



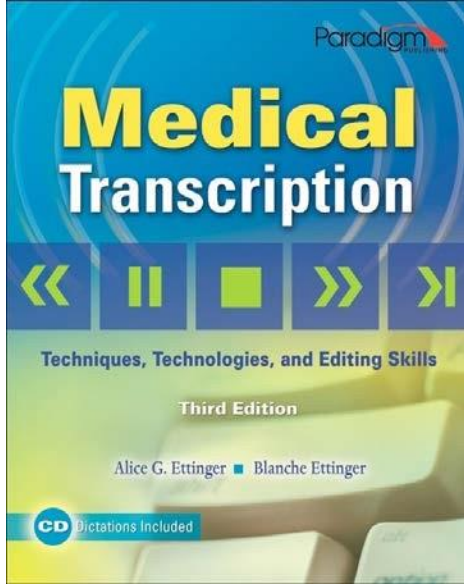


<p>Academic Discipline/CTE Program Learning Outcomes</p> 	<ol style="list-style-type: none"> 1. The student will be able to read, listen, speak, and write proficiently. 2. The student will be able to apply keyboarding and document processing skills to specific office applications. 3. The student will 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.
<p>Course Student Learning Outcomes</p>  <p>(SLO): 4 to 7</p>	<ol style="list-style-type: none"> 1. Students will identify terminology for diseases, conditions, and treatment protocols related to the specialties of dermatology, ophthalmology. 2. Students will describe the purpose and types of information contained in the most common kinds of reports transcribed. 3. Students will transcribe accurate and correctly formatted office notes, chart notes, consultation letters, history and physical reports, operative reports, discharge summaries, radiology reports, pathology reports, operative reports, labor and delivery reports, emergency department reports, neuropsychological evaluations, and autopsy reports. 4. Students will understand the importance of confidentiality and HIPAA in medical records; explain the purpose and content of medical records; perform transcription of actual physician dictation with the aid of reference materials; proofread and edit documents; and demonstrate increased speed and productivity.
<p>LEARNING OBJECTIVES (NUMBERING SYSTEM SHOULD BE LINKED TO SLO - E.G., 1.1, 1.2, 1.3, ETC.)</p> 	<ol style="list-style-type: none"> 1.1 Be able to recognize the terminology for diseases, conditions, and treatment protocols related to the medical specialties 2.1 Be able to describe the purpose and types of information contained in the most common kinds of reports transcribed; 3.1 Be able to develop proofreading and editing skills; 3.2 Be able to define and use appropriate parameters for editing, correcting, and amending electronic patient medical record; 3.3 Be able to transcribe accurate and correctly format reports; 4.1 Understand the job environment of medical transcription and acquire an ability to work effectively and efficiently with the tools of medical; transcription; 4.2 Be able to understand the importance of patient
 <p>Program/Discipline Requirements</p>	<p>Business Technology is determined to prepare students with the knowledge and skills needed to succeed in today's dynamic work environment. Students in Workforce Development with Critical Thinking must be able to budget their time and perform class-related activities as assigned on a weekly basis. Students also perform various general activities as well as workbook activities related to Workforce Development with Critical Thinking.</p>

The following departmental grading system will be used to evaluate student's performance:

Assignments	50%
Tests	40%
Final	10%
Total	100%

Instructional Materials



REQUIRED TEXTBOOKS AND MATERIALS Medical Transcription ? Techniques, Technologies, and Editing Skills, Third Edition, Ettinger, Alice G. 9780763831097. (Dictations (CD format) included with the textbooks.) CD player or disc drive ? school or home. USB Flash Drives
Medical Transcription – Techniques, Technologies, and Editing Skills, Third Edition (format) included with the textbook.) is a complete medical transcription program beginning and intermediate skills. Dictation files are provided in MP3 format and each textbook.

