



**Division of College Readiness
Academic Student Success Department**

EDUC 1300: Learning Framework | Lecture | #13427, #13428

Spring 2020 | 16 Weeks (1.21.2020-5.17.2020)

In-Person | Eastside 313 | MW 8 a.m.-9:20 a.m.

Online | Remote | MW 8 a.m.-9:20 a.m./9:30 a.m. – 10:50am

3 Credit Hours | 48 hours per semester

Instructor Contact Information

Instructor:	Mia Armour, M.Ed	Office Phone:	713-718-7000
Office:	Online	Office Hours:	MW 8 a.m. – 11 a.m. By appointment.
HCC Email:	mia.armour@hccs.edu	Office Location:	Online (WebEx or determined by instructor)

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

The best way to contact me is through email at mia.armour@hccs.edu. If you are unable to reach me and need immediate assistance, please contact our department administrative assistant, Ms. Debbie Hussmann by email at Debbie.Hussmann@hccs.edu or by phone at 713-718-7858. I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings.

What's Exciting About This Course

This course is about you! Through research and experience, Houston Community College has determined that many life and career management skills are necessary for students to make the most of their college investment. A student success course is designed to prepare students for the demands of college and for success in the world of work. This course emphasizes setting priorities, time management, note-taking, learning/concentration techniques, retention of information, book analysis, comprehension techniques, and test-taking skills. This course also incorporates modules that are designed to facilitate the use of library databases in conducting research, career exploration, planning and setting educational

objectives, lifelong career assessment, decision-making, financial aid, financial planning, tutoring, and student support services enabling the student to maximize the use of college resources.

My Personal Welcome

Welcome to EDUC 1300: Learning Framework! It is my distinct pleasure to be your instructor this semester! This course will provide you with the tools to help you be successful in college and after. Take this course seriously because it could be one of the most important courses you take throughout your collegiate career. One of my goals this semester is to help you feel confident as you embark upon the rest of your studies. I will guide you, cheer for you, coach you, and hold you accountable. This class as well as your other courses will require time management, dedication, and motivation. You are capable of completing this course successfully, and it is my greatest desire that you do! Please work hard to avoid falling behind, keep up with the due dates, complete your assignments as they are assigned, and always know that you can ask me for help. I look forward to working with you this semester!

Prerequisites and/or Co-Requisites

The only requirements for this course are that you have taken the TSI Assessment. You are not required to achieve any specific scores. This is a college level course, and you will be required to read and submit college level work. Please carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

Canvas Learning Management System

Every section of EDUC 1300 uses [Canvas](https://eagleonline.hccs.edu) (<https://eagleonline.hccs.edu>) to supplement in-class assignments, exams, and activities. In most cases, you will be required to submit assignments both online and in class. Please always be aware of the desired form of submission for each assignment. I will also help to be sure you are aware. You will discover that you have student examples for each major assignment. Review these examples to ensure you are submitting your assignments correctly and that you are meeting the expectations for each assignment.

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

HCC Online Information and Policies

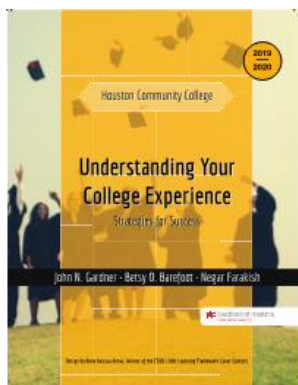
Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: <http://www.hccs.edu/online/>

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

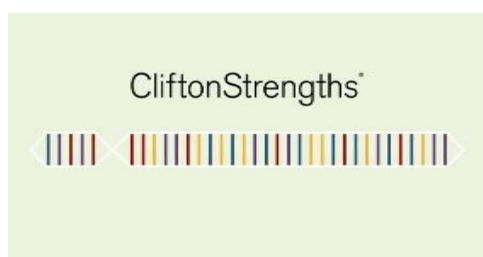
Textbook Information



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

“Understanding Your College Experience, Strategies for Success 2nd Edition” by Gardner, Barefoot, and Farakish. (2017). ISBN: 9781319337834

The custom textbook for this class may **ONLY** be purchased at any HCC bookstore, brand new for \$57.85. It is bundled in a package that contains the text as well as a LaunchPad access code you will need to use for this course. **Do not throw any items away that are packaged with your textbook.** Temporary access to LaunchPad is available for a limited time (up to 21 days) to give you access to the online textbook and LaunchPad assignments while you are arranging to obtain your texts and permanent codes. **The LaunchPad code for this course is not sold separately online.** Order your book here: [HCC Bookstore](#)



The access code listed below is **also required** for this course.

