room 208

For issues related to your class, please first contact your instructor.
If you need to contact departmental administration, then contact the appropriate Associate Chair.
If further administrative contact is necessary, then contact the appropriate Department Chair.