



**Business Center of Excellence  
Business Technology Department**

<https://www.hccs.edu/programs/areas-of-study/business/business-technology/>

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**POFT 2301: Intermediate Keyboarding| Lecture/  
Lab| CRN# 16850**

Semester Spring 2020 | **12** Weeks | (2.18.2020 –  
5.17.2020) Online | |  
3 Credit Hours | **80** hours per semester

**Instructor Contact Information**

Instructor: Lisa Eason  
Office: Online

Office Phone: 713-718-7808  
Office Hours: Office hours are  
available upon request

HCC Email: [lisa.eason@hccs.edu](mailto:lisa.eason@hccs.edu)  
Office Location: Online

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear the concerns and just to discuss course topics.

**Instructor's Preferred Method of Contact**

Please feel free to email me through the Canvas Inbox. Students can expect a response from Me within 24 hours.

**What's Exciting About This Course**

Overview of computer applications including current terminology and technology. Introduction to computer hardware, software applications, and procedures. This course is designed to be repeated multiple times to improve student proficiency. The student will identify the components of a computer system and demonstrate basic proficiency in commonly used applications. Hands-on overview of computer applications, which run under windows environment on PC compatible platform, including current terminology and technology. Introduction to computer software applications and procedures. (Formerly CSCI 1338, WORD 1341, TECC 1347

)

## My Personal Welcome

As an instructor, I want my students to be successful. I feel that it is my responsibility to provide students with knowledge concerning office technology, modeling good teaching strategies, and organizing and monitoring the field experience that allows students to connect the information that students learn in this course to the real world of education. As a student wanting to learn about office technology, it is student's responsibility to read the textbook, submit assignments on the due dates, study for the exams, participate in activities, and attend class. As you read and wrestle with new ideas and facts that may challenge you, I am available to support you. The fastest way to reach me is by email at [lisa.eason@hccs.edu](mailto:lisa.eason@hccs.edu). The best way to really discuss issues is in person and I'm available during posted office hours to tackle the questions. My goal is for you to walk out of the course with a better understanding of keyboarding. So please visit me or contact me by email whenever you have a question.

## Important Dates to Note

Withdrawal date

Day of Record

Final Exam                      Opens week of May 11 and closes on Thursday, May 14, 2020

## Prerequisites

**POFT 1329** is a prerequisite for **POFT 2301**.

**POFT 2301** requires college-level reading and writing skills. Please carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

## Canvas Learning Management System

This section of **POFT 2301** will use [Eagle Online Canvas \(https://eagleonline.hccs.edu\)](https://eagleonline.hccs.edu) for class assignments, exams, and other activities. << **Insert here more specific information about how you expect students to use Canvas. Include information about scoring rubrics for assignments, samples of class assignments, and other information to assist students in the course.** >>

HCCS Open Lab locations may be used to access the Internet and Canvas. It is recommended that you **USE [FIREFOX](#) OR [CHROME](#) AS YOUR BROWSER AS THE INTERNET BROWSER.**

## HCC Online Information and Policies

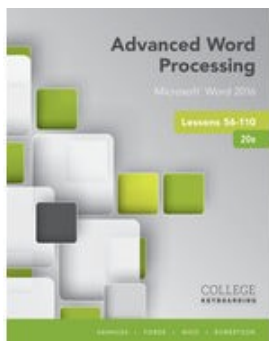
Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: <http://www.hccs.edu/online/>

## Scoring Rubrics, Sample Assignments, etc.

Look in Canvas for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. <https://eagleonline.hccs.edu/login/ldap>

## Instructional Materials

### Textbook Information



The textbook listed below is **required** for this course.