Pages: 560 | Copyright: 2009 Paradigm;

ISBN: 978-0-76383-109-

Author(s): Alice G. Ettinger and Blanche Ettinger

- Addresses fourteen medical specialties and uses medical report templates.
- Includes more than 100 practice dictations of progressive difficulty.
- Provides medical terminology integrated into the transcription lessons.
- Aligns with the *AHDI The Book of Style for Medical Transcription, Third Edition*.
- Includes exercises on editing speech-recognized drafts and thinking like a professional.
- Also available: SNAP 2007 Web-based document checker that collects and corrects errors.



STEDMAN'S

**MEDICAL
DICTIONARY**

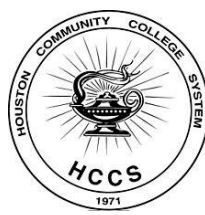
for the
**HEALTH PROFESSIONS
AND NURSING**

ILLUSTRATED
SEVENTH EDITION

- Nearly 60,000 terms and more than 1,000 illustrations
- Expert input from more than 70 nursing and health care specialists
- FREE *Stedman's Plus Medical/Pharmaceutical Spellchecker* and 1-year subscription to *Stedman's Online*

Optional - Stedman, Thomas // Stedman's Medical Dictionary for the Health Professions
Lippincott Williams & Wilkins Publishing; Or Latest Edition ISBN: 97816083616922

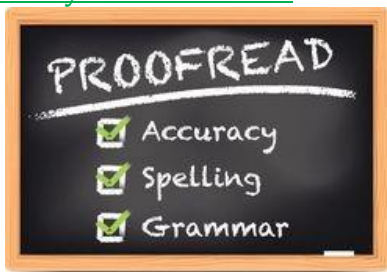
Featuring more than 56,000 entries, this thoroughly updated Seventh Edition contains information used in more than 30 of today's fastest growing health profession areas — plus comprehensive information suited for the nursing field. The book includes 1,000 enriched color images and photographs, detailed images by Anatomical Chart Company, more than 65 appendices, and cut-through illustrations for reference. More than 70 leading consultants from health professions and nursing provide enhancements of this edition.



REQUIRED ESSAY:

Medical Transcription

20% of your Final Grade



© Can Stock Photo



Medical Transcription Essay

Let your creativity flow . . . Your assignment is to write an essay that relates to the use of medical transcription in your life. The essay should give clue to your reason for taking medical coding and how this course will fit in with your future. Identify your motivation. Clarify your goal. Tell me what it is that you plan to achieve. Ensure that you discuss the following topics:

1. **Discuss, with examples for each, how to identify terminology for diseases, conditions, and treatment protocols related to the specialties of dermatology, ophthalmology.**
2. **Explain and describe, with examples, the purpose and types of information contained in the most common kinds of reports transcribed.**
3. **Discuss, with examples for each, how to transcribe accurate and correctly formatted office notes, chart notes, consultation letters, history and physical reports, operative reports, discharge summaries, radiology reports, pathology reports, operative reports, labor and delivery reports, emergency department reports, neuropsychological evaluations, and autopsy reports.**
4. **Discuss, with examples for each, how to understand the importance of confidentiality and HIPAA in medical records; explain the purpose and content of medical records; perform transcription of actual physician dictation with the aid of reference materials; proofread and edit documents; and demonstrate increased speed and productivity.**

Write a minimum of **10 pages (Title Page, Table of Contents, ≥8 pages of content, Reference Page)**. The actual content of the paper should be at least 8 or more pages, (not to include graphs, pictures, or financial plans/statements), double-spaced in Times New Roman 12 Font. You must include a Reference page (more than 2 works cited from another source other than the textbook). Paper must have proper spelling, grammar, and formatting.

Utilize **UPSWING** <https://hccs.upswing.io/> recommendations and incorporate the changes into your final paper for 10 EXTRA POINTS (to receive credit - upload the recommendations AND your final paper).

