**Business Administration**

**Southwest College**

**BUSG 1301 – Introduction to Business**

**CRN # 32120**

**Class Section 0001**

**3 credit hours (3lecture)-48 hours per semester- 12 weeks**

**from 09/22/2012 to 12/16/2012**

**2:00 PM to 6:00PM (Includes 24 Hrs online instruction)**

**Face to Face class from 2:00 PM to 4:00 PM**

**(Midterm and Final 2:00 PM to 6:00PM)**

**In Class Instruction at West Loop Campus Southwest College, Room C224**

**SCANS Competencies Included**

**INSTRUCTOR: Uma Pochampalli**

**INSTRUCTOR CONTACT INFORMATION:**

***Phone*: 281-265-7137 (Message Only)**

***E-mail*:** **uma.pochampalli@hccs.edu**

**uma\_pochampalli@hotmail.com**

**OFFICE LOCATION AND HOURS**

I am here to assist you in the completion of this course. The information below will give you an opportunity to discuss any issues that you may have in a private setting. Please feel free to contact me concerning any challenges that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear student concerns and just to discuss course topics. My office hours are:

By Appointment

**FINAL EXAM: Dec 09, 2012**

**LAST DAY FOR ADMINISTRATIVE & STUDENT WITHDRAWALS:**

**Nov 12, 2012**

**COURSE DESCRIPTION**

Fundamental business principles including structure, functions, resources, and operational processes.

**COURSE PREREQUISITE**

NONE

**INSTRUCTIONAL MATERIALS: Textbook**

• Kelly, Marce and McGowen, Jim, BUSN 5, South-Western Cengage Learning

ISBN: 9781111971700

**PROGRAM LEARNING OUTCOMES**

1. Identify essential management skills necessary for career success.

2. Describe the relationships of social responsibility, ethics, and law in business.

3. Examine the role of strategic human resource planning in support of organizational mission and objectives.

4. Describe the impact of corporate culture and atmosphere on employee behavior.

**STUDENT LEARNING OUTCOMES**

Upon completion of this course, the student should be able to:

• Describe the scope of business enterprise in the nation and the world today;

• identify major business functions of accounting, management, marketing, and economics;

• describe the relationships of social responsibility, ethics, and law in business;

• *and define and apply business terminology.*

**SCANS**

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

• Define the skills needed for employment,

• Propose acceptable levels of proficiency,

• Suggest effective ways to assess proficiency, and

• Develop a dissemination strategy for the nation’s schools, businesses, and homes.

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

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

1. **Resources**—An ability to identify, organize, and allocate time, money, materials, space, and people. Much of what you do in the classroom can help students develop competency with resources. Emphasize planning skills in relation to preparing, working, and completing assignments.

2. **Interpersonal**—Skills to participate as a member of a team, teach others, serve customers, exercise leadership, negotiate, and work with others possessing diverse backgrounds. Cooperative/collaborative learning activities are an effective way to teach interpersonal skills. In discussions after group activities, emphasize interpersonal lessons and challenges of the activities.

3. **Information**—An ability to acquire, organize, evaluate, interpret, and communicate information along with using computers to process information. Competency with information is basic to any classroom. Emphasize those efforts to master information skills prepare students for future employment.

4. **Systems**—An understanding of social, organizational, and technological systems; an ability to monitor and correct performance; a competence in the design and improvement of systems. Look for opportunities for students to use critical thinking skills to identify and analyze systems in their school, community, nation, and world.

5. **Technology**—The knowledge and skill to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot software and hardware. Although there are many forms of technology that can be used in your class, computers create real interest and opportunities for your students. Encourage your students to make computers an important part of their education, whether the computers are used in self-paced learning or in group projects.

The following skills will be developed in 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 following are examples of how these skills may be incorporated in this course.

• Applying Systems Knowledge

• Understanding systems by participating in ongoing Business Analysis Exercises (BAE) to gain a better understanding of the free market economy. An individual report will be given to the class and evaluation based on content and presentation.