Clifton Strengths for Students

Purchase from the HCCS bookstore for \$20.00 or \$11.99 directly from their website. Purchase the access code from the Clifton website here: [StrengthsQuest](#)

Temporary Free Access to E-Book

You will be able to register for free temporary access to the textbook and LaunchPad. You can register through your EagleOnline course when the course becomes active on the first day of class.

Other Instructional Resources

Publisher’s Digital Workbook (LaunchPad)

Launchpad is an online learning system that accompanies your textbook. Students will be required to complete weekly assignments within the system. Launchpad assignments will be accessible inside of EagleOnline. A new textbook purchased from the HCCS Bookstore is required to access Launchpad.

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

EDUC 1300 is a study of the research and theory in the psychology of learning, cognition, and motivation; factors that impact learning; and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. In addition, the course focuses on numerous college, career, and life management topics necessary for students to make the most of their college investment.

Core Curriculum Objectives (CCOs)

EDUC 1300 is a part of the social and behavioral sciences you will study in the HCCS core curriculum. The HCCS Academic Student Success Program Committee has specified that this course addresses the following core objectives:

- **Critical Thinking Skills (CT):** students will demonstrate creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information through researching career and project information, analyzing information, and synthesizing information to create a final product (essay and presentation).
- **Communication Skills (COM):** students will demonstrate effective development, interpretation and expression of ideas through written, oral and visual communication on various assignments, the career research essay, and by creating and presenting a group project.
- **Empirical and Quantitative Skills (EQS):** students will demonstrate the manipulation and analysis of numerical data or observable facts resulting in informed conclusions by determining the annual salary needed to maintain a desired standard of living, determining the median salary and job outlook for their career field, comparing the cost of living in Houston to other cities, synthesizing this information and determining if the student will be able to live a comfortable lifestyle

in Houston with their proposed salary as well as explaining the conclusions drawn from the analysis.

- **Teamwork (TW)**: students will demonstrate the ability to consider different points of view and to work effectively with others to support a shared purpose or goal throughout the course in various activities, assignments, and the group presentation.
- **Social Responsibility (SR)**: students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities by considering the skills the student will acquire in training for their proposed field and seeking volunteer organizations or charities to explain how they could use those skills to serve the community.
- **Personal Responsibility (PR)**: students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making through weekly case studies and activities throughout the course.

Program Student Learning Outcomes (PSLOs)

EDUC 1300 is the only course offered by the Academic Student Success program, thus the program student learning outcomes and course student learning outcomes are the same as listed below.

Course Student Learning Outcomes (CSLOs)

Upon completion of EDUC 1300, the student will be able to:

1. Develop and use an academic/personal/professional action plan to include long-term goals, with detailed emphasis on time spent at HCCS.
2. Identify and use strategies to manage your time, energy, finances, and personal responsibilities.
3. Identify and use various services at HCCS.
4. Identify strategies to increase learning, motivation, memory, test-taking abilities, note-taking abilities, and reading comprehension.
5. Learn and practice essential skills of academic, career, and personal success.

Learning Objectives

SLO #1: Develop and use an academic/personal/professional action plan to include long-term goals, with detailed emphasis on time spent at HCCS.

- 1.1 Create and prioritize short-term and long-term goals related to your academic/personal/professional development at HCCS.
- 1.2 Use inventories or assessments to identify career interests, values, and abilities.
- 1.3 Examine various career options and use available resources (e.g. career center, college library, etc.) to research and analyze information pertaining to career options.
- 1.4 Select an academic/workforce pathway and select a degree plan.
- 1.5 Construct and use an academic plan to achieve career goals and select classes for subsequent semesters.
- 1.6 Learn and demonstrate etiquette appropriate for transitioning from college to sustained employment.
- 1.7 Practice the strategies of collaborative learning and team building.

SLO #2: Identify and use strategies to manage your time, energy, finances, and personal responsibilities.

- 2.1 Through careful time analysis, determine and practice strategies to manage your time.
- 2.2 Develop and follow a financial plan to support your academic goals.
- 2.3 Evaluate and use strategies to balance academic and personal responsibilities.

SLO #3: Identify and use various services at HCCS.

- 3.1 Discuss your educational/career plans with an advisor or appropriate personnel at HCCS.
- 3.2 Use HCCS websites and publications (especially the college catalog) to locate pertinent college information.
- 3.3 Identify and utilize tutoring services provided on-campus or online.
- 3.4 Identify and utilize campus resources.

SLO #4: Identify strategies to increase learning, motivation, memory, test-taking abilities, note-taking abilities, and reading comprehension.

