Dr. Sparks welcomed the students. She shared that student roundtables/forums have been held for more than 20 years at each district site in the fall and spring semesters. Students are part of our continuous quality improvement. You are part of the team and this is your time to share your viewpoint on ways to improve...constructive criticism. Your ideas/concerns could improve the experience for future students. She added that comments discussed today will be shared with appropriate department for comment and any actions that might be needed and then a status will be provided. Dr. Sparks also informed the students that issues which are personal will be handled on a one-on-one basis for confidentiality. Dr. Sparks then reviewed the fall 2015 items, followed by students sharing their concerns/suggestions/comments.

Student attendance is on file in the San Angelo Executive Dean’s office.

<table>
<thead>
<tr>
<th>SUGGESTIONS/COMMENTS/QUESTIONS</th>
<th>RESPONSE/ACTION TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td></td>
</tr>
<tr>
<td>1. Thank you for the police officers on campus. They have all been friendly and well received.</td>
<td>Comment to be shared – no further action</td>
</tr>
<tr>
<td>2. Tutoring:</td>
<td></td>
</tr>
<tr>
<td>a. We receive concerns about tutoring on a daily basis. We understand that this is being addressed by the LEADS initiative, but we wanted to remind the administration of how desperate this need is and thank you in advance for what is to come.</td>
<td>Dr. Sparks shared that funding for the last two years has been difficult and cuts were made that we did not want to make and this has impacted student services. Dr. Sparks also explained that the college as well as other community colleges saw a decrease in state funding. Howard College also had a decrease in enrollment. Dr. Sparks clarified the enrollment for the San Angelo site is about 1,000 students who could be affected by an increase whether it be a fee or increase in tuition. Dr. Sparks then explained how community colleges get their revenue which is through tuition and fees, state funding for contact hours, gifts and grants and taxes. She pointed out that the San Angelo site does not have a tax base. Dr. Sparks further explained Howard College funding for the past few years, noting that in 2011/2012 the college had more contact hours, but still received less funding from the state because of the recession. She understands that the funding issues are impacting our service to you and this is frustrating. Dr. Sparks also clarified that the Perfecting Achievement in Student Success (PASS) grant and Quality Enhancement Plan...Learn. Experience. Achieve Defined Success (LEADS) will help some with the tutoring, but not immediately...will be better, but not at the level it was two years ago.</td>
</tr>
<tr>
<td>b. There is only one Math tutor available from</td>
<td></td>
</tr>
<tr>
<td>b. HCSA would like to increase tutoring hours and topics if funds were available. Currently HCSA</td>
<td></td>
</tr>
</tbody>
</table>
2:00pm-4:30pm and if there are five or more people, then your time with the tutor is very limited. English tutor is available. The level of helping students has faded away. If funding is limited then why not ask for maybe a $25 increase for the needs not being met, Library to include color printing, tutoring and Wi-Fi...indicated that most students would not mind, if the increase was identified for the specific services noted. There are 3,000 students, so that amount could be as much as $75,000. Could we have a student vote for tuition increase for tutoring, Wi-Fi and library services to include printing?

tutoring center has a part time biology tutor and a half part time math tutor. On the faculty side, General Studies, Career & Technical Education and Health Professions faculty are providing tutoring during their office hours in their office. In the high demand areas like English and Math, this has opened the door for 20 hours of available help from 4 different faculty members. This is a new way for students to utilize tutoring, but it is a tutoring service.

This year the college received a grant to create PASS Centers' district wide. The PASS Center grant includes limited funds for tutoring. Mike Hemmeter has been named the Director of Student Support-SA/District Title V PASS Grant Assistant Activity Director/PASS Center Coordinator-SA and will take on the PASS Center initiative March 1, 2016. Mike has been reviewing the grant budget and available funds for tutoring. He will be creating a detailed tutoring budget and plans to increase tutoring hours for math this semester.

Funding for tutoring will remain limited going into the 2016/2017 budget year and the tutoring funding in the PASS grant decreases in year two. The student body could recommend a fee increase to the San Angelo Executive Dean for the 2016/2017 budget to provide increased tutoring services, additional color printing cartridges for the library and for the purchase and installation of additional Wi-Fi access points to increase reliability. However, this proposal as well as all proposals for tuition and fee increases must be reviewed by District Cabinet. District Cabinet would then make a recommendation to the Howard County Junior College District Board of Trustees for final approval in August 2016, but any fee increases would not take effect until Fall 2016. The costs to be considered in a fee increase recommendation include the following pricing:

- Tutors are paid $12.00 per hour. Number of hours of tutoring desired would need to be determined to complete cost estimate.
- The color ink cartridges run between $102.52 to $195.19. There are 4 different color cartridges that go in all three color printers for a total cost per printer of $502.75. That is $1,508.25 for 3 color printers. The cartridges are changed out, on average, every 2 to 3 weeks. Ink cartridges yield between 4,000 to 5,000 pages per cartridge. The Librarian has budgeted $10,000 for supplies which includes ink cartridges for 2015/2016. If current usage continues then we anticipate a shortage of appropriately $5,000 for the current budget year. Librarian to request an overall increase for the 2016/2017 supply budget.
- Wi-Fi access points cost approximately $540 each. Howard College would recommend having an engineering study completed to determine the number and location for additional access points. The estimated cost of the study would be $2,000.

Dr. Sparks explained that a way to get support for the site would be a maintenance tax, but could only be up to five cents per $100 of taxable property value. This could be through a school district, city or county. It would begin with a local petition to the taxing body. Then to
3. **We still have no signs or directories around campus.** We understand that resources are limited, but this is important and a long time in coming.  

Signage and directories were not included in the construction project. Preliminary discussions have been held in the Facilities Department but no plans developed. Once it has been determined what type of signage is needed, cost estimates will be requested. If reasonable, the money will be requested in the 2016/2017 budget.

SGA Officers and Caryn Truitt have been asked to determine what the student body would like to see in signage and directories, put a plan together and provide a cost estimate to the Facilities Department and San Angelo Council for approval to submit in the 2016/2017 budget year. Because the budget will have limited funds the signage/directories will need to be prioritized for installation. The money will be requested in the 2016/2017 or over multiple years depending on the total cost.