**"Advanced Word Processing, Lessons 56-110"** with integrated SAM for Canvas); 20<sup>th</sup> edition Van Huss/Forde/Woo/ Hefferin, Cengage Publishing, 2016  
ISBN: 9780357396384

### Temporary Free Access to E-Book

Here is the link to get temporary free access to a digital version of the text for fourteen days:  
<< [add link] >>

### 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

**POFT 2301** is a continuation of keyboarding skills in document formatting, speed, and accuracy. Emphasis on proofreading, editing, following instructions, and keying documents from various copies

## Secretary's Commission on Achieving Necessary Skills (SCANS)

The Secretary's Commission on Achieving Necessary Skills (SCANS) from the U.S. Department of Labor was asked to examine the demands of the workplace and whether our young people are capable of meeting those demands. Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to do the following:

- Define the skills needed for employment,
- Propose acceptable levels of proficiency,
- Suggest effective ways to assess proficiency, and
- Develop a dissemination strategy for the nation's schools, businesses, and homes.

SCANS research verifies that what we call *workplace know-how* defines effective job performance today. This know-how has two elements: *competencies* and a *foundation*. This report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job performance. These eight requirements are essential preparation for all students, whether they go directly to work or plan further education. Thus, the competencies and the foundation should be taught and understood in an integrated fashion that reflects the workplace *contexts* in which they are applied.

The five SCANS workplace competencies identified by the Commission are the following:

1. **Resources** – An ability to identify, organize, and allocate time, money, materials, space, and people. Much of what you do in the classroom can help students develop competency with resources. Emphasize planning skills in relation to preparing, working, and completing assignments.
2. **Interpersonal**—Skills to participate as a member of a team, teach others, serve customers, exercise leadership, negotiate, and work with others possessing diverse backgrounds. Cooperative/collaborative learning activities are an effective way to teach interpersonal skills. In discussions after group activities, emphasize interpersonal lessons and challenges of the activities.
3. **Information**—An ability to acquire, organize, evaluate, interpret, and communicate information along with using computers to process information. Competency with information is basic to any classroom. Emphasize those efforts to master information skills prepare students for future employment.
4. **Systems** – An understanding of social, organizational, and technological systems; an ability to monitor and correct performance; a competence in the design and improvement of systems. Look for opportunities for students to use critical thinking skills to identify and analyze systems in their school, community, nation, and world.
5. **Technology** – The knowledge and skill to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot software and hardware. Although there are many forms of technology that can be used in your class, computers create real interest and opportunities for your students. Encourage your students to make computers an important part of their education, whether the computers are used in self-paced learning or in group projects.

The following skills will be developed in **Intermediate Keyboarding**:

- Using Resources: Identify—Plan—Manage
- Developing Interpersonal Skills: Collaborate—Negotiate—Lead
- Applying Technology: Select—Apply—Enhance

- Understanding Systems: Connect—Support—Improve
- Acquiring Information: Evaluate—Communicate—Apply

The three SCANS foundation skills identified by the Commission are the following:

**Basic Skills** - Reading, writing, mathematics, listening, and speaking. Classroom activities can develop and reinforce all these basic skills. Teaching these skills in the classroom can provide cross-curricular opportunities.

**Thinking Skills** - Creative thinking, decision-making, and problem solving, seeing things in the mind's eye, knowing how to learn, and reasoning. During their careers, students will need this foundation to adapt to a rapidly changing society. Helping students to think critically becomes very important so that they may adjust to change. Seek opportunities for students to stretch their minds, find new answers, ask hard questions, and lay foundations for lifelong learning.

**Personal Qualities** - Responsibility, self-esteem, sociability, self-management, and integrity. Throughout their lives, your students will need to get along with others: with classmates, friends and family, customers, and coworkers. Look for chances to reinforce good personal qualities. And remember the power of teaching by example.

### Program Student Learning Outcomes (PSLOs)

1. The student will be able to read, listen, speak, and write proficiently.
2. The student will be able to apply keyboarding and document processing skills to specific office applications.
3. The student will be able to use appropriate tools and processes such as records management, accounting fundamentals, and software applications in word processing, spreadsheet, database, and presentations to manage information.
4. The student will be able to apply organizational skills to the management of projects, daily, schedules, multiple tasks, and unexpected interruptions.