- 4.1 Identify personal learning styles and develop effective study skills/learning strategies based on individual results.
- 4.2 Identify personal strengths and weaknesses to develop successful strategies.
- 4.3 Apply knowledge of learning to adapt to various classroom environments.
- 4.4 Attend a library orientation/instruction session to access resources and technologies available on campus and online.
- 4.5 Practice information literacy skill building by utilizing library sources and technology.
- 4.6 Participate in experiential learning activities such as those linked to career selection and/or community service.
- 4.7 Understand and apply strategies to improve memory.
- 4.8 Learn and use strategies for effective note-taking, reading, and test-taking.
- 4.9 Understand how grit, growth mindsets, and motivation impact learning.

SLO #5: Learn and practice essential skills of academic, career, and personal success.

- 5.1 Use oral, written, and visual communication (e.g. PowerPoint) to express oneself effectively.
- 5.2 Use social networking and electronic communications appropriately as defined by the rules of netiquette.
- 5.3 Learn what constitutes academic dishonesty and plagiarism.
- 5.4 Learn and practice critical thinking and problem solving.
- 5.5 Construct a plan to promote social and personal development (e.g. physical and mental wellness plans, volunteer/service learning, participate in co-curricular activities).

Student Success

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 departmental final exam
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook

Assignments, Exams, and Activities

Written Assignments

Assignments have been developed that will enhance your learning. You will be required to successfully complete these assignments. Please see the Course Calendar for due dates.

Instructor's Choice Class Assignments (excluding LaunchPad) (30%)

Assignment 1: Campus Resources Scavenger Hunt—Students will utilize various strategies to identify resources available on campus.

Assignment 2: Goal Setting Assignment – Students will create goals and action steps to guide them throughout their college careers.

Assignment 3: Annotating and Note Taking Assignment: Students will apply annotation strategies to a selected reading and utilize strategic note taking methods to gather information.

Assignment 4: Time Management Assignment: Students will analyze their time to identify areas of improvement and develop a schedule that will allow them to succeed in college.

Assignment 5: Financial Planning Assignment: Students will analyze spending and develop a budget that will allow them to be successful in college.

Launchpad Assignments (15%)

Students will access LaunchPad through EagleOnline and will be required to complete weekly assignments within the system.

Career Research Essay (10%)

Students will conduct research and prepare a Career Research Essay.

Group Presentation (10%)

Students will conduct research and deliver a group presentation over an assigned topic from the course.

Exams

Knowledge checks are given in the form of quizzes. Two multiple-choice and true/false chapter tests will be given that account for **(15%)** of your total grade. These exams will be administered through Canvas/EagleOnline unless otherwise instructed.

In-Class Activities

During class you will engage in multiple activities to enhance your understanding. You are expected to participate and to have completed the necessary pre-class activities to adequately participate in all activities.

Final Exam

All students will be required to take a comprehensive departmental final exam **(20%)** consisting of 50 multiple-choice and true and false questions. Students will be provided with a final exam study guide.

Grading Formula

Grading Percentages:

15% Assessments
 20% Final Exam
 15% Launchpad Activities
 20% Instructor's Choice Assignments
 20% Career Essay and Oral Group Presentation
 10% Discussion Board
100% Total

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
 F = 59 and below 0 points per semester hour
 FX (Failing due to non-attendance) 0 points per semester hour
 IP (In Progress) 0 points per semester hour

W(Withdrawn) 0 points per semester hour
 I (Incomplete) 0 points per semester hour
 AUD (Audit) 0 points per semester hour

IP (In Progress) is given only in certain developmental courses, not this class. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. 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.

Incomplete Policy:

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.

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

Course Calendar

* *Subject to Change*

***Most Launchpad Assignments are due weekly on Sunday nights.**

Week Number	Lecture Topic & Activities	Reference Chapters	Assignment Due Dates
1	Introduction to the course The Essentials for College Success	EagleOnline Chapter 1	Assignment 1: Begin the Campus Resources Scavenger Hunt Assignment Due: 1/26/ 2020
2	Reading to Learn from College Textbooks	Chapter 6	Assignment 2: Complete Goal Setting Due: 2/2/2020
3	Getting the Most Out of Class	Chapter 5	Assignment 3: Complete Annotating & Note Taking Assignment Due: 2/9/2020
4	Managing Time, Energy, & Money	Chapter 3	Assignment 4: Begin Time Management Assignment Due: 2/23/2020 Test 1: Chapters 1, 6, 5 & 3 Due: 2/16/2020
5	Discovering How You Learn	Chapter 4	Assignment 4: Complete Time Management Assignment Due: 2/23/2020
6	Making the Right Career Choice	Chapter 12	Begin Assignment 5: Financial Planning Assignment Due: 4/12/2020
7	Collecting, Evaluating, and Using Information	Chapter 9	
8	Studying, Understanding, and Remembering	Chapter 7	Test 2: Chapters 4, 12, 9, & 7 Due: 3/22/2020