4. **In varying degrees, it seems to take a long time to receive responses to Student Forum issues.** We would like to ask the administration if this process can be expedited.  

Items shared at the Student Forum may be simple to address or may require research by multiple people or review by a committee before providing a response. The expectation will be to have all responses to questions provided within 30 days of the Student Forum.

5. **We are all looking forward to seeing what becomes of the PASS grant and the LEADS initiative with great anticipation and excitement.** Please let students and faculty know what exactly is in store for everyone soon.  

**HC LEADS:**

There is a lot to look forward to in the LEADS program! The Quality Enhancement Plan (QEP) Taskforce has been working for over 1 year on the development of the HC LEADS...Your Way program (our QEP initiative). We have had meetings with faculty and staff throughout this time and have been continuing to gather student input through informal surveys, etc.

In order to share our “current status” with everyone, we have included information about the program on our website at this address: [http://www.howardcollege.edu/about-hc/qep.html](http://www.howardcollege.edu/about-hc/qep.html) and will continue to keep this site updated. The program timeline for implementation is also included at this site and should clarify for students’ when/how the program will be implemented.

We are going to begin a pilot at both the Big Spring and San Angelo sites that will be serving up to 20-24 students at each location. Full implementation of the program, serving the initial target population, will begin in Fall 2017.

As we move forward, a substantial marketing campaign will be carried out for the program’s full implementation in Fall 2017.

**PASS Grant Overview:**
The PASS Grant is divided into four components.

- **Component 1: Implementation of a Student Information System**
  - Howard College will research, purchase, and implement a new Student Information System.
  - The new system will help HC track students better and will enable the use of more student support resources. This will help HC serve students more effectively and efficiently.
  - The new SIS should be purchased by September 2016 and implementation should begin shortly after that.

- **Component 2: Student Resources**
  - PASS Centers will be developed at Big Spring, San Angelo, SWCID and Online. PASS Centers will encompass mentoring, advising, testing, and tutoring so that students receive an academic coaching experience rather than a segmented experience. The PASS team will develop a new district-wide Academic Coaching Philosophy for Howard College. The PASS Grant has a minimal amount of money for Academic Coaches in the four PASS Centers.
  - Personnel for the new PASS Centers have been identified/hired and they will begin developing the new PASS Centers in March. Complete implementation will take some time. While complete implementation of the PASS Centers will be solid by the end of the 2016-17 Fiscal Year, sites should see the implementation of the new Coaching Philosophy by Fall 2016. A team will be working on the Academic Coaching Philosophy and will be attending a workshop this summer to help solidify this new philosophy and to write a strategic plan for the PASS Centers.

- **Component 3: Professional Development**
  - The PASS Grant personnel will develop a targeted and strategic set of professional development/training activities for academic coaches (advisors, tutors, testing personnel, mentors). This will provide these individuals with the tools needed to help students succeed in their educational endeavors.
  - Personnel will work with advisors, tutors, testing personnel, and mentors to determine what issues need to be addressed for the professional development activities and will develop a training schedule.

- **Component 4: Development of Online Degrees**
  - Through the PASS Grant, Howard College will develop two completely online degrees. The degrees have not been determined at this point. A team will be assembled to determine the appropriate degrees and will work to implement them.
  - The first online degree is to be developed by September 2018 and the second by September 2019.

**NOTE:** Components 2 & 3 support the goals and objectives of the QEP LEADS program by developing the PASS Centers, the new Academic Coaching Philosophy and providing a strategic plan for professional development to coaches and mentors associated with the LEADS program.
<table>
<thead>
<tr>
<th>COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Calling Student Services</strong></td>
</tr>
<tr>
<td>Particularly close to the beginning of the semester, it is nearly impossible to get anyone in student services - Financial Aid, Registrars, Business Office, or Advising – on the phone. Students sometimes wait several days to hear back from a single person in Student Services. We understand that students standing in line take priority, but many students cannot easily get to campus during breaks, and some of our online students never come to this campus at all. There must be a way for students (or anyone else) to get a hold of someone in those offices during high volume days.</td>
</tr>
<tr>
<td>During registration and last day to pay, the Student Services area is very busy and the goal is to provide the best service possible to all the students as we are working with them. We receive numerous telephone calls and often cannot return calls due to heavy student traffic. In the future if we are unable to listen to the messages during the day, we will try to listen to them during the last hour of the day and return calls the next morning. This will require that some students in the office will be waiting longer to see Financial Aid, Admissions, Advising, and the Business Office.</td>
</tr>
<tr>
<td>The advising team also ensures that business cards are available at the Admissions desk during high traffic times to provide additional contact information, i.e. advisors’ emails, for student use.</td>
</tr>
<tr>
<td><strong>2. Advising</strong></td>
</tr>
<tr>
<td>Students are not getting all the information or the best direction they should from advising. New students are leaving advising unclear about their degree plans, unaware or unclear about New Student Orientations, unaware of student resources, unaware of Student Life opportunities, and without good information on important dates and deadlines pertaining to scholarships, financial aid certificates, prerequisites and requisite deadlines for pre-health profession students, etc.; they are not given enough information in any way. There is not even enough printed literature with necessary information, steps, and important dates for various degree and certificate plans offered by Howard College. Of the brochures we do have, many are incomplete and vague. Expecting new students to go through the entire catalogue on their own is impractical. We understand that Advising is an entry level department and has a high turnover rate by nature, but as such, our advisors need better training and to be held to higher expectations initially. The Student Government Association has observed that when</td>
</tr>
<tr>
<td>Dr. Sparks did explain that there is an advising component included in both the PASS Grant and the Quality Enhancement Plan LEADS. (See more detail in item #5 above)</td>
</tr>
<tr>
<td>The advising team provides all new and current students with a printed copy of their degree plan. Advisors highlight courses on the degree plans for students to identify which courses are complete and incomplete. Additionally, advisors provide academic planning notes indicating the semester and year to take each course. Flyers concerning New Student Orientation are available on each advisor’s desk and students are reminded of the date during registration. Advisors are regularly updated with tutor center hours, library hours, testing center hours, instructors’ office hours, etc. to provide students with resources available to them.</td>
</tr>
<tr>
<td>Pre-health profession students are provided with degree plans noting all requirements necessary to apply to the program including pre-requisites, health professions orientation dates, testing dates and registration sites, program application deadlines, etc. Pre-health students are also advised to check back with advisors regularly as health professions programs can undergo changes in requirements. Howard College’s degrees and certificates are provided on the website with detailed degree plans consisting of courses required.</td>
</tr>
<tr>
<td>For clarification, it should be noted that the advising positions are not entry level positions, they are classified as professional staff.</td>
</tr>
<tr>
<td>Brochures were updated in September 2015 to provide up-to-date information.</td>
</tr>
</tbody>
</table>
students are unsure of their resources and of their requisite next steps in their academic career path, they are at much greater risk of not completing and not reaching their full academic potential. The student body wants to know that this issue will be thoroughly addressed.