• Monitor/correct systems performance by participating in a think-pair-share exercise and writing a short in class essay analyzing the free market system and suggesting ways for improvement. The exercise will be evaluated based on content and grammar.

• Design/improve systems by preparing a report showing results of the choices made through the semester’s BAE’s and what action was taken to improve results.

• Demonstrating Basic Skills

• Reading and Speaking by reporting and presenting information gathered through the BAEs—individually and through collaborative learning.

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.

**12 Week Fall Second start Course Calendar**

|  |  |  |
| --- | --- | --- |
| **September 22** | **Saturday** | **Classes begin** |
| **September 22-October 5** |  | **70% Refund** |
| **October 2** | **Tuesday**  | **Official Day of Record** |
| **October 6-9** | **Sat- Tues** | **25% Refund** |
| **October 15** | **Monday**  | **Priority Deadline for Summer Completion of Degrees or Certificate**  |
| **November 12** | **Monday 4:30 PM** | **Last Day for Administrative/ Student Withdrawals** |
| **November 21** | **Wednesday**  | **No night classes before Thanksgiving** |
| **November 22-25** | **Thurs- Sun** | **Offices closed-Thanksgiving Holiday** |
| **December 9** | **Sunday** | **Instruction Ends** |
| **December 9** | **Sunday**  | **Finals face to face at West Loop college** |
| **December 16** | **Sunday** | **Semester Ends** |
| **December 17** | **Monday**  | **Grade due- 12:00 Noon** |
| **December 21** | **Friday**  | **Grades available to students** |
| **December 19- January 1** |  | **Offices closed Christmas Break** |

**BUSG 1301**

**Weekly Activity Schedule**

***WEEKLY SCHEDULE OF ASSIGNMENTS***

***Fall Second start SESSION***

 **Class TEXTBOOK CHAPTERS**

 1 September 23 Introduction Syllabus Review

 Business Networking Day & Exercise

 Chapter 1 Business Now

 Online Chapter 2 Economics: Framework for Business

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* Business Topics assigned this week…\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

2 September 30 Chapter 3 The World Market Place: Business without Borders

 Online Chapter 4 Business Ethics and Social Responsibility: Doing Well by Doing Good

3 October 7 Chapter 5 Business Communication: Creating and Delivering Messages that Matter

 Online Chapter 6 Business Formation: Choosing the Form that Fits

4 October 14 Chapter 7 Small Business and Entrepreneurship

 Online Chapter 8 Accounting & Finance

5 October 21 **2:00PM to 6:00PM** **MIDTERM**  **Midterm Multiple Choice Chs 1-Ch 8**

 **Individual Project Presentation**

 Individual Business Analyses due (Your Report of the company you choose to study)

 6 October 28 Chapter 9 Aquiring and Using Funds to Maximize Value

 Online Chapter 10 Financial Markets

 7November 4 Chapter 11 Marketing: Building Profitable Customer Connections

 Online Chapter 12 Product and Promotion: Creating and Communicating Value

 8 November 11 Chapter 13 Distribution and Pricing: Right Product, Right Person, Right Price, Right Place

 Online Chapter 14 Management, Motivation, and Leadership: Bringing Business to Life.

9 November 18 Chapter 15 Human Resource Management: Building a Top- Quality Workforce

Online Chapter 16 Managing Information and Technology: Finding New Ways to Learn and Link

10 December 2 Chapter 17 Operations Management: Putting It All Together

11 December 9 **2:00 PM to 6:00PM** **FINAL EXAM Multiple Choice Chs 9-Chs 17**

**Group Project Due**

**Assignments**

 October 7 October 28November 18

Questions from the chapters covered will be provided online during the semester, one week before the due date.

**Business Analysis Exercises (Individual)**

From the beginning of the semester, through midterm, each student will choose a publicly traded company to track and to report on. Once a company is chosen by a student, it cannot be changed (so don’t ask). You will be required to answer a variety of questions on your company by keeping a portfolio of quick questions, and short essays and by ultimately creating both a written report and oral presentation regarding the background of the company, its mission and vision and your observations.