PAPERS WILL NOT BE ACCEPTED AFTER THE DUE DATE

Weekly Schedule



12 Week Schedule	
Week	Lecture & Assignment
1	Welcome to the Class Orientation & Syllabus
2	Part I. Preparing to Transcribe.
2	1. An Introduction to Medical Transcription.
2	2. Medical Transcription and Technology.
2	3. Medical Terminology Review.
2	4. Perfecting Your Editing Skills.
3	Part II. Transcribing for the Specialties.
3	5. Dermatology.
4	6. Ophthalmology.
5	7. Otorhinolaryngology.
5	8. Pulmonology.
6	Midterm & Synopsis
7	9. Cardiology.
7	10. Gastroenterology.
8	11. Obstetrics and Gynecology.
8	12. Urology and Nephrology.
9	13. Orthopedics.
9	14. Neurology and Psychiatry.
10	15. Hematology-Oncology.

10	16. Immunology.
11	Medical Transcription Essay
12	Final Examination

Student Assignments



1. Students will identify terminology for diseases, conditions, and treatment protocols related to the specialties of dermatology, ophthalmology, otorhinolaryngology, pulmonology, cardiology, gastroenterology, obstetrics and gynecology, urology and nephrology, neurology, psychology, hematology and oncology, and immunology.
 - a. Discussions

2. Students will describe the purpose and types of information contained in the most common kinds of reports transcribed.
 - a. Discussions

3. Students will transcribe accurate and correctly formatted office notes, chart notes, consultation letters, history and physical reports, operative reports, discharge summaries, radiology reports, pathology reports, operative reports, labor and delivery reports, emergency department reports, neuropsychological evaluations, and autopsy reports.
 - a. Projects

4. Students will understand the importance of confidentiality and HIPAA in medical records; explain the purpose and content of medical records; perform transcription of actual physician dictation with the aid of reference materials; proofread and edit documents; and demonstrate increased speed and productivity.
 - a. No assignments selected for this outcome

Student Assessment(s)

1. **Students will identify terminology for diseases, conditions, and treatment protocols related to the specialties of dermatology, ophthalmology, otorhinolaryngology, pulmonology, cardiology, gastroenterology, obstetrics and gynecology, urology and nephrology, neurology, psychology, hematology and oncology, and immunology.**
 - a. Various assigned readings from textbooks

2. **Students will describe the purpose and types of information contained in the most common kinds of reports transcribed.**
 - a. In-class discussions



It is assessment which helps us distinguish between teaching and learning.

3. Students will transcribe accurate and correctly formatted office notes, chart notes, consultation letters, history and physical reports, operative reports, discharge summaries, radiology reports, pathology reports, operative reports, labor and delivery reports, emergency department reports, neuropsychological evaluations, and autopsy reports.

- a. In-class discussions
- b. Group and/or individual projects

4. Students will understand the importance of confidentiality and HIPAA in medical records; explain the purpose and content of medical records; perform transcription of actual physician dictation with the aid of reference materials; proofread and edit documents; and demonstrate increased speed and productivity.

- a. Various assigned readings from textbooks
- b. In-class discussions
- c. Group and/or individual projects

SCANS and/or Core Curriculum

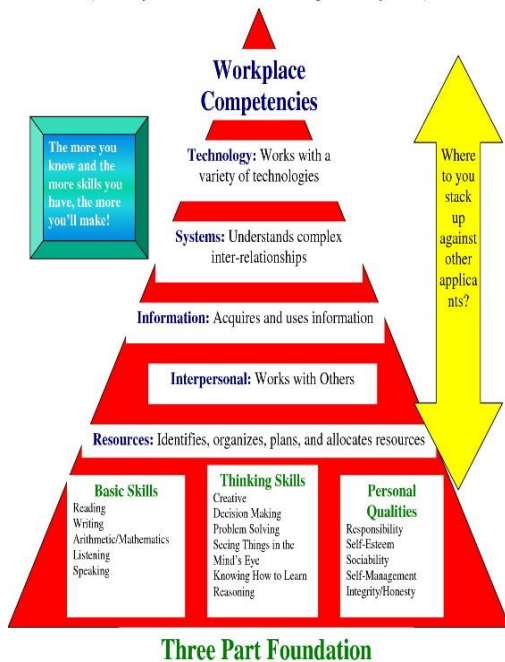
Competencies:



What you need to know to get a good paying job

SCANS

(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:

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.

