

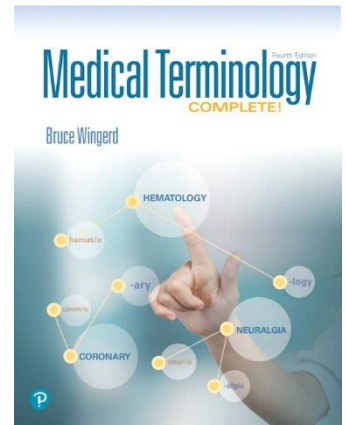




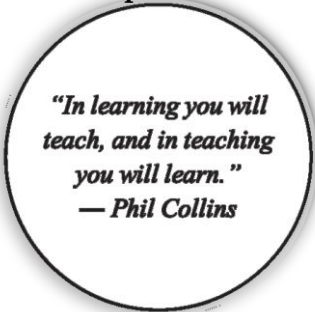
HOUSTON COMMUNITY COLLEGE

MDCA 1313 MEDICAL TERMINOLOGY

MYMEDICALTERMINOLOGYLAB ACCESS IS REQUIRED


8 WEEKS



Semester	Fall, Spring
Instructor Contact Information 	Professor Mia D. Taylor Eagle Online Course eMail Inbox Canvas System Please feel free to contact me concerning any problems that you are experiencing in this course. Students do not need to wait until they have received a poor grade before asking for my assistance. Student performance in my class is very important to me. I am available to hear student concerns and to discuss course topics. Office hours are available upon request. I am here to Help "U" sUcceed!
Office Location and Hours	Houston Community College System <i>Houston Community College System</i> By Appointment Only <i>Distance Education</i>
Campus Carry 	At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at http://www.hccs.edu/district/departments/police/campus-carry/ .
Course Location/Times	Eagle Online Course Learning Management System Canvas ~ Distance Education
Course Semester Credit Hours (SCH) (lecture, lab)	3 credit hours (2 Lecture, 0 Lab)
Total Course Contact Hours	48 hours per semester
Type of Instruction	Lecture
Course Description 	A study and practical application of a medical vocabulary system. Topics include structure, recognition, analysis, definitions, spelling, pronunciation, and combination of medical items from prefixes, suffixes, roots, and combining forms. Course Level: Introductory End-of-Course Outcomes: Define terms and abbreviations which apply to the structural organization of the body; analyze and identify terms and their components from a list, including prefixes, suffixes, roots, and combining forms; pronounce, spell, and define medical terms; and interpret the contents of a written patient medical scenario.
Course Length (number of weeks)	8 Weeks
Course Prerequisite(s)	<ul style="list-style-type: none"> • ENGL 0300 or 0347 • LEAD 1370 or GUST 0342 (9th-11th Grade Reading) • MATH 0306 (Basic Math Pre-Algebra)



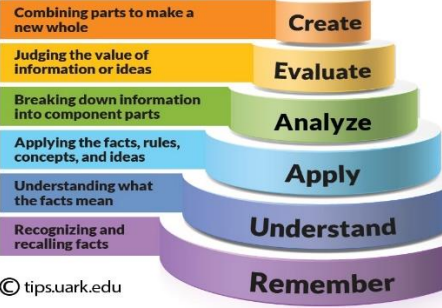
Academic Discipline/CTE Program Learning Outcomes



Program Learning Outcome

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 (SLO): 4 to 7



© tips.uark.edu

1. Students will use Greek and Latin word parts and the rules for connecting them to form medical terms by using prefixes, word roots, combining forms and suffixes to build medical words.
2. Students will demonstrate certain body systems according to anatomical terms, word parts and medical terms by illustration.
3. Students will learn the basic medical terminology including an overview of pathogenesis, pathology, diagnosis, manifestations, detection and treatment of common medical/surgical disease or conditions.
4. Students will learn to recognize certain body systems according to anatomical terms, word parts and medical terms.

Learning Objectives
(Numbering system should be linked to SLO - e.g., 1.1, 1.2, 1.3, etc.)