**Individual Business Topic Presentations**

In class two, we will discuss business communication. As I have mentioned, it is important that all successful business professionals, executives, and entrepreneurs speak and present well. This is your opportunity to work on this much-needed skill. Please note that any external references, must be noted in the presentation, and on your PowerPoint slides. Please create and include an outline of your presentation (this can be created in PowerPoint).

**Business Analysis Group Project**

After the midterm until the project’s due date (see “Course Calendar”), each student will work in an assigned group of at least 3 (5 students maximum) on a business analysis group project. This project will require you to create a written report and oral presentation on a company that you will select as a team.

*The written report is to include the following:*

• Gains and losses of your company per the New York Stock Exchange (I recommend that you begin tracking this from day one, instead of attempting to gather the information closer to the due date).

• Background and history of the company

• Current operations/projects

• Your teams observations based on the current operations for your assigned company.

• **The written report is to be done in MLA format—including bibliography and sources cited IN THE CONTENT OF THE PAPER…no exceptions.**

*About the oral presentation:*

Your team oral report should be no more than 30 minutes long (an overage will affect your grade) and should be done with a PowerPoint presentation.

**The oral presentation will focus on the company’s current operations and**

**your recommendations for what they can do in the future. Please include a**

**brief overview of your company’s background and history, but the bulk of**

**the presentation should focus on the operations and your team’s**

**recommendations.**

**Also, the Scans tests are excellent and the grading scale is in the rubric.**

**Other notes: The questions given should be included with the assignments and the tests.**

**INSTRUCTIONAL METHODS**

BUSG 1301 is a required course for certain Business Technology certificates and AAS degrees.

I am very excited about having each of you in this course. It is my goal for each of you to learn and to have a phenomenal experience during the semester. There is a strong writing and presentation component in all of my classes; however, don’t let this deter you or discourage you from being a successful student. In business, it is necessary that you write (and speak) well, so I have created this class so that you will not only have the opportunity to hone these skills, but also so that you can show off the amazing intelligence you possess ☺.

Remember, I am here for you and I want nothing more than for you to be successful. You will definitely get out of this course the energy and effort that you put in it—so, let’s have fun and make something great happen!

**STUDENT ASSIGNMENTS**

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

**Late Assignments WILL NOT BE ACCEPTED…NO EXCEPTIONS!!!**

**Instructions for submitting assignments**: Assignments should be submitted during the class period in a tangible (paper) format; email assignments will not be accepted unless prior arrangements have been made.

**Make-Up Test Policy**

No make-up exams will be given.

**INSTRUCTOR REQUIREMENTS**

As student 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 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**:**

• **Attend class ON-TIME and participate in class activities**

• Read and comprehend the textbook

• Complete the required assignments and exams on time:

• Ask for help when there is a question or problem

• Complete the field study with a 80% or better passing score

**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 Computer Applications I must be able to budget their time and perform class-related activities as assigned on a weekly basis. Opportunities are provided for students to recognize the important role personal qualities play in the office environment and activities have been enhanced to help students develop the attitudes and interpersonal skills that are in demand by employers.

**Degree Plan**

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

<http://www.hccs.edu/hccs/current-students/career-planning-and-resources>

**GRADING**

**HCCS Grading System**

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

**Grade Score Points Required\***

A-Excellent 100-90

B-Good 89-80

C-Fair 79-70

D-Passing 69-60

F-Failure 59 and below

**\*In this course, I use points to determine your final grade.**

**Student Evaluation**

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

**Assignments Points Available**

**Assignments 1,2,3 5 each =15 points**

Individual Business Analysis Portfolio 15

Individual Business Topic Presentation 15

Mid Term 15

Group Business Analysis Project 15

Final Examination 15

Class Attendance and Participation: 10

**PLEASE NOTE: Habitual lateness will earn you only 1 of these 10 points. Also, to be assured of the 10 points in addition to active participation in the class, each student must be present at least a minimum of 10 classes, without being tardy. Being tardy is either coming late to the class or leaving early.**

Total Points Available 1000

**INSTRUCTIONAL MATERIALS**

• Kelly, Marce and McGowen, Jim, BUSN 5, South-Western Cengage Learning

ISBN: 9781111971700 [www.cengage.com](http://www.cengage.com)

• **I recommend/require that each student purchase a separate three-prong FOLDER (not notebook)**

**to keep track of your Business Analysis Exercises until the end of the term.**

**STUDENT INFORMATION**

A student handbook is available on the College website: http:/www.hccs.edu. Look under the student subheading to get detailed information concerning students attending Houston Community College System (HCCS). Data such as withdrawal policies, refund policies, incomplete, late assignments, make-ups, extra credit, grading system, attendance requirements, and other details are included in the student handbook.