1. **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.
2. **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.
3. **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.
4. **Technology** - The knowledge and skill to select equipment and tools, apply technology to the 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 project



The following skills will be developed in the course:

- 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.

- 1. Students will identify terminology for diseases, conditions, and treatment protocols related to the specialties of dermatology, ophthalmology, otorhinolaryngology, pulmonology, cardiology, gastroenterology, obstetrics and gynecology, urology and nephrology, neurology, psychology, hematology and oncology, and immunology.**
 - a. Foundation Skills - Basic -Reading
 - b. Foundation Skills - Basic -Writing
 - c. Foundation Skills - Basic -Listening
 - d. Foundation Skills - Basic -Speaking
- 2. Students will describe the purpose and types of information contained in the most common kinds of reports transcribed.**
 - a. Foundation Skills - Thinking -Decision Making
 - b. Foundation Skills - Thinking -Creative
 - c. Foundation Skills - Thinking -Reasoning
- 3. Students will transcribe accurate and correctly formatted office notes, chart notes, consultation letters, history and physical reports, operative reports, discharge summaries, radiology reports, pathology reports, operative reports, labor and delivery reports, emergency department reports, neuropsychological evaluations, and autopsy reports.**
 - a. Foundation Skills - Thinking -Decision Making
 - b. Foundation Skills - Thinking -Creative
 - c. Foundation Skills - Thinking -Knowing How to Learn
 - d. Foundation Skills - Personal Qualities -Self-Management

4. Students will understand the importance of confidentiality and HIPAA in medical records; explain the purpose and content of medical records; perform transcription of actual physician dictation with the aid of reference materials; proofread and edit documents; and demonstrate increased speed and productivity.

- a. Workplace Competencies - Information -Organizes & Maintains
- b. Workplace Competencies - Information -Interprets & Communicates
- c. Workplace Competencies - Information -Uses Computers to Process

INSTRUCTOR'S REQUIREMENTS



As your Instructor, it is my responsibility to: As an instructor, I want my students to be successful. I feel that it is my responsibility to provide students with knowledge concerning the subject, 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.

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
 - Facilitate an effective learning environment through class activities, discussions, and lectures
 - Description of any special projects or assignments
 - Inform students of policies such as attendance, withdrawal, tardiness and make up
 - Provide the course outline and class calendar which will include a description of any special projects or assignments
 - Arrange to meet with individual students before and after class as required
- To be successful in this class, it is the student's responsibility to: As a student wanting to learn about the subject, it is the student's responsibility to read the textbook, submit assignments on the due dates, study for the exams, participate in activities, and actively participate by attending class.
- Attend class and participate in class discussions and activities
 - Read and comprehend the textbook
 - Complete the required assignments and exams:
 - Midterm/Final Exam
 - Ask for help when there is a question or problem
 - Keep copies of all paperwork, including this syllabus, handouts and all assignments

HCC GRADING SCALE

Percent Range	Letter Grade	GPA
100-90	A	4.0
89-80	B	3.0
79-70	C	2.0
69-60	D	1.0
Below 60	F	0.0

The following departmental grading system will be used to evaluate students' performances in this course: (See the **Weekly Course Schedule**).

A = 100 - 90:	4 points per semester hour
B = 89 - 80:	3 points per semester hour
C = 79 - 70:	2 points per semester hour
D = 69 - 60:	1 point per semester hour
59 and below = F	0 points per semester hour
FX (Failure due to non-attendance)	0 points per semester hour
IP (In Progress)/ W (Withdrawn)	0 points per semester hour
I (Incomplete) /AUD (Audit)	0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses.