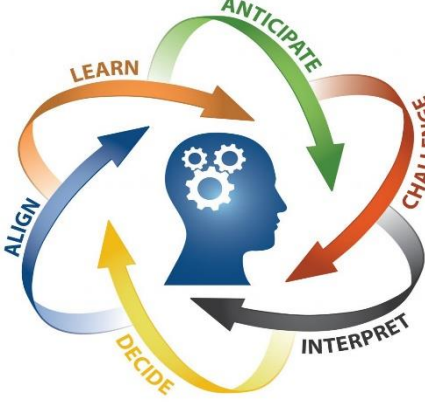
- 1.1 Students will use Greek and Latin word parts and the rules for connecting them to form medical terms by using prefixes, word roots, combining forms and suffixes to build medical words.
- 1.2 Students will demonstrate certain body systems according to anatomical terms, word parts and medical terms by illustration.
- 1.3 Students will learn the basic medical terminology including an overview of pathogenesis, pathology, diagnosis, manifestations, detection and treatment of common medical/surgical disease or conditions.
- 1.4 Students will learn to recognize certain body systems according to anatomical terms, word parts and medical terms.

Program/Discipline Requirements



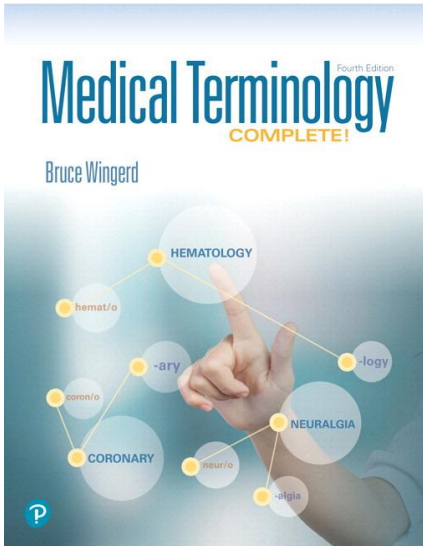
Business Technology is determined to prepare students with the knowledge and skills needed to succeed in today's dynamic work environment. Students in Workforce Development with Critical Thinking must be able to budget their time and perform class-related activities as assigned on a weekly basis. Students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

Student Evaluation



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

Syllabus Quiz	5%
Participation	5%
Assignments	30%
Assessments	20%
Midterm	10%
Final	10%
Essay	20%
Total	100%



REQUIRED TEXTBOOKS:

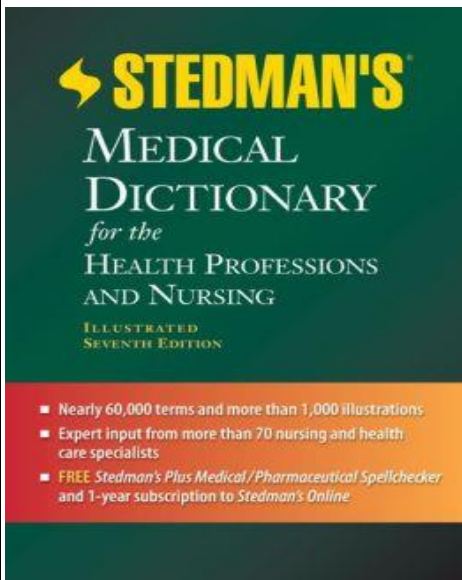
MEDICAL TERMINOLOGY COMP. W/ACCESS

REQUIRED | By WINGERD

- **EDITION:** 4TH 19
- **PUBLISHER:** PEARSON
- **ISBN:** 9780134760599

Today's self-guided learning approach to medical terminology *Medical Terminology Complete!* presents the most current language of healthcare through a programmed, self-guided approach. Students learn the key medical terms used in medical offices, hospitals, and clinics – alongside essential A&P information – and get extensive step-by-step practice building medical terms. The **4th edition** improves clinical training for students poised to enter healthcare careers. New types of exercises after each chapter – Define the Combining Form and Complete the Labels exercises – round out a comprehensive series of practice opportunities.

Reach every student by pairing this text with **MyLab Medical Terminology** MyLab™ is the teaching and learning platform that empowers you to reach every student. By combining trusted author content with digital tools and a flexible platform, MyLab personalizes the learning experience and improves results for each student. With MyLab Medical Technology, students build a solid foundation of medical language through interactive games, Dynamic Study Modules, and narrated lectures. [Learn more](#) about MyLab Medical Terminology.

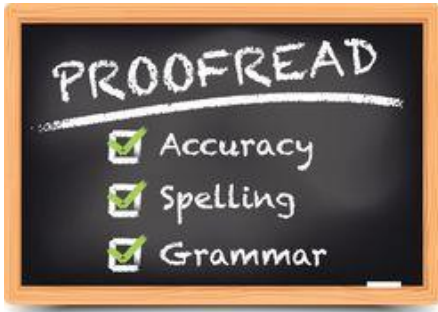


REQUIRED Stedman, Thomas // Stedman's Medical Dictionary for the Health Professions and Nursing; 7th Ed. Lippincott Williams & Wilkins Publishing; Or Latest Edition ISBN: 97816083616922

Featuring more than 56,000 entries, this thoroughly updated Seventh Edition contains the medical terminology used in more than 30 of today's fastest growing health profession areas—plus comprehensive inclusion of entries suited for the nursing field. The book includes 1,000 enriched color images and photographs, a glossy insert with detailed images by Anatomical Chart Company, more than 65 appendices, and cut thumb tabs for quick A-to-Z reference. More than 70 leading consultants from health professions and nursing contributed to the enhancements of this edition.