**HCC COURSE WITHDRAWAL AND ATTENDANCE POLICY**

**HCC Course Withdrawal Policy (updated 7/26/2010)**

Beginning Fall 2007, the State of Texas imposes penalties on students who drop courses excessively. Students are limited to no more than SIX total course withdrawals throughout their educational career at a Texas public college or university.

To help you avoid having to drop/withdraw from any class, contact your DE professor regarding your academic performance. You may also want to contact your DE counselor to learn about helpful HCC resources (e.g. online tutoring, child care, financial aid, job placement, etc.). 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.

Students should check HCC’s Academic Calendar by Term for drop/withdrawal dates and deadlines.

If a student decides to drop or withdraw from a class upon careful review of other options, the student can drop online prior to the deadline through their HCC Student Service Center:

https://hccsaweb.hccs.edu:8080/psp/csprd/?cmd=login&languageCd=ENG

Please contact the HCC Registrar’s Office at 713.718.8500 to determine mini-term class withdrawal deadlines.

**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 Blackboard 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 Blackboard 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.

**International Students**

Contact the International Student Office at 713-718-8520 if you have questions about your visa status.

**Policies and Procedures for Distance Education Students with ADA Accommodations**

**Procedures to Obtain Accommodation Letters:**

1. Students with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc) who needs to arrange reasonable accommodations must contact the appropriate HCC campus [Disability Support Services](http://www.hccs.edu/hccs/future-students/disability-services) (DSS) Counselor at the beginning of each semester. Instructors are authorized to provide only the accommodations requested by the DSS office.
2. Students who register for online DE courses must notify their campus Disability Support Services Counselor after they register, so that the DSS can then forward the accommodation letter, by email or fax, to DE Counseling.
3. The DE Counseling staff will send the student an email confirming that the accommodation letter was received and it will be forwarded to the Instructional Support Specialists (ISS) assigned to each course.
4. The ISS will then email the accommodation letter to the student’s instructor and keep a record of those instructors who confirm receipt of the email.

**Instructional Support Specialist (ISS) Responsibilities:**

1. Forward the DE counselor’s email with attached Student Accommodation Notification form and accommodation letter to each instructor.
2. Note whether the instructor confirms receipt of the email.
3. Assist with testing arrangements (times, date, location, test drop off and pick up).

**Testing Procedures for On-Site Exams:**

1. Students with an on-site DE exam with Extended Time and/or a Special Chair accommodation can test at one of the three [**Distance Education Testing Locations**](http://de.hccs.edu/de/additional-resources/testing-locations).
2. Students with an on-site DE exam with a Distraction Limited Environment, Reader/Scribe, and/or Assistive Technology accommodation should schedule an appointment with a[**College Campus Testing Center**](http://www.hccs.edu/hccs/future-students/testing/hcc-testing-locations)**,** and make arrangements with their instructor to drop off their exam with the College Campus Testing Center.