We understand that the LEADS program promises this, but this program has yet to actually touch the lives of any of the hundreds of students that have come and gone through advising since this initiative was proposed.

The HC LEADS...Your Way program is still in a proposed status. The program will not be formally approved until the SACSCOC on-site visit in October 2016 with implementation in 2017.

It should be clearly noted that the HC LEADS...Your Way program will be serving a target population of students (so that we can begin the program in a manageable way and expand as the program solidifies) and that it will not be replacing the advising process for every student that attends Howard College, on any campus. Advising within the learning clusters of the program is certainly a strong component of the program but will not be touching students outside of the program.

Additionally, and for the response to both questions/issues identified: While the LEADS program does have a targeted population for implementation, the PASS Grant (PASS Centers) will be open for all students. (See PASS Grant Overview above in #5.) PASS Personnel and College Personnel have had discussions on how to address the tutoring situation and are still in the development stages of a proposal. Once all PASS personnel have officially started, the process will begin in earnest. Please be aware that it will take some time but that the team will work as quickly as possible to address this issue. Mike Hemmeter has been hired as the Director of Student Support-SA/District Title V PASS Grant Assistant Activity Director/PASS Center Coordinator-SA and officially started his position February 15, 2016 to begin planning for the PASS Center. An Academic Coaching Philosophy will be developed and implemented incorporating advising, tutoring and testing. A component of the PASS Grant is to develop professional development/training for advisors. Advising, testing and tutoring staff will begin reporting to Mike Hemmeter March 1, 2016.

3. **Howard College Campus/Staff/Faculty/ Administration**
   Communication on campus is a major issue. We are a commuter campus. Our website is difficult to navigate, the catalogue is dense, and many deadlines and campus happenings and changes are not advertised there. We have no single place that students congregate, communicate, and are likely to

   All Howard College employees want our students to be successful. Every employee may not know the answer to a question from a student but every employee should be able to refer the student to the right department or person that will be able to assist the student.

   Advisors: Flyers concerning New Student Orientation are available on each advisor’s desk and students are reminded of the date during registration. Advisors are regularly updated with tutor center hours, library hours, testing center hours, instructors’ office hours, etc. to provide students with resources available to them.
see campus communications. Flyers are ineffective. As such, we rely very heavily on HC employees to be able to answer questions and make needed announcements. As aforementioned, this begins with advising, but the problem extends into classrooms and between staff, faculty, and administration. No one seems to be on the same page and some are often indifferent to student needs—should they fall beyond the purview of their classroom or office. We are here for the small class sizes and more nurturing atmosphere of a community college. As the name suggests we are here for a sense of community, but we are deprived of this when communication is not a priority among our leaders. How will you change this culture and expectation among your employees?

Faculty: All faculty receive updates about events going on at Howard College. Faculty are encouraged to make announcements about events, deadlines and other important information. It should be noted that the time in the classroom is used to deliver classroom material. We do not expect our faculty to be experts in all things regarding the college, but they should be able to point the students to the right department or person that can help them. All faculty want students to be successful.

Administration: Based on the February approved organization and function charts a SA Council will begin meeting once a month to share information between departments. The council members include:
- Chairperson – Executive Dean Jamie Rainey
- Director of Student Support-SA/District Title V PASS Grant Assistant Activity Director/PASS Center Coordinator-SA, Mike Hemmeter
- Director Financial Services, Debbie Ward
- Division Director Workforce Training, Nancy Hernandez
- Student Life & Community Outreach Coordinator, Caryn Truitt
- Instructional Deans – Health Professions, Michelle Trubenstein; Career & Technical Education, Terri Nix; General Studies, Lanna Hubbard
- Associate Registrar, Ofilia Gomez
- Librarian, K elo Hidalgo
- Director Facilities and Fleet Maintenance, Steve Hoelscher
- Associate Director Financial Aid, Amanda Hogeda
- Associate Network Administrator/Lead Tech, David Alvarez
- Site Security, Keith Hidalgo

The meeting dates for the remainder of 2016 will be as follows: March 1, April 12, May 3, June 7, July no meeting, August 2, September 6, October 4, November 1, and December 6. The council meeting participants will be expected to share information with their staff.

4. Bookstore
There seems to be major confusion at the HC Bookstore at the beginning of each semester. We hear many reports of student’s syllabi not matching the books available for them at the bookstore. Instructional Deans reviewed syllabi for some of the courses listed in issue #5 above and found that the Textbook and access code requirements were specifically identified. For the Learning Frameworks course, both instructors identified the Hardcopy with MindTap access or the Ebook with MindTap access. It is noted that the student can purchase one or the other. For BCIS, the syllabus indicated the Hardcopy textbook with MindTap or the Ebook with MindTap. We also reviewed three separate Math instructors’ syllabi and found them to be very specific with the following information: The MyMathLab Student Access Kit contains an electronic version of the textbook. If you wish to purchase a hard copy of the textbook, the information is given above, but a hard copy is NOT required. With the above examples, the Instructional Deans could not identify
Mistakes in this area can end up costing our students hundreds of dollars.

Are faculty members not communicating with the bookstore? Or vice versa? How will this be addressed?

If a student has any confusion over the materials listed in a syllabus he/she should contact their instructor. While students have the ability to pick out their own books in the bookstore, the bookstore staff will assist students with any question or will gladly review what the student has selected to confirm what they have chosen is correct before the student makes the purchase.

We have a process in place for Faculty to provide their textbook selection to the Bookstore. The Bookstore then uses that information to order and stock the appropriate textbooks and/or access codes. This selection process is used each semester.