REQUIRED ESSAY:
Medical Terminology
20% of your Final Grade



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Medical Terminology Essay

Let your creativity flow . . . Your assignment is to write an essay that relates to the use of medical terminology 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. **What is the meaning of Greek and Latin word parts and the rules for connecting them to form medical terms?**
2. **How do we use prefixes, word roots, combining forms and suffixes to build medical words?**
3. **How do we recognize certain body systems according to anatomical terms, word parts and medical terms?**
4. **How would you analyze, define pronounce and spell medical words correctly?**
5. **How do you use the medical dictionary to look up medical terms?**

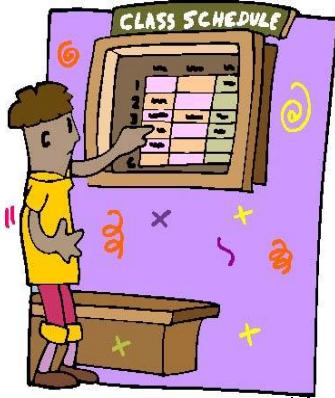
Write a minimum of **10 pages (Title Page, Table of Contents, ≥8 pages of content, Reference Page)**. The actual content of the paper should be at least 8 or more pages, (not to include graphs, pictures, or financial plans/statements), double-spaced in Times New Roman 12 Font. You must include a Reference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

EXTRA CREDIT OPPORTUNITY: 10 EXTRA POINTS!

1. Utilize **HCC Librarian** - Have a librarian (assistant) to review your essay and reference sources to ensure they are cited correctly for **5 EXTRA POINTS** (to receive credit - list the **Librarian's Name and HCC Campus & Phone**).
2. Utilize **HCC UPSWING** recommendations and incorporate the changes into your final paper for **5 EXTRA POINTS** (to receive credit - **upload the UPSWING recommendations as well as your final essay**).

PAPERS WILL NOT BE ACCEPTED AFTER THE DUE DATE

Weekly Schedule



16 Week Schedule

MyMedicalTerminologyLab Assigned for EACH CHAPTER	
Week	Lecture & Assignment
1	Welcome to the Class Orientation & Syllabus Quiz
1	<p>CHAPTER 1: INTRODUCTION TO WORD PARTS AND WORD CONSTRUCTION</p> <p>Learning Objectives</p> <p>The Programmed Learning Approach</p> <p>Constructed and Nonconstructed Terms</p> <p>The Word Parts</p> <p>Forming Words from Word Parts</p> <p>Chapter Review</p>
1	<p>CHAPTER 2: UNDERSTANDING SUFFIXES</p> <p>Learning Objectives</p> <p>Getting Started with Suffixes</p> <p>Suffix Introduction</p> <p>Suffixes That Indicate an Action or State</p> <p>Suffixes That Indicate a Condition or Disease</p> <p>Suffixes That Indicate Location, Number, or a Quality</p> <p>Suffixes That Indicate a Medical Specialty</p> <p>Suffixes That Indicate a Procedure or Treatment</p> <p>Chapter Review</p>
1	<p>CHAPTER 3: UNDERSTANDING PREFIXES</p> <p>Learning Objectives</p> <p>Getting Started with Prefixes</p> <p>Prefix Introduction</p> <p>Prefixes That Indicate Number or Quantity</p> <p>Prefixes That Indicate Location or Timing</p> <p>Prefixes That Indicate a Specific Quality About a Term</p> <p>Chapter Review</p>
2	<p>CHAPTER 4: THE HUMAN BODY IN HEALTH AND DISEASE</p> <p>Learning Objectives</p> <p>Organization of the Body</p> <p>Anatomy and Physiology Introduction</p> <p>Medical Terms Introduction</p> <p>Understanding Medical Reports</p> <p>Chapter Review</p>
2	<p>CHAPTER 5: THE INTEGUMENTARY SYSTEM</p> <p>Learning Objectives</p> <p>Anatomy and Physiology Terms</p> <p>Medical Terms of the Integumentary System</p> <p>Signs and Symptoms of the Integumentary System</p> <p>Diseases and Disorders of the Integumentary System</p> <p>Treatments, Procedures, and Devices of the Integumentary System</p> <p>Abbreviations of the Integumentary System</p> <p>Chapter Review</p> <p>Medical Report Exercises</p>
2	<p>CHAPTER 6: THE SKELETAL AND MUSCULAR SYSTEMS</p> <p>Learning Objectives</p>