**Instructor Responsibilities:**

1. Instructors must accept and should confirm receipt of the accommodation letter with their assigned Instructional Support Specialist (ISS), whether sent (via email, fax or snail mail) by Distance Education, the student, or DSS Counselor.
2. Instructors are responsible for providing the approved accommodations exactly as noted on the accommodation letter, no more or less, and must do so in a timely manner. Instructors should ***not*** provide the accommodations retroactively (i.e. allow students an accommodation for a previous assignment prior to when the accommodation was issued).
3. Instructors who require on-site exams MUST:
	* Arrange for the ADA student to test at a [**Distance Education Testing Location**](http://de.hccs.edu/de/additional-resources/testing-locations) if the student requires Extended Time and/or a Special Chair. **3100 Main is not a testing location for ADA students.**
	* Arrange for the ADA student to test at a [**College Campus Testing Center**](http://www.hccs.edu/hccs/future-students/testing/hcc-testing-locations) if the student requires a Distraction Limited Environment, Reader/Scribe, and/or Assistive Technology. ***Distance Education Testing Locations* do not offer Distraction Limited Environment, Reader/Scribe, and Assistive Technology accommodations. 3100 Main is not a testing location for ADA students.**
4. Instructors are responsible for providing the College Campus Testing Center with the exam and adhering to the College Campus Testing Center’s procedures. Assigned ISS can assist with testing arrangements (times, date, location, test drop off and pick up).
5. For questions regarding Distance Education Testing Locations or College Campus Testing Center arrangements, please contact your assigned Instructional Support Specialist.
6. For assistance or concerns about the actual accommodation issued, contact the College Campus Disability Support Services Office listed on the accommodation letter.
7. For assistance setting up “Extended Time” in Blackboard or Eagle Online, contact DE Tech Support at 713-718-5275 option 3 or complete the online help form at <http://de2.hccs.edu/Vista_Admin/>.

**Student Responsibilities:**

1. Students with a documented disability are strongly encouraged to request accommodations early (i.e., at least one week prior to a quiz or exam) to allow sufficient time for accommodations to be arranged.
2. Students should notify their Disability Support Services Office when enrolling into a DE course.
3. Students are encouraged to discuss their accommodations with their instructors each semester.
4. Students should contact their instructor’s DE ISS one week prior to all on-site exams to make arrangements: 713-718-5275 option #1.

0Students with an on-site DE exam with Extended Time and/or a Special Chair accommodation can test at one of the three [**Distance Education Testing Locations**](http://de.hccs.edu/de/additional-resources/testing-locations).

1. Students with an on-site DE exam with a Distraction Limited Environment, Reader/Scribe, and/or Assistive Technology accommodation should schedule an appointment with a[**College Campus Testing Center**](http://www.hccs.edu/hccs/future-students/testing/hcc-testing-locations)**,** and make arrangements with their instructor to drop off their exam with the College Campus Testing Center.
2. It is recommended that students take a copy of their accommodation letter with them to on-site testing locations to better facilitate the accommodation.
3. Students should be aware of College Campus Testing Center and Distance Education Testing Locations’ hours and procedures.
4. Complete the [AskDECounseling form](http://de-counseling.hccs.edu/StudentSignIn/) for additional DE questions or help.

**Disability Support Services Counselor Information:**

1. Please provide students interested in DE courses withthe following

information:

* 1. Students are encouraged to be proficient with computers and have easy access to a reliable Internet connection.
	2. Students who want to take GUST 1270, LEAD 1200, MATH 0306, 0308, 0312, and ENGL 0310 online through DE must demonstrate passing scores on the [SmarterMeasure](http://de.hccs.edu/de/distance-education-readiness/smartermeasure), an online readiness assessment.
	3. Students should notify their Disability Support Services Office when enrolling into a DE course.
	4. DE courses often require an extra amount of time, motivation, and self-discipline. Though they are more flexible due to the nature of online courses they can often be more difficult.
	5. Although DE courses are delivered online, many courses require students to meet on-campus for orientation, labs, and/or exams.
	6. DE students should be aware of [**College Campus Testing Center**](http://www.hccs.edu/hccs/future-students/testing/hcc-testing-locations)and [**Distance Education Testing Location**](http://de.hccs.edu/de/additional-resources/testing-locations)hours and procedures.
	7. Students should complete the [AskDECounseling form](http://de-counseling.hccs.edu/StudentSignIn/) for additional DE questions or help.
1. Once a student enrolls in a DE course, send/scan the student’s accommodation

letter to the attention of DE Counseling by email decounseling@hccs.edu (preferred) or by fax 713-718-5388.