Faculty communicate every semester with the bookstore on the required, recommended/optional texts in their classes. Syllabi are posted to the website at time of registration with the appropriate textbook information. We continue to have an open communication with the bookstore manager. We appreciate the concern being brought forward. We do not want to cost the student any additional money. We do encourage students to verify with their instructors if there is a question and we also receive questions from the bookstore staff as well.

## 5. Required Course Materials as Denoted by Syllabi

Information on required course materials on many faculty member’s syllabi are not complete or clear and end up costing students hundreds of dollars. Particularly with the emergence of e-books and online course material being required for face-to-face courses (for example: Cengage MindTap for BCIS and Learning Frameworks or Pearson’s MyMathLab), syllabi are not specific enough. Many students spend

Deans in the appropriate areas have reviewed the examples that were listed as unclear. We have attached the syllabi from the examples listed. We are not sure what the confusion is and would love to meet with the students for further explanation. It is up to the individual instructors on what they require for their classes. They can require both the e-text and the full text. That is up to their discretion. They decide what tools will help make the student successful in their courses. However, after reviewing the instructional materials listed in the classes you gave as examples, they offer mostly either/or options. Some books are bundled as that is how they are sold from the publisher. We do not want the students to spend more money than they need to. We will continue
$100-$200 or more on a book required by their syllabus and on the first day of class are told that they still have to spend another $100 on the access code for the online version of the same material. If any sort of e-book lab is required instructors should not recommend the full text; all online labs and e-books contain the same information as the printed texts. How can you address this with faculty?

**6. VCT Courses**

There is great confusion among students who are taking VCT courses. Who do they go to with questions about VCT courses? Students need to be made aware of all resources and all available and pertinent information concerning these courses when they are enrolled.

Questions concerning VCT courses should be directed to Maddie Huth in the Academic Advising Department. Students are provided with the option to take VCT courses when the course they need is not readily available to them at HC. Advisors supply students with printed information of the VCT course they are registering for at registration time. Additionally, students are emailed immediately with further instructions on how to log into Canvas. Students are advised that the classes are fully online and are taken through another college and some courses, i.e. science courses with lecture and labs combined, may be more difficult to take than other courses.

With new people in positions, additional VCT training is needed. We will work with the PASS grant to include VCT essentials in all advisor training sessions coming soon.

**TECHNICAL**

1. Blackboard
   a. Blackboard is still not very user-friendly.
   b. No two instructors use it the same, and some instructors do not use it all.

   c. Additionally, with Beth Boyd’s retirement we have now lost our only go-to person for Blackboard trouble.

   d. Beth was also in charge of Blackboard Orientations.

   e. The link on Blackboard for an orientation still takes one to the HC website containing (now

   a. No specific examples given to address.
   b. We created the template for consistency however faculty are free to develop content as they see fit as long as they adhere to minimum requirements set forth and approved in the eLearning policies. Posting grades, assignments, etc. are not a requirement of all instructors, unless they teach totally online. For totally online, each class has to adhere to the template, but we cannot require those who do not teach online to use Blackboard. That’s not policy.

   c. While there is not a designated person on site, there is a Blackboard help desk. If a student is having trouble with Blackboard the best remedy is for students to contact Blackboard help desk right away as we monitor it until 10:00 pm, 365 days per year. The contact info is on the Blackboard login page as well as on several pages on the HC website and the My Institution tab inside Blackboard.

   d. Kym Clark and Greg Gabehart will take care of the Blackboard student orientations at each site.

   e. Kym has updated this on the web page.
out-of-date) information naming Beth Boyd as the contact for Orientations. The Video Tutorials link takes one to YouTube to a plethora of random videos for specific issues; it can be very overwhelming, especially to students who have never used Blackboard at all.

f. Both of these links are easy to miss because the Blackboard homepages are so extremely cluttered that one is easily overwhelmed by text and seemingly superfluous information.

g. Can the administration continue to address these ongoing issues with Blackboard? Who will be taking over Beth Boyd’s role with Blackboard? Please update the HC website and the link to it on Blackboard accordingly.

2. Howard College Website
The site is dense, difficult to navigate, and lacks news of campus happenings and many deadlines and important dates. It is considered a nearly irrelevant resource by most students.

Agreed, there are some issues regarding the site as we attempt to basically run 4 sites in one. This does create some difficulty in navigation of the site – because it is very, very large! The college district has one employee who manages the website in addition to other duties. In response to the campus happenings/activities and deadlines/important dates – we believe that a new and improved student portal will address these concerns. This kind of information is typically contained in a student portal where they will be able to view their individual information and see calendar information they choose. Of course, this won’t happen until we get the new Enterprise Resource Planning system up and operational.

We do have some changes planned for the website but these changes cannot be implemented until after the SACSCOC off site review is completed. The Information / Outreach / Recruitment planning team has developed an objective to make some areas more visible for easier access and to assist with navigational issues. We expect for this objective to be completed by the end of June 2016.

3. Wi-Fi
Why has this issue not been resolved?? Internet connections are still completely unreliable on campus, but particularly throughout the West Texas Training Center. Especially considering the increasing

Work orders for Wi-Fi issues have decreased dramatically over the last few years because of systematic upgrades to the system. As budget allows additional access points have been added. Two new access points have been added in the Rapid Response room this budget year at the estimated cost of $540 each.
amount of online course material, this is absolutely unacceptable on a college campus. Our classes and our grades are directly affected and stressed by this issue. If this issue is not addressed immediately by the administration, the student body will call a meeting with relevant technical personnel on campus. It is hard for students to get to IT when they are in class; sometimes it says you are connected, but nothing happens; problems needs to be fixed. Connections in TC C102 are intermittent and unpredictable.