FINAL GRADE OF FX: Students who stop attending class and do not withdraw themselves prior to the withdrawal deadline may either be dropped by their professor for excessive absences or be assigned the final grade of "FX" at the end of the semester. Students who stop attending classes will receive a grade of "FX", compared to an earned grade of "F" which is due to poor performance. Logging into a DE course without active participation is seen as non-attending. Please note that HCC will not disperse financial aid funding for students who have never attended class.

Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid. A grade of "FX" is treated exactly the same as a grade of "F" in terms of GPA, probation, suspension, and satisfactory academic progress.

To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

$$\text{GPA} = \frac{\text{Total Grade Point Earned}}{\text{Total GPA units attempted}}$$

Health Sciences Programs Grading Scales may differ from the approved HCC Grading Scale. For Health Sciences Programs Grading Scales, see the "Program Discipline Requirements" section of the Program's syllabi.



HCC POLICY STATEMENTS:



Student

Services Policies

Student Rights, Policies, & Procedures

<http://www.hccs.edu/district/about-us/procedures/student-rights-policies-procedures/>

Distance Education Policies



Houston Community College Distance Education Student Services is dedicated to providing accessible, timely, and accurate counseling and advising services through the utilization of technological resources. We support all students enrolled in online courses by removing the barriers of location and time.

HCC Online courses are equivalent to on-campus courses except that 85% or more of the course work is completed through an online learning management system, called Eagle Online.

<http://de.hccs.edu/media/houston-community-college/distancededucation/student-services/DE-Student-Handbook1.pdf>

State Authorization Houston Community College is now a member of the [National Council for State Authorization Reciprocity Agreement \(SARA\)](#). This means that HCC can offer online courses to residents in all states that are also SARA members. Individual colleges must also be SARA members.

Continuing Education Policies



Welcome, the Houston Community College School of Continuing Education faculty and staff are committed to providing outstanding instruction and services to our community in areas such as: business, languages, technology, construction, transportation, public safety and health. We are proud of the expertise our faculty brings to the classroom. Whether changing careers or updating your skills, the School of Continuing Education can help you achieve your goals.

<http://www.hccs.edu/continuing-education/students/financialaid/continuing-education/>

HCC ATTENDANCE POLICY

Class Attendance



As stated in the HCC Catalog, all students are expected to attend classes regularly. Students in DE courses must log in to their class or they will be counted as absent. Just like an on-campus class, your regular participation is required. Although it is the responsibility of the student to drop a course for non-attendance, the instructor also has the authority to block a student from accessing Blackboard, and/or to drop a student for excessive absences or failure to participate regularly.

DE students who do not log in to their class before the Official Day of Record will be AUTOMATICALLY dropped for non-attendance.

Completing the DE online orientation does not count as attendance.



Early Alert

HCC has instituted an Early Alert process by which your professor may alert you and DE counselors that you might fail a class because of excessive absences and/or poor academic performance.

Early Alert is a program that provides timely intervention for at-risk students. It is important for you to become familiar with this system to ensure your students get the help they need to be successful. The resource links on this page explain the HCC Early Alert program and how to access them.

ONLINE TUTORING



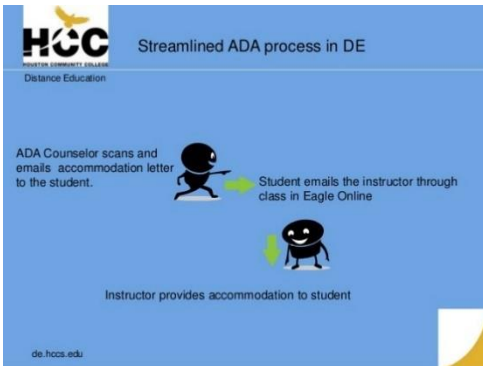
Our goal is to provide free, confidential, and convenient academic support to HCC students in an online environment. We exist to help students achieve academic independence. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate for our students taking our classes.

If you're looking for an on-campus tutor, go to this link <http://ctle3.hccs.edu/alltutoring/> to find a tutor. Our average turn-around time is currently 18-24 hours. You will receive an email alert when the tutors finish working on your submission.