### Course Student Learning Outcomes (CSLOs)

Upon completion of **POFT 2301**, the student will be able to:

1. Demonstrate proficient keyboarding techniques.
2. Apply mailability standards to business documents using word processing software.
3. Produce formatted letters, memoranda, reports, tables, and administrative documents with speed and accuracy using proper keying techniques.

### Learning Objectives

- 1.1 Develop keyboarding speed and accuracy.
- 1.2 Build keyboarding skills.
- 1.3 Follow standard operating procedures.
- 1.4 Apply keying, formatting, and word processing skills.
- 1.5 Key a main document.
- 1.6 Apply keying, formatting, and word processing skills.
- 1.7 Work independently with few instructions.
- 2.1 Format an unbound and left bound report.
- 2.2 Merge form letters by using the Mail Merge Wizard.
- 2.3 Gain an understanding and appreciation of working in a real-world work setting.
- 2.4 Format memos and letters.

- 2.5 Create envelopes with special notations.
- 2.6 Format and key modified block letter.
- 2.7 Key two-page memorandum with table.
- 2.8 Insert and edit footnotes.
- 2.9 Insert page numbers.
- 3.1 Sort table.
- 3.2 Insert and delete columns and rows.
- 3.3 Merge and split cells.
- 3.4 Adjust column width and row height.
- 3.5 Change text alignment and table alignment.
- 3.6 Add, change, or remove table style.
- 3.7 Apply styles to report title and side headings.
- 3.8 Format multilevel list.
- 3.9 Create a data source.
- 3.10 View, insert, respond, mark done, and delete comments.
- 3.11 Track changes, show markup, review changes, and accept or reject changes.
- 3.12 Design and format meeting, travel, and news documents.
- 3.13 Enhance communication skills.
- 3.14 Develop a plan for a successful employment search.
- 3.15 Prepare traditional and specialized résumés.
- 3.16 Compose and format employment documents.
- 3.17 Format legal documents.
- 3.18 Format legal business documents.
- 3.19 Format personal legal documents.
- 3.20 Use templates to create legal documents.
- 3.21 Create a variety of documents.
- 3.22 Create and edit Word 2016 documents by using real-time co-authoring.
- 3.23 Create folders and save files to OneDrive
- 3.24 Share folders and documents

## Student Success

Business Technology is determined to prepare students with the knowledge and skills needed to succeed in today's dynamic work environment. Students in **Intermediate Keyboarding** must be able to budget their time and perform class-related activities as assigned on a weekly basis. Students also perform various general activities related to **Intermediate Keyboarding**.

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. 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 your 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 departmental final exam
- Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](#)

## Assignments, Exams, and Activities

### Written Assignment

Assignments have been developed that will enhance student learning. To better understand a topic, students will be given assignments on key information that you will need to remember for mastery skills related to this course. Assignments will consist of Module exercises, timed writings, discussions, and assessments.

#### **Module Exercises**

This course consists of 11 modules. Each module consists of several typing exercises. The total number of exercises per each module will be averaged to calculate your module grade.

Module Exercises makes up 20% of your grade.

#### **Timed Writings**

The timed writing exercises are designed to test your typing speed, accuracy, and formation of general office documents covered in each module. There will be 15-20 timed writing exercises throughout the course.

Timed Writings makes up 15% of your grade.

## **Assessments**

There are 4 assessment exercises. These assessments are designed to assess your knowledge of the materials you have reviewed and learned for each module.

Assessments makes up 10% of your grade.

## **Discussions**

There are 4 peer discussion questions related to the topic. You are required to answer the discussion question based on your past experience, and the learning materials. You are also required to respond to two other classmates post.

Discussions make up 10 % of your grade.