<table>
<thead>
<tr>
<th>FINANCIAL AID</th>
<th>The Department of Education mandates that financial aid should only be used to pay for educational expenses. The majority of students are awarded federal or state grants, loans, exemptions, waivers, and scholarships to cover the cost for all of the tuition and fees and book expenses. The students are not forced to purchase from the Howard College bookstore. The student still has the opportunity to charge against their financial aid at the bookstore or they may purchase merchandise out of pocket from another resource and be reimbursed their amount they were eligible for when remaining aid is released. Students do not receive remaining aid immediately because of the liability of students never attending classes after their aid is released. If a student is non-attending they are ineligible for federal aid. Many students also withdraw from classes early in the semester and if the aid has already been released to the student, the student will owe back the money to the institution or the Department of Education. Initially, the institution is responsible for sending back funds to the Department of Education for Return of Title IV unearned funds and then the institution is responsible for collecting the unearned funds from the student. Howard College would not be financially able to cover the increase of student debt for non-attendance and withdrawals. Unlike Community Colleges, many universities are able to release aid earlier because of their availability of funds.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINANCIAL AID</td>
<td>Why can students not receive residual Financial Aid immediately? Students are deprived of much needed living expenses and forced to purchase books from the Howard College bookstore; students cannot look for better deals on e-books, used books, and more affordable rentals from other sources and the bookstore is left given license to monopolize valuable student resources. Allowing students the opportunity to be more resourceful with their financial aid awards and providing them with financial stability from the start of the semester will empower them and will allow them greater opportunities for academic success from day one.</td>
</tr>
</tbody>
</table>

| CURRICULUM | The purpose of a learning frameworks course is to teach to students how to help themselves, primarily in college but also beyond. The curriculum that is used is highly rated and has received excellent recipience from students and professors around the country. We are currently using the student learning outcomes and curriculum description that is required by the Texas Higher Education Coordinating Board. Please see the course description below: 

_A study of the: research and theory in the psychology of learning, cognition, and motivation; factors_ | 1. Learning Frameworks  
There is great concern among students regarding the curriculum in the class “Learning Frameworks”. While the general initiative of the class is recognized and appreciated, the curriculum needs refining. Many students see this course as some sort of “self-help” class and feel the text is condescending and voiced |  

| IT has taken the necessary steps to replace every access point that was put in place prior to 2012 because of the availability of upgraded technology. The replacement cost for each access point is an estimated cost of $540. This year 10 access points have been replaced in the WTTC. The 10 upgrades complete the replacements of student access points that were in place prior to 2012. Actions already taken based on forum feedback include plans to implement a weekly reboot schedule on high access points. An additional Virtual Local Area Network (VLAN) has been created to separate the Wi-Fi traffic from the main Howard College network. Both actions should improve access. At the request of the SGA Officers, Rene Maldonado worked with the SGA President to schedule a meeting date. David Alvarez was a guest speaker at the SGA meeting held on February 24, 2016. |  

| IT has taken the necessary steps to replace every access point that was put in place prior to 2012 because of the availability of upgraded technology. The replacement cost for each access point is an estimated cost of $540. This year 10 access points have been replaced in the WTTC. The 10 upgrades complete the replacements of student access points that were in place prior to 2012. Actions already taken based on forum feedback include plans to implement a weekly reboot schedule on high access points. An additional Virtual Local Area Network (VLAN) has been created to separate the Wi-Fi traffic from the main Howard College network. Both actions should improve access. At the request of the SGA Officers, Rene Maldonado worked with the SGA President to schedule a meeting date. David Alvarez was a guest speaker at the SGA meeting held on February 24, 2016. |  

| IT has taken the necessary steps to replace every access point that was put in place prior to 2012 because of the availability of upgraded technology. The replacement cost for each access point is an estimated cost of $540. This year 10 access points have been replaced in the WTTC. The 10 upgrades complete the replacements of student access points that were in place prior to 2012. Actions already taken based on forum feedback include plans to implement a weekly reboot schedule on high access points. An additional Virtual Local Area Network (VLAN) has been created to separate the Wi-Fi traffic from the main Howard College network. Both actions should improve access. At the request of the SGA Officers, Rene Maldonado worked with the SGA President to schedule a meeting date. David Alvarez was a guest speaker at the SGA meeting held on February 24, 2016. |  