	<p>Anatomy and Physiology Terms Medical Terms of the Skeletal and Muscular Systems Signs and Symptoms of the Skeletal and Muscular Systems Diseases and Disorders of the Skeletal and Muscular Systems Treatments, Procedures, and Devices of the Skeletal and Muscular Systems Abbreviations of the Skeletal and Muscular Systems</p> <p>Chapter Review Medical Report Exercises</p>
3	<p>CHAPTER 7: BLOOD, THE LYMPHATIC SYSTEM, AND IMMUNOLOGY Learning Objectives Anatomy and Physiology Terms Medical Terms of the Blood, the Lymphatic System, and Immunology Signs and Symptoms of the Blood, the Lymphatic System, and Immunology Diseases and Disorders of the Blood, the Lymphatic System, and Immunology Treatments and Procedures of the Blood, the Lymphatic System, and Immunology Abbreviations of the Blood, the Lymphatic System, and Immunology</p> <p>Chapter Review Medical Report Exercises</p>
3	<p>CHAPTER 8: THE CARDIOVASCULAR SYSTEM Learning Objectives Anatomy and Physiology Terms Medical Terms of the Cardiovascular System Signs and Symptoms of the Cardiovascular System Diseases and Disorders of the Cardiovascular System Treatments, Procedures, and Devices of the Cardiovascular System Abbreviations of the Cardiovascular System</p> <p>Chapter Review Medical Report Exercises</p>
3	<p>CHAPTER 9: THE RESPIRATORY SYSTEM Learning Objectives Anatomy and Physiology Terms Medical Terms of the Respiratory System Signs and Symptoms of the Respiratory System Diseases and Disorders of the Respiratory System Treatments, Procedures, and Devices of the Respiratory System Abbreviations of the Respiratory System</p> <p>Chapter Review Medical Report Exercises</p>
4	<p>CHAPTER 10: THE DIGESTIVE SYSTEM Learning Objectives Anatomy and Physiology Terms Medical Terms of the Digestive System Signs and Symptoms of the Digestive System Diseases and Disorders of the Digestive System Treatments, Procedures, and Devices of the Digestive System Abbreviations of the Digestive System</p> <p>Chapter Review Medical Report Exercises</p>
4	<p>CHAPTER 11: THE URINARY SYSTEM Learning Objectives Anatomy and Physiology Terms Medical Terms for the Urinary System Signs and Symptoms of the Urinary System Diseases and Disorders of the Urinary System</p>

		<p>Treatments, Procedures, and Devices of the Urinary System</p> <p>Abbreviations of the Urinary System</p> <p>Chapter Review</p> <p>Medical Report Exercises</p>
	4	<p>CHAPTER 12: REPRODUCTIVE SYSTEM AND OBSTETRICS</p> <p>Learning Objectives</p> <p>Anatomy and Physiology Terms</p> <p>Medical Terms for the Reproductive System and Obstetrics</p> <p>Signs and Symptoms of the Male Reproductive System</p> <p>Diseases and Disorders of the Male Reproductive System</p> <p>Treatments, Procedures, and Devices of the Male Reproductive System</p> <p>Signs and Symptoms of the Female Reproductive System</p> <p>Diseases and Disorders of the Female Reproductive System</p> <p>Treatments, Procedures, and Devices of the Female Reproductive System</p> <p>Signs and Symptoms of Obstetrics</p> <p>Diseases and Disorders of Obstetrics</p> <p>Treatments, Procedures, and Devices of Obstetrics</p> <p>Sexually Transmitted Infections (STIs)</p> <p>Abbreviations of the Reproductive System and Obstetrics</p> <p>Chapter Review</p> <p>Medical Report Exercises</p>
	5	<p>CHAPTER 13: THE NERVOUS SYSTEM AND MENTAL HEALTH</p> <p>Learning Objectives</p> <p>Anatomy and Physiology Terms</p> <p>Medical Terms for the Nervous System and Mental Health</p> <p>Signs and Symptoms of the Nervous System</p> <p>Diseases and Disorders of the Nervous System</p> <p>Treatments, Procedures, and Devices of the Nervous System</p> <p>Mental Health Diseases and Disorders</p> <p>Abbreviations of the Nervous System and Mental Health</p> <p>Chapter Review</p> <p>Medical Report Exercises</p>
	5	<p>CHAPTER 14: THE SPECIAL SENSES OF SIGHT AND HEARING</p> <p>Learning Objectives</p> <p>Anatomy and Physiology Terms</p> <p>Medical Terms for the Special Senses of Sight and Hearing</p> <p>Signs and Symptoms of the Eyes and Sight</p> <p>Diseases and Disorders of the Eyes and Sight</p> <p>Treatments, Procedures, and Devices of the Eyes and Sight</p> <p>Signs and Symptoms of the Ears and Hearing</p> <p>Diseases and Disorders of the Ears and Hearing</p> <p>Treatments, Procedures, and Devices of the Ears and Hearing</p> <p>Abbreviations of the Eyes and Ears</p> <p>Chapter Review</p> <p>Medical Report Exercises</p>
	5	<p>CHAPTER 15: THE ENDOCRINE SYSTEM</p> <p>Learning Objectives</p> <p>Anatomy and Physiology Terms</p> <p>Medical Terms for the Endocrine System</p> <p>Signs and Symptoms of the Endocrine System</p> <p>Diseases and Disorders of the Endocrine System</p> <p>Treatments, Procedures, and Devices of the Endocrine System</p> <p>Abbreviations of the Endocrine System</p>