Getting Started - Need help? Watch the How-To Video on HCCS's online tutoring system to help you get started.



HCC ADA STATEMENT (Services to Students with Disabilities)



Any student with a **documented disability** (e.g. physical, learning, psychiatric, vision, hearing, etc) who needs to arrange reasonable accommodations must contact the appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester.

Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office.

Students who are requesting special testing accommodations must first



contact the appropriate (most convenient) DSS office for assistance:

Disability Support Services Offices:

- ❖ System: 713.718.5165
- ❖ Central: 713.718.6164 also for Deaf and Hard of Hearing Services and Students Outside of the HCC District service areas.
- ❖ Northwest: 713.718.5422 ❖ Northeast: 713.718.8420
- ❖ Southeast: 713.718.7218
- ❖ Southwest: 713.718.7909

After student accommodation letters have been approved by the DSS office and submitted to DE Counseling for processing, students will receive an email confirmation informing them of the Instructional Support Specialist assigned to their professor.

Houston Community College Distance Education Student Services is dedicated to providing accessible, timely, and accurate counseling and advising services through the utilization of technological resources. We support all students enrolled in online courses by removing the barriers of location and time.

EGLS3 -- EVALUATION FOR GREATER LEARNING STUDENT SURVEY SYSTEM



Evaluate your professors online
EGLS3 (Evaluation for Greater Learning Student Survey System) is HCC's new leader evaluation survey.
For information on the EGLS3 Survey go to:
www.hccs.edu/EGLS3

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning.

During a designated time near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and department chairs for continual improvement of instruction.

Look for the survey as part of the Houston Community College Student System online near the end of the term.

Have questions - Call the HCC Help Desk at 713.718.8800 or email customer.support@hccs.edu

Note: *Most courses are included in EGLS3. Some are not due to logistical reasons.*

Title IX

TITLE IX

"NO PERSON IN THE UNITED STATES SHALL, ON THE BASIS OF SEX, BE EXCLUDED FROM PARTICIPATION IN, BE DENIED THE BENEFITS OF, OR BE SUBJECT TO DISCRIMINATION UNDER ANY EDUCATION PROGRAM OR ACTIVITY RECEIVING FEDERAL FINANCIAL ASSISTANCE."

Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 *et seq.*, is a Federal civil rights law that prohibits discrimination on the basis of sex—including pregnancy and parental status—in educational programs and activities.

Information regarding these rights are on the HCC website under StudentsAnti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.
Title IX: Protection from discrimination at school



International Students

International Students are restricted to ONLY ONE online/distance education class per semester. Please contact the International Student Office at 713-718-8520 if you have additional questions about your visa status.



Academic Honesty

Academic Dishonesty

Cheating

- Copying answers.
- Asking neighbors for help
- Using any device, implement, or study aid on test.
- Using identical papers for separate courses.
- Buying essays / papers.

Fabrication

- Falsifying research or data.
- Changing grades.
- Inventing sources.

Plagiarism

- Submitting another's work as your own.
- Incorrect sourcing and citation.

Facilitation

- Allowing a student to copy off of your paper.
- Sharing test questions with a student from another class.
- Taking a test for someone else.



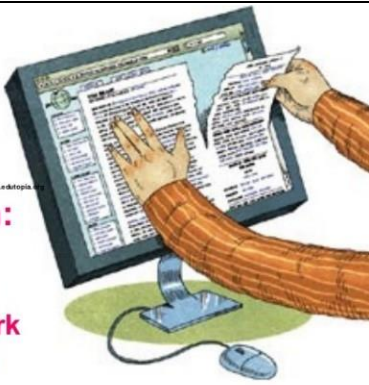
This is not meant to be an exhaustive list of potential instances of Academic Dishonesty.

You are expected to be familiar with the Houston Community 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:

- Copying from another student's 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 that has not been administered;
- Bribing another person to obtain a test that is to be administered.

Plagiarism:
The act of presenting another's work or ideas as your own.