* 1. **Please include the student’s contact number and email address on**

**the accommodation letter.**

* 1. Students are encouraged to have their letter submitted to Distance

Education **at least one week in advance of a quiz or exam.**

1. Discuss with students that Distraction Limited Environment, Reader/Scribe,

and/or Assistive Technology accommodations for on-site Distance Education exams must be arranged with a College Campus Testing Center. ***Distance Education Testing Locations* do not offer Distraction Limited Environment, Reader/Scribe, and Assistive Technology accommodations. 3100 Main is not a testing location for ADA students.**

1. Provide the student with College Campus Testing Center information and

procedures for scheduling an exam.

1. Distance Education Testing Locations for on-site DE exams can provide

Extended Time and Special Chair accommodations.

**DE Blurb to be placed on Accommodation letter by DSS Offices:**

**Extended Time for Distance Education Courses:** Instructors who require on-site exams are responsible for making sure the student’s accommodations are in place at the [Distance Education Testing Locations](http://de.hccs.edu/de/additional-resources/testing-locations). Students must contact their instructor’s Instructional Support Specialist one week prior to all on-site exams to make arrangements. For assistance with setting up “Extended Time” in Blackboard or Eagle Online, contact DE Tech Support at 713-718-5275 option 3 or complete the online help form at <http://de2.hccs.edu/Vista_Admin/>.

**Distraction Limited Environment, Reader/Scribe, and/or Assistive Technology for Distance Education On-site Testing:** It is the student’s responsibility to schedule an appointment with a[College Campus Testing Center](http://www.hccs.edu/hccs/future-students/testing/hcc-testing-locations) to obtain the accommodations of Distraction Limited Environment, Reader/Scribe, and/or Assistive Technology, if their Distance Education exam is on-site. It is the instructor’s responsibility to make sure the student tests in a distraction limited environment or make arrangements with a College Campus Testing Center. [*Distance Education Testing Locations*](http://de.hccs.edu/de/additional-resources/testing-locations) *and 3100 Main do not offer Distraction Limited Environment, Reader/Scribe, and Assistive Technology accommodations.*

**DE Student Handbook**

The Distance Education Student Handbook contains policies and procedures unique to the DE student. It is the student's responsibility to be familiar with the handbook's contents and part of the mandatory orientation.  The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars.  Refer to the DE Student Handbook by visiting this link:  [http://de.hccs.edu/de/de-student-handbook](https://webmail.hccs.edu/owa/redir.aspx?C=ba50d958e0e047e3ae4bcd4762f5bc3d&URL=http%3a%2f%2fde.hccs.edu%2fde%2fde-student-handbook)

**ONLINE TUTORING**

HCC provides free online tutoring in writing, math, science, and other subjects. How to access AskOnline: Click on the Ask Online button in the upper right corner of the Blackboard course listings page. This directs students to the HCC AskOnline Tutoring site: <http://hccs.askonline.net/>

Use your student ID or HCC e-mail address to create an account.

Instructions, including a 5-minute video, are provided to make you familiar with the capabilities of this service.

**ACADEMIC DISHONESTY**

You are expected to be familiar with the College's Policy on Academic Honesty, found in the catalog and student handbook. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. “Scholastic dishonesty”: includes, but is not limited to, cheating on a test, plagiarism, and collusion.

**Cheating** on a test includes:

• Copying from another students’ test paper;

• Using materials not authorized by the person giving the test;

• Collaborating with another student during a test without authorization;

• Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test 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/de-counseling/DE\_student\_handbook.htm.

**CLASSROOM BEHAVIOR**

As instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, students are asked to respect the learning needs of student classmates and assist student instructor achieve this critical goal.

**NOTE TO STUDENT: If you have any questions or concerns about the course and/or course assignments, please come to me so that we can resolve any issues. If your concerns are not resolved, you are encouraged to meet with Ms. Willie Caldwell, Department Chair, at 713-718-7807 or Room N109, Scarcella Building.**

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, 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 division chairs for continual improvement for instruction. Look for EGLS3 as part of the Houston Community College Student System online near the end of the term.