6 **Medical Term Essay**

7 **Final Exam**

8 **End of Course**

Student Assignments



1. Students will use Greek and Latin word parts and the rules for connecting them to form medical terms by using prefixes, word roots, combining forms and suffixes to build medical words.
 - a. No assignments selected for this outcome
2. Students will demonstrate certain body systems according to anatomical terms, word parts and medical terms by illustration.
 - a. No assignments selected for this outcome
3. Students will learn the basic medical terminology including an overview of pathogenesis, pathology, diagnosis, manifestations, detection and treatment of common medical/surgical disease or conditions.
 - a. No assignments selected for this outcome
4. Students will learn to recognize certain body systems according to anatomical terms, word parts and medical terms.
 - a. No assignments selected for this outcome

Student Assessment(s)



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

1. Students will use Greek and Latin word parts and the rules for connecting them to form medical terms by using prefixes, word roots, combining forms and suffixes to build medical words.
 - a. No assessments selected for this outcome
2. Students will demonstrate certain body systems according to anatomical terms, word parts and medical terms by illustration.
 - a. No assessments selected for this outcome
3. Students will learn the basic medical terminology including an overview of pathogenesis, pathology, diagnosis, manifestations, detection and treatment of common medical/surgical disease or conditions.
 - a. No assessments selected for this outcome
4. Students will learn to recognize certain body systems according to anatomical terms, word parts and medical terms.
 - a. No assessments selected for this outcome

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

INSTRUCTOR GRADING CRITERIA

Syllabus Quiz	5%
Participation	5%
Assignments	30%
Assessments	20%
Midterm	10%
Final	10%
Essay	20%
Total	100%

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/distance-education/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://cfile3.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.

EGLS3 -- EVALUATION FOR GREATER LEARNING STUDENT SURVEY SYSTEM

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.*



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

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."

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, Houston, TX 77266-7517
 (713) 718-8271 or Institutional.Equity@hccs.edu

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.



**HCC ADA STATEMENT
(Services to Students
with Disabilities)**



HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including 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/district/students/disability-services/>

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:

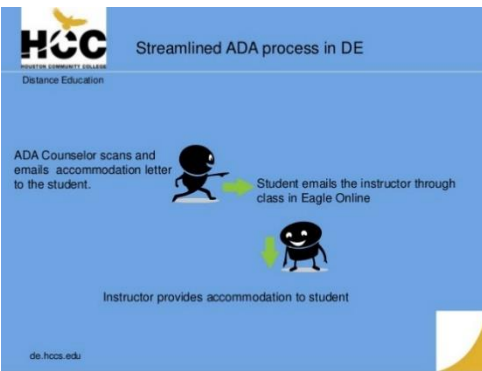


Disability Support Services Offices:

- ❖ 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.



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.

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.

Fabrication

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

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



Plagiarism:

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



COLLABORATION - ONLINE QUIZZES



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 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 may 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 Mrs. Willie Caldwell, Department Chair, Business Technology.

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.

WWW.PHDCOMICS.COM



This is the end of the syllabus!