<table>
<thead>
<tr>
<th>FINANCIAL AID</th>
<th>The Department of Education mandates that financial aid should only be used to pay for educational expenses. The majority of students are awarded federal or state grants, loans, exemptions, waivers, and scholarships to cover the cost for all of the tuition and fees and book expenses. The students are not forced to purchase from the Howard College bookstore. The student still has the opportunity to charge against their financial aid at the bookstore or they may purchase merchandise out of pocket from another resource and be reimbursed their amount they were eligible for when remaining aid is released. Students do not receive remaining aid immediately because of the liability of students never attending classes after their aid is released. If a student is non-attending they are ineligible for federal aid. Many students also withdraw from classes early in the semester and if the aid has already been released to the student, the student will owe back the money to the institution or the Department of Education. Initially, the institution is responsible for sending back funds to the Department of Education for Return of Title IV unearned funds and then the institution is responsible for collecting the unearned funds from the student. Howard College would not be financially able to cover the increase of student debt for non-attendance and withdrawals. Unlike Community Colleges, many universities are able to release aid earlier because of their availability of funds.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINANCIAL AID</td>
<td>Why can students not receive residual Financial Aid immediately? Students are deprived of much needed living expenses and forced to purchase books from the Howard College bookstore; students cannot look for better deals on e-books, used books, and more affordable rentals from other sources and the bookstore is left given license to monopolize valuable student resources. Allowing students the opportunity to be more resourceful with their financial aid awards and providing them with financial stability from the start of the semester will empower them and will allow them greater opportunities for academic success from day one.</td>
</tr>
<tr>
<td>FINANCIAL AID</td>
<td>The Department of Education mandates that financial aid should only be used to pay for educational expenses. The majority of students are awarded federal or state grants, loans, exemptions, waivers, and scholarships to cover the cost for all of the tuition and fees and book expenses. The students are not forced to purchase from the Howard College bookstore. The student still has the opportunity to charge against their financial aid at the bookstore or they may purchase merchandise out of pocket from another resource and be reimbursed their amount they were eligible for when remaining aid is released. Students do not receive remaining aid immediately because of the liability of students never attending classes after their aid is released. If a student is non-attending they are ineligible for federal aid. Many students also withdraw from classes early in the semester and if the aid has already been released to the student, the student will owe back the money to the institution or the Department of Education. Initially, the institution is responsible for sending back funds to the Department of Education for Return of Title IV unearned funds and then the institution is responsible for collecting the unearned funds from the student. Howard College would not be financially able to cover the increase of student debt for non-attendance and withdrawals. Unlike Community Colleges, many universities are able to release aid earlier because of their availability of funds.</td>
</tr>
<tr>
<td>FINANCIAL AID</td>
<td>The Department of Education mandates that financial aid should only be used to pay for educational expenses. The majority of students are awarded federal or state grants, loans, exemptions, waivers, and scholarships to cover the cost for all of the tuition and fees and book expenses. The students are not forced to purchase from the Howard College bookstore. The student still has the opportunity to charge against their financial aid at the bookstore or they may purchase merchandise out of pocket from another resource and be reimbursed their amount they were eligible for when remaining aid is released. Students do not receive remaining aid immediately because of the liability of students never attending classes after their aid is released. If a student is non-attending they are ineligible for federal aid. Many students also withdraw from classes early in the semester and if the aid has already been released to the student, the student will owe back the money to the institution or the Department of Education. Initially, the institution is responsible for sending back funds to the Department of Education for Return of Title IV unearned funds and then the institution is responsible for collecting the unearned funds from the student. Howard College would not be financially able to cover the increase of student debt for non-attendance and withdrawals. Unlike Community Colleges, many universities are able to release aid earlier because of their availability of funds.</td>
</tr>
<tr>
<td>FINANCIAL AID</td>
<td>The Department of Education mandates that financial aid should only be used to pay for educational expenses. The majority of students are awarded federal or state grants, loans, exemptions, waivers, and scholarships to cover the cost for all of the tuition and fees and book expenses. The students are not forced to purchase from the Howard College bookstore. The student still has the opportunity to charge against their financial aid at the bookstore or they may purchase merchandise out of pocket from another resource and be reimbursed their amount they were eligible for when remaining aid is released. Students do not receive remaining aid immediately because of the liability of students never attending classes after their aid is released. If a student is non-attending they are ineligible for federal aid. Many students also withdraw from classes early in the semester and if the aid has already been released to the student, the student will owe back the money to the institution or the Department of Education. Initially, the institution is responsible for sending back funds to the Department of Education for Return of Title IV unearned funds and then the institution is responsible for collecting the unearned funds from the student. Howard College would not be financially able to cover the increase of student debt for non-attendance and withdrawals. Unlike Community Colleges, many universities are able to release aid earlier because of their availability of funds.</td>
</tr>
</tbody>
</table>
from a place of assumption that all students are by nature not accountable, self-aware, or responsible. Could the administration investigate different course materials for this class that offer information about important skills and clinically tested study habits that does not first “put down” and condescend to students in the delivery. Furthermore, this class is truly only relevant to first semester students. Please address this with advising to be sure that incoming students take this course sooner rather than later. We have spoken to multiple students that did not even know about this course until their final semester at Howard- most of their experiences with the course were reportedly “frustrating”, “belittling”, and “too little too late”.

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. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. (Cross-listed as PSYC 1300) (NOTE: While traditional study skills courses include some of the same learning strategies — e.g., note-taking, reading, test preparation etc. — as learning framework courses, the focus of study skills courses is solely or primarily on skill acquisition. Study skills courses, which are not undergirded by scholarly models of the learning process, are not considered)

We have never heard students say that the curriculum puts them down or condescends. In fact, many students have expressed quite the opposite. The point of the information and material in the course is not to put down students but rather build them up to be as successful as they can be. Most of the exercises encourage students, even those who excel in the area being discussed, to share their success methods or try to find a way to make them even better. In addition, the information shared in the text does include “important skills and clinically tested study habits.” In fact, one section in each chapter, titled “Wise Choices in College” is devoted to various researched study methods in areas of reading, note-taking, organizing study materials, rehearsing and memorizing study materials, writing, taking tests, and managing money. Also within the text is also information on time management.

Time is limited in these one hour classes, and can cause some frustration. Experts for years have recommended to college students that for every hour of in-class work students complete, they should complete at least two hours of work outside of class, so LFW students are expected to read their chapters and complete activities that may take up this much time outside of class.

As far as being relevant to the first year students, we agree. However, the course offers many effectual and propitious suggestions even for those near graduation if they are willing to look for ways to improve. It also includes a section in each chapter how the material is applicable in the workforce.

The Developmental Education (DE) plan has a clause in it recommending that all first-time DE students be enrolled in Learning Frameworks. Each semester, the DE leaders meet with advising to discuss advising for DE students. Each semester, advisors are reminded to place new DE students into Educ 1100. The DE population is about 50% or more of the student population. We feel that for the most part this is happening. This practice will continue. Advising will be encouraged to
make all new students more aware of this class. We will also look at having brochures and posters made advertising the class to new students. Students do need to accept some responsibility for this.

As always, our faculty will continue to look for ways to improve the classroom experience.

<table>
<thead>
<tr>
<th>2. <strong>Printer at St. John’s.</strong> Concern expressed for a second printer to be placed in the computer lab at St. John’s. One printer for the number of students who need to use is not sufficient</th>
<th>Two printers were ordered through grant funds. Installed on February 15, 2016, and will divide the computers up between the two. This will hopefully help when there is a lot of traffic in the computer lab.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. <strong>Nursing Lab Resources:</strong> Lab resources are old and outdated; could they be replaced.</td>
<td>Not sure what is being referred to. As possible, we purchase new equipment. However, this is an expensive endeavor and is not always feasible. We will continue to explore funding options, but a detailed list of the lab resources considered out of date would be needed to address more efficiently and effectively. One supply noted was wrist restraints which have already been replaced.</td>
</tr>
<tr>
<td>4. <strong>Nursing Videos:</strong> Need to be replaced. They are old and while some of the information is pertinent, some is outdated.</td>
<td>There have been nine videos ordered to replace outdated ones. This is an expensive process and will be done as funds allow. The nine purchased in February were possible due to grant funding.</td>
</tr>
</tbody>
</table>
HOWARD COLLEGE
BCIS 1305 Section 400
Business Computer Applications
Spring 2016

Instructor: Barbara Walker
Office Location: SAA 141
Office Phone: 325-481-8300 ext. 3444
Office Hours: Tuesday 2:20 p.m. – 5:20 p.m.
Wednesday 1:30 p.m. – 3:30 p.m.
Other times by appointment, please course message or email me to schedule
Email: bwalker@howardcollege.edu
Prerequisites: Keyboarding/typing skills
Class Meeting Times/Dates: Tuesday/Thursday 1:00 p.m. – 2:10 p.m. WTTC B105
HYBRID COURSE has BOTH ONLINE (over % of class) and FACE TO FACE components
January 19, 2016 – May 12, 2016

I. Course Description
Three semester hours (1-0). Computer technology, hardware, software, operating systems, and information systems relating to the business environment. The main focus of this course is on business applications of software, including word processing, spreadsheets, databases, presentation graphics, and business-oriented utilization of the Internet. (52105544)

The primary purpose of this course is to introduce students to terminology and concepts related to the basic operations of computers, as well as the creation and maintenance of documents using the Windows operation system, word processing software, spreadsheet software, database software, and presentation graphics software in a business information technology environment (Specifically: Microsoft Windows 7, Microsoft Office 2013 - Microsoft Office Word 2013, Microsoft Office Excel 2013, Microsoft Office Access 2013, and Microsoft Office PowerPoint 2013).