## **Exams**

There will be an assigned test based on the skills and knowledge you have learned throughout the module. The exams will be completed in Cengage and uploaded into CANVAS for grading.

Module Tests makes up 20% of your grade.

## **In-Class Activities**

This is an online class. There are no in-class activities assigned to this class.

## **Final Exam**

The Final Exam will consist of two parts. Part One will consist of timed writing exercises and the other will consist of a comprehensive departmental final exam consisting of 50 multiple-choice and fill-in-the-blank questions. The comprehensive exam will be taken in Canvas.

There is a three-day window to take the final exam. There will not an opportunity to take a make-up exam.

Final Exam makes up 25% of your grade.



## Grading Formula

### HCCS Grading System

The Houston Community College grading system will be used to evaluate students' performance in this course.

Grade	Points
A	100- 90
B	89 – 80
C	79 – 70
D	69 – 60
F	59 and below
FX	Failure due to non-attendance
W	Withdrawn
I	Incomplete

### Incomplete Policy:

The grade of "I" (Incomplete) is conditional. A student receiving an "I" must arrange with the instructor to complete the course work within six months of the end of the incomplete term. After the deadline, the "I" becomes an "F." Upon completion of the coursework, the grade will be entered as I/grade on the student transcript. All "I"s must be changed to grades prior to graduation. In order to receive a grade of Incomplete ("I"), a student must have completed at least 85% of the work in the course. In all cases, the instructor reserves the right to decline a student's request to receive a grade of Incomplete.

### GRADING CRITERIA

The following departmental grading system will be used to evaluate students' performances in this course:

Module Exercises	20%
Assessments	10%
Timed Writings	15%
Module Tests	20%
Final Exam	25%
Discussions	10%
TOTAL	100%

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

## Course Calendar

Week	Dates	Topic/What's due
	Feb 18 - April 1 Lessons 56-58	<b>Level 3: Lessons 56-83</b> <i>Module 10: Advanced Business Correspondence (Lessons 5660)</i> 56 Memos and Productivity Tools 57 Letter Review 58 Special Letter Parts
	Feb 18 -April 1 Lessons 59-61	59 Multiple-Page Documents 60 Hess Office Park Timed Writing (56b, 58b, and 60b) Module 10 Test <i>Module 11: Documents with Tables and Graphics (Lessons 6169)</i> 61 Table Tools
	Feb 18 - Apr 1 Lessons 62 - 66	62 Table Commands 63 Table Functions 64 Graphics Review 65 Graphic Features 66 Document Backgrounds
	Feb 18 -Apr 1 Lessons 67-69	67 Documents with Columns and Graphics 68 Hess Office Park Timed Writing (61b, 63b, 67b, and 68b) Module 11 Test Assessment Modules 10 and 11
	Feb 18 - April 1 Lessons 70 - 72	<i>Module 12: Reports (Lessons 70-75)</i> 70 Review Reports 71 Report with Section Breaks 72 Report with Preliminary Pages
	Feb 18 - Apr 1 Lessons 73 - 75	73 Report Features 74 Productivity Tools for Reports 75 Hess Office Park Timed Writing (70b and 75b) Module 12 Test
	Feb 18 - Apr 1 Lessons 76 - 78	<i>Module 13: Mail Merge (Lessons 76-80)</i> 76 Mail Merge 77 Edit the Data Source 78 Merge with Envelopes and Labels
	Feb 18 - Apr 1 Lessons 79-80	79 Hess Office Park Timed Writing (76b and 79b) Module 13 Test 80 Assessment Modules 12 and 13