9	Extended Break due to COVID-19 March 15-March 29th		
10	Career Research Essay & Conferences Cultivating Motivation, Resilience, and Emotional Intelligence (3/30-4/5)	Chapter 2	Career Research Essay Due: 4/12/2020 Test 2: Chapters 4, 12, 9, & 7 Test 2 DUE: 3/29 Discussion Board Launch Pad Assignments
11	Taking Tests Successfully (4/6-4/12)	Chapter 8	Assignment 5: Complete the Financial Planning Assignment Due: 4/26/2020 Launch Pad Assignments Discussion Board
12	Thinking in College (4/13-4/19)	Chapter 10	Discussion Board Launch Pad Assignment
13	Maintaining Wellness and Relationships in a Diverse World (4/20-4/26)	Chapter 11	Financial Planning Assignment Due: 4/26/2020 Launch Pad Assignments Discussion Board
14	Study for final exams, Catch-up on assignments, Prepare group presentations (4/27-5/3)	Various Resources	Discussion Board Launch Pad Assignments
15	Group Presentations (5/4-5/10)		Group Presentations Due: Week of May 3, 2020 See Schedule Discussion Board
16	Final Exam (5/11-5/13 DUE)	Chapters 1-12	Week of May 10, 2020 See Schedule

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

No make-up tests will be given to students who miss a test due to tardiness or absence unless they receive permission from the instructor to be absent or the assessment is missed due to an emergency. Some in-class quizzes cannot be made up for any reason. If you know you will be absent on the day of a quiz or test, when a written assignment is due, or when your presentation is scheduled, it is your responsibility to make arrangements with the instructor.

All assignments should be turned in at the beginning of class on the day they are due. Assignments turned in after that will be considered late.

Any assignment not submitted by deadline can be turned in ONE DAY late for a 10-point penalty. Any assignment more than one day late will receive a grade of zero. If you are absent on the day an assignment is due, you must turn it in as soon as you return to class.

Grades for assignments will be updated within a week of due date.

Academic Integrity

All students are expected to submit original work that is free from collusion. 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/student-procedures/>

Attendance Procedures

It is imperative that you attend class in order to be successful. You are expected to attend all scheduled classes. Although ***it is your responsibility to drop a course for nonattendance***, the instructor has the authority to drop you for excessive absences. You may be dropped from a course prior to the college drop deadline (see academic calendar) once you accumulate absences in excess of 12.5 percent of the total hours of instruction (lecture and lab). For a 3 credit hour lecture class meeting 3 hours per week (48 hours of instruction), you can be dropped after **6 hours of absence (after missing more than 3 classes)**. The 6 hours includes accumulated minutes for arriving late to class and leaving class early and lab time missed. In an online class, the equivalent would be failing to turn in assignments for two weeks.

Student Conduct

Students are expected to maintain a cooperative and collaborative learning environment. Disrespect of others and unnecessary distractions in the learning environment will not be tolerated.

Instructor's Course-Specific Information (As Needed)

No make-up tests will be given to students who miss a test due to tardiness or absence unless they receive permission from the instructor to be absent or the assessment is missed due to an emergency. Some in-class quizzes cannot be made up for any reason. If you know you will be absent on the day of a quiz or test, when a written assignment is due, or when your presentation is scheduled, it is your responsibility to make arrangements with the instructor.

All assignments should be turned in at the beginning of class on the day they are due. Assignments turned in after that will be considered late.

Any assignment not submitted by deadline can be turned in ONE DAY late for a 10-point penalty. Any assignment more than one day late will receive a grade of zero. If you are absent on the day an assignment is due, you must turn it in as soon as you return to class.

Grades for assignments will be updated within a week of due date.

Electronic Devices

It is everyone's responsibility to monitor the use of electronic devices in a respectful manner. Devices that prove to be distracting will not be permitted.

"Misuse of Electronic Devices in the Classroom

The use of electronic devices by students in the classroom is up to the discretion of the instructor. **Any use of such devices for purposes other than student learning is strictly prohibited.** If an instructor perceives such use as disruptive and/or inappropriate, the instructor has the right to ask the student to terminate such use. If the behavior continues, the student may be subject to disciplinary action to include removal from the classroom or referral to the dean of student services for further disciplinary action. "- HCC Student Handbook

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

EGLS³

The EGLS³ ([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. EGLS³ 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

Dr. Pamela Bilton Beard, Pamela.Biltonbeard@hccs.edu, 713.718.5567