II. Instructional Materials:
Required Textbook:

OTHER: EACH STUDENT IS REQUIRED TO HAVE A MINDTAP ACCESS CODE

NOTE: An e-book option is also available at the HC Bookstore ISBN: 9781305613304

III. Course Requirements
This is a HYBRID COURSE and students attend class one day a week face-to-face and also must participate in the course ONLINE each week. Students must have access to computers and the internet outside of class. Students are required to read assigned materials, attend class, complete daily work, lab assignments, projects, and exams. You will NOT be able to complete all work in the classroom. This class also includes research and group participation activities. You are required to log into the online course at least 2 times per week to monitor messages, announcements, and complete assignments for this class. See section XI Course Calendar below for more details.
Page 1 BCIS 1305.401 Course Syllabus

HOWARD COLLEGE
BCIS 1305.401
BUSINESS COMPUTER APPLICATIONS
SPRING 2016

Instructor: Mr. Leonard A. Christo, MBA, MA
Office Location: WTTC-C113
Office Phone: 325-335-8333 ext. 2468
Office Hours: Monday and Wednesday 9:30-11:00 A.M.
Email: lchristo@howardcollege.edu
Prerequisite: N/A
Class Meeting Dates/Days/Times: M/W 11:00 - 12:15pm Bn D-105 - Starts 1/19/2016, Ends 5/13/2016

I. Course Description
Three semester hours (3-0): Three semester hours (3-0). Students will study computer terminology, hardware, and software related to the business environment. The focus of this course is on business productivity software applications and professional behavior in computing, including word processing (as needed), spreadsheets, databases, presentation graphics, and business-oriented utilization of the Internet.

II. Instructional Materials

III. Course Requirements
Course requirements include, but are not limited to, the following: essays, article reviews, presentations, projects, tests, and discussion questions. Each time you log in Blackboard, check your e-mail, your calendar, and your lesson tab.

E-MAIL: Instructor e-mail (through BlackBoard) will be checked routinely, except on weekends. Students need to check their course messages regularly. In the event of an emergency or if an urgent question arises that you cannot wait for a response, please feel free to call my office phone 325-481-8300 ext. 2468. Please leave a voice message if I am out of the office.

IV. Program Outcomes
The Howard College Business Department prepares students for successful entry and
Page 1 BCIS 1305.409 Course Syllabus

HOWARD COLLEGE
BCIS 1305.409
BUSINESS COMPUTER APPLICATIONS
SPRING 2016

Instructor: Dr. Nancy Woods Hằmaden, Professor
Office Location: Suite 101A, WITC
Office Phone: 325-431-0100 ext 3506
Office Hours: Monday 11:00am to 3:00pm and Tuesday 9:00am to 10:00am
Email: nhamaden@howardcollege.edu

Please use the Course Messages in Blackboard for most course related correspondence. If you are having Blackboard issues, please contact the Blackboard Help Desk at blackboardhc@gmail.com or 1-432-698-6018. The Help Desk is available 8:00 a.m. through 10:00 p.m., CST, 365 days per year.

Prerequisites: Keyboarding/typing skills

I. Course Description:
Students will study computer terminology, hardware, and software related to the business environment.

The focus of this course is on business productivity software applications and professional behavior in computing, including word processing (as needed), spreadsheets, databases, presentation graphics, and business-oriented utilization of the Internet. Three semester hours (3.0). (11.6202.94.00)

This course is designed to familiarize the student with computer concepts and problem-solving techniques. Microcomputers and widely used software are emphasized so that the student will be prepared to use the computer for later course work and to move directly into the workforce as a productive employee. Most examples in this course are business oriented, but the underlying problem-solving methodology and skills can be applied to each student’s area of study and interest.

This course is a Web-assisted course, delivered through Blackboard. Course materials may be found on Blackboard at https://howardcollege.blackboard.com/

II. Instructional Materials:

- Required Textbook & MINDTAP ACCESS Code w/ MindLink for MindTap
  - Enhanced Edition Discovering Computers & Microsoft Office 2013: A Fundamental Combined Approach by Mary E. Vermaat; Shelly Cashman, Series; Course Logic
  - OR

Extra time or extensions will not be given because a student does not have a textbook. Note: In MindTap there is 13 days free extension to assist students who do not have the bundle on the first day of class.
HOWARD COLLEGE
EDUC 1100-400
LEARNING FRAMEWORK
Spring FLEX 2016

Instructor: Gwen Parsons, M.Ed., Associate Professor
Office Location: SAA 135
Office Phone: 325-431-8300 ext 3226
Office Hours: M W 2-4 P.M., Tues. 9:30 -10:30 A.M. and by appointment
E-Mail: gparsons@howardcollege.edu
Prerequisites: None

Class Meeting Dates/Day/Times:
Tuesday/Thursday, 8:00 a.m. – 8:50 a.m., Room SAA 147
January 19th – March 10, 2016 (8 weeks)

I. Course Description: A study of the 1) research and theory in the psychology of learning, cognition, and motivation, 2) factors that impact learning, and 3) 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. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned.

II. Instructional Materials:
Required Text: On Course, Study Skills Plus Edition integrated with MindTap
Author: Downing, Skip
Edition: 2nd
Hardcopy with MindTap access ISBN: 9781337071246 or 
Ebook with MindTap access ISBN: 9781285594162
You must have paper, pen, and textbook or ebook with MindTap to participate in this course. You should not purchase both.