CHEATING IS A CHOICE, NOT A MISTAKE.

iiiketoquote.com



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 Dishonesty refer to http://distance.hccs.edu/decounseling/DE_student_handbook.htm).

Basic Standard of Conduct - According to its policy on student conduct, Houston Community College views college-level students as adults who subscribe to a basic standard of conduct, which requires that they not violate any municipal, state or federal laws.

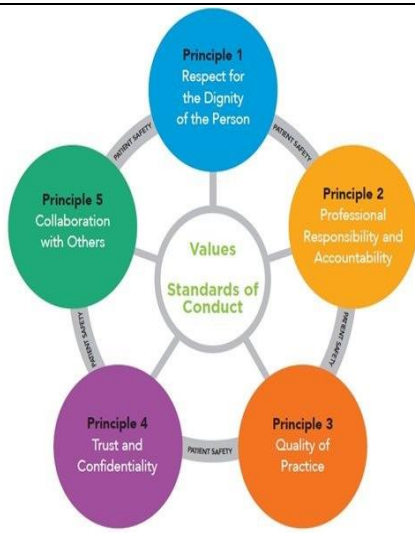
Accordingly, HCC has a duty and corollary disciplinary power to protect its educational purpose of setting standards of conduct and regulations of the use of district property. Moreover, a student's membership in the community of scholars is a privilege and carries with it obligations to participate in and contribute to the educational mission of the college and to avoid any behavior that is contrary to that mission. Therefore, no student may disrupt or otherwise interfere with any educational activity being performed by a member of the college district.

In addition, no student may interfere with his/her fellow students' right to pursue their academic goals to the fullest in an atmosphere appropriate to a community of scholars. An instructor may establish additional reasonable behavioral guidelines for his/her class.

Any student failing to abide by appropriate standards of conduct during scheduled college activities may be required by the instructor or another college official to leave that day's class or activity.

Take responsibility for your education - Instructors are here to create a learning environment – whether or not you learn depends on your willingness to listen, ask appropriate questions, and do the work necessary to pass the course.

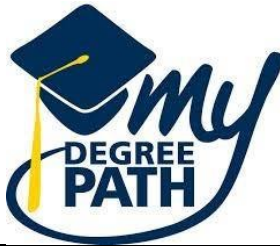
Come to class prepared – turn your work in on time - Complete assigned reading before coming to class. Make sure to bring common classroom supplies such as a pencil, paper, textbook, test materials, etc. along with completed homework. Students who attempt to complete their assigned homework in classroom at the last minute often earn lower grades and are more likely to miss deadlines.



Practice common courtesy - Remember that in college, as in every other area of life, politeness and respect count. Do not have private conversations with your neighbors during class. Turn off cell phones and beepers. The noise is distracting to other students. Respect all opinions. Others may have different ideas and opinions, they many ask questions that you perceive to be “stupid,” but they deserve the same level of respect from you as you wish from them.

Respect your instructor - Openly challenging the instructor’s knowledge or authority in the classroom or online is improper. If you have differences with your instructor’s information or teaching methods, you may want to discuss your issues with the instructor through email Inbox or outside of the classroom in a non-confrontational manner.

Degree Plan



Students are encouraged to file a degree plan with a Counselor or the Business Administration Department for the certificate and/or degree plan. Please ask your instructor for Degree Plan information or contact the Business Administration Department for information about filing a degree plan.

Virtual Career Center

The Virtual Career Center assist HCC Students and Alumni with career planning, assessments, job search and soft-skills training. Orientations and registration are available at all Southwest College Campuses.



If you have any questions or concerns about the course and/or course assignments, **please contact to ME so that WE can resolve any issues.** If your concerns are not resolved, **THEN**, you are encouraged to meet with **Department Chair, Business Technology, located at Stafford Campus.**

THE SYLLABUS IS SUBJECT TO CHANGE.

When changes occur, the instructor will advise the students during class time.

It will be the student’s responsibility to check the announcements and emails.



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.



This is the end of the syllabus!