Feb 18 - Apr 1	<i>Module 14: Hess Pet Center I (L81-83)</i> Mid-Semester Assessment (Keying Drills & Project) Timed Writing (81b)
Lessons 81 - 83	
Feb 18 - May 14  Lessons 84 - 86	<b>Level 4: Lessons 84-110</b> <i>Module 15: Meeting, Travel, and News Documents (Lessons 84-88)</i> 84 Agenda with Comments 85 Minutes with Track Changes 86 Itinerary
Feb 18 - May 14  Lessons 87 - 88	87 News Release 88 Hess Office Park (Project, pg 4-21) Timed Writing (84b and 88b) Module 15 Test
Feb 18 - May 14  Lessons 89 - 93	<i>Module 16: Employment Documents (Lessons 89-93)</i> 89 Job Search Strategies 90 Resumes 91 Social Media and Employment Letters 92 Hess Office Park (project, pg 4-44) Timed Writing (89b, 92b and 93b) Module 16 Test 93 Assessment Modules 15 and 16
Feb 18 - May 14 Lessons 94 - 96	<i>Module 17: Health and Medical Documents (Lessons 94-98)</i> 94 Medical Correspondence 95 Health Promotions Documents 96 SOAP Notes and Medical Forms
Feb 18 - May 14  Lessons 97 - 98	97 Preparing Medical Reports 98 Hess Office Park (Project, pg 4-70) Timed Writing (94b and 98b) Module 17 Test
Feb 18 - May 14  Lessons 99 - 102	<i>Module 18: Legal Documents (Lessons 99-104)</i> 99 Corporate Legal Documents 100 Legal Pleadings 101 Preparing Legal Documents 102 Preparing Lease Agreements  Modules 19 and 20: Read and Review for exam
May 11 - 14	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

Assignments have been developed that will enhance your learning. To better understand a topic, you will be given assignments on key information that you will need to remember for your success on reaching your goals.

**Late Assignments:** Students are expected to adhere to the weekly schedule of assignments printed in the course syllabus. Work submitted later than the due date will be counted if it is submitted by the next class period, but the grade will be lowered by one letter grade (at the discretion of instructor). The only exception is if the student is absent the day that the work is due; in that case, the assignment is due the next class period. If the student has exceeded five absences, no work will be accepted late and the excessive absences will result in the student being dropped. **Points will be deducted for late assignment.**

### Academic Integrity

You are expected to be familiar with the College's Policy on Academic Honesty, found in the catalog and student handbook. 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:

- a Copying from another students' test paper;
- b Using materials not authorized by the person giving the test;
- c Collaborating with another student during a test without authorization;
- d Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- e 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. (See the Student Handbook).

Academic dishonesty can result in a grade of **F** or **0** for the particular test or assignment involved, dropped, and/or expelled from HCCS. Please refer to the HCCS Distance Education Student Handbook for further information regarding Academic Dishonest

Scholastic Dishonesty will result in a referral to the Dean of Student Services. See the link below for details.

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/studentprocedures/>

## Attendance Procedures

Attendance is submitting assignments if this is an online class: In house or Hybrid classes, you will be dropped after five (5) absentees (12.5% of class time). Students are withdrawn for lack of submitting assignments, completing quizzes and exams and never attending, and etc.

**Student Conduct** A student who is being disruptive will be reported to the Police Department, Student Affairs and the Department Chair. This applies to In-Person, Hybrid, and Online classes.

## Instructor's Course-Specific Information (

### Electronic Devices

As a student active in the learning community of this course, it is student responsibility to be respectful of the learning atmosphere in student classroom. To show respect of student fellow students and instructor, students will turn off student phone and other electronic devices, and will not use these devices in the classroom unless students receive permission from the instructor.

Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations.

## Business Technology Program Information

<https://www.hccs.edu/programs/areas-of-study/business/business-technology/>

## HCC Policies

Here's the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/currentstudents/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<sup>3</sup>**

The EGLS<sup>3</sup> ([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<sup>3</sup> 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/supportservices/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](mailto: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/studentcomplaints/speak-with-the-dean-of-students/>

### **Department Chair Contact Information**

Willie Caldwell, Department Chair, [willie.caldwell@hccs.edu](mailto:willie.caldwell@hccs.edu), (713) 718 -7808