III. Course Requirements:
This course will consist of two core evaluation projects, journal writings, quizzes, self-assessments, study skills plans, case studies, career assessment inventory, a learning style inventory, a money management worksheet, and a personal philosophy of success project. Most activities and quizzes will be completed online through Blackboard and using MindTap.

IV. Program Outcomes:
1. Critical Thinking - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills - to include effective development, interpretation and expression of ideas through written, oral, and visual communication
Howard College  
MATH 0331.400 Beginning Algebra  
SPRING 2016

Instructor: Mary Timley  
Office Location: West Texas Training Center – San Angelo, TX, Room C111  
Office Phone: (325) 481-8300, Ext. 3225  
Office Hours: Mon/Wed 4 – 5:30 p.m., Tues/Thurs 8 – 9 a.m.  
Fridays by appointment. Hours subject to change.  
E-mail: mtimley@howardcollege.edu  
Prerequisites: Initial Placement  
Class Start and End Date: January 19, 2016 – May 13, 2016  
Class Meeting Times: Tuesday/Thursday, 9:00 a.m. – 10:40 a.m. Room C107

I. Course Description:  
MATH 0331 Beginning Algebra  
Three semester hours...............(3-1)  
This course is designed for students requiring instruction in basic algebraic concepts and notation. It is a continuation of MATH 0330. Topics may include but are not limited to a review of basic math skills needed for algebra, the real number system, algebraic expressions, linear equations and inequalities in one and two variables; coordinate graphing, and exponent rules. This course may be offered in different formats: computer-based classroom, lecture, hybrid/blended, or online. Includes a one-hour weekly independent lab. A grade of “C” or better must be achieved to advance to the next level, MATH 0332. This course does not transfer or apply towards graduation.  
(TSI breakdown: 336-342)

II. Instructional Materials:  
Author: Charles P. McKeague  
Publisher: Cengage Textbooks

Other Materials Required: yellow highlighter, 3-ring notebook or folder, and basic calculator, paper for notes and work, pencils or erasable pens

III. Course Requirements:  
1. Homework
2. Quizzes
3. Class Activities
4. Exams
Instructor: Gerald Allen  
Office Location: SAA123 (San Angelo Campus)  
Office Phone: (325) 481-8300 ext. 3165  
Office Hours: M/W: 8:15-9:30 am, T/R: 8:15-9:30 am  
Email: galen@howardcollege.edu

Prerequisite: Score of 350 on the TSI Assessment, if a student scores between 347-349, a co-requisite of MATH 0101 or NCBO may be an option  
Co-requisite: There may be a co-requisite of MATH 0101 or an individualized NCBO  
Class Meeting Dates/ Days/ Times: T/R 9:30-10:45am (January 19 – May 13)

I. Course Description: MATH 1314 College Algebra. Three semester hours (3-0)  
In-depth study and applications of polynomials, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included.

II. Instructional Materials:  
Required: MyMathLab Student Access Kit, Pearson. ISBN 032119991X  
Other: Computer with internet access, calculator, pencils, erasers, and a basic non-graphing scientific calculator (such as a TI-30XIIS)

Note: The MyMathLab Student Access Kit contains an electronic version of the textbook. If you wish to purchase a hard copy of the textbook, the information is given above, but a hard copy is NOT required. Complete registration instructions for MyMathLab will be given in class. It is the student’s responsibility to make sure his/her computer, internet access, and MyMathLab account are working properly. For MyMathLab help, contact Pearson at 1-800-677-6337 or at MyMathLab.custhelp.com.

III. Course Requirements:  
Homework: Online homework will be assigned using MyMathLab for each section covered. You will have several online help aids available as you work the homework problems. Homework assignments are not timed. You may rework the problems as many times as you wish before the due date (by clicking “Similar Exercise”) in order to improve your grade and to prepare for quizzes and exams. The two lowest homework grades will be dropped at the end of the semester, and the remaining homework grades will be averaged together to make up 10% of your overall course grade.
HOWARD COLLEGE
MATH 1325.409
CALCULUS FOR BUSINESS & SOCIAL SCIENCES (ONLINE)
SPRING 2016

Instructor: Christa Coffman
Office Location: SAA122 (San Angelo campus)
Office Phone: (325) 481-2200 ext. 3259
Office Hours: M 12-3:15pm, W 8:30-9:30am & 12-3:15pm, F 9:30am-12:30pm
Email: coffman@howardcollege.edu
Prerequisite: MATH 1314, MATH 1324, MATH 1316 or approval of instructor.
Class Meeting Dates/Days/Times: ONLINE (Jan. 19 – May 13, 2016)

I. Course Description: MATH 1325 Calculus for Business & Social Sciences
   Three semester hours (3-0)
   This course is the basic study of limits and continuity, differentiation, optimization and
   graphing, and integration of elementary functions, with emphasis on applications in
   business, economics, and social sciences. This course is not a substitute for
   MATH 2413 – Calculus I.

II. Instructional Materials
   Required: MyMathLab Student Access Kit, Pearson, ISBN 032119591X
   Optional Text: Mathematics with Applications in the Management, Natural, and Social
   Other: Computer with internet access, paper, pencils, erasers, and calculator.
   Note: The MyMathLab Student Access Kit contains an electronic version of the
   textbook. If you wish to purchase a hard copy of the textbook, the information is given
   above, but a hard copy is NOT required. Complete registration instructions for
   MyMathLab will be posted in Blackboard. You must register for MyMathLab through
   Blackboard. You do NOT need a Course ID. It is the student’s responsibility to make
   sure his/her computer, internet access, and MyMathLab account are working properly.
   For Blackboard help, contact the Blackboard help desk at 1-842-98-0618 or at
   blackboard.help@gmail.com For MyMathLab help, contact Pearson at 1-800-677-6337 or
   at 24pearson.com/help

III. Course Requirements
   Homework: Homework will be assigned for each section covered. You will have
   several online help aids available as you work the homework problems. Homework
   assignments are not timed. You may rework the problems as many times as you wish
   before the due date (by clicking “Similar Exercise”) in order to improve your grade and
   to prepare for quizzes and exams. The lowest homework grade will be dropped at the
   end of the semester, and the remaining homework grades will be averaged together to
   make up 10% of your overall course grade.