



**Division of Social and Behavioral Sciences  
Department of Psychology**

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**PSYC 2301: General Psychology**  
[38950 – Fall, 2017 ]  
[AM 306 | 9:30-11:00 | Monday, Wednesday]  
3 hour lecture course / 48 hours per semester/ [16 weeks]  
[In-person ]

**Instructor:** [Camille Wagner]

**Instructor Contact Information:** [camille.wagner1@hccs.edu ]

**Psychology Department Chair: Dr. Karen P. Saenz,** [karen.saenz@hccs.edu](mailto:karen.saenz@hccs.edu); 713-718-7180

**Office Location and Hours** [By appointment. ] Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics.

**Email Policy**

HCCS policy requires instructors and students to communicate only through the HCCS email system. If you have not activated your HCCS student email account, you can do so [here](http://www.hccs.edu/district/students/student-e-maileagle-id/) (<http://www.hccs.edu/district/students/student-e-maileagle-id/>). I will answer emails within 24 hours on weekdays and by Monday morning for weekend messages.

**Course Description**

PSYC 2301 is a survey course of the basic principles underlying human behavior. Emphasis is placed on major areas of study in the field of psychology, such as motivation, development, thought processes, personality.

**Prerequisites**

PSYC 2301 requires college-level reading and writing skills. Research indicates that you are most likely to succeed if you have already taken and passed ENGL 1301. The minimum requirements for enrollment in PSYC 2301 include placement in college-level reading (or take INRW 0420 or ESOL 0360 as a co-requisite). If you have enrolled in this course without having satisfied these prerequisites, you are at higher risk of failure or withdrawal than students who have done so, and you should carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

### **Program Student Learning Outcomes (PSLOs) for all PSYC Courses**

1. Define, discuss, and apply key terms and concepts that are essential to success in upper division psychology courses (e.g., abnormal psychology, history and systems of psychology, advanced learning theory, developmental psychology, industrial/organizational psychology).
2. Outline, define, discuss, and apply the steps of the scientific method.
3. Define, discuss, and apply key terms and concepts associated with descriptive and experimental research methods.
4. Define, discuss, and apply psychological terms and concepts that are commonly found in news reports, self-help literature, parenting literature, and psychotherapy.

### **Core Curriculum Objectives (CCOs) for all PSYC Core Courses**

PSYC 2301 satisfies the social science requirement in the HCCS core curriculum. The HCCS Psychology Discipline Committee has specified that the course addresses the core objectives as follows:

- **Critical Thinking:** Students will demonstrate the ability to engage in inquiry and analysis, evaluation and synthesis of information, and creative thinking by completing a written assignment such as a book report, research paper, or essay.
- **Communication Skills:** Students will demonstrate effective development, interpretation and expression of ideas through written, oral, and visual communication by completing a written assignment such as a book report, research paper, or essay.
- **Quantitative and Empirical Literacy:** Students will demonstrate the ability to draw conclusions based on the systematic analysis of topics using observation, experiment, and/or numerical skills by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams that pertain to Course Student Learning Outcome #2 above.
- **Social Responsibility:** Students will demonstrate cultural self-awareness, intercultural competency, civil knowledge, and the ability to engage effectively in regional, national, and global communities by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams that pertain to Course Student Learning Outcome #4 above.

### **Course Student Learning Outcomes (CSLOs) for PSYC 2301**

Upon completion of PSYC 2301, the student will be able to:

1. Demonstrate knowledge of concepts, facts, and theoretical perspectives in psychology.
2. Define and identify the research methods used in psychology, including the strengths and weaknesses of each method.
3. Demonstrate knowledge of and identify concepts related to personal development and the development and behavior of others.
4. Apply psychological concepts to the solution of issues and problems including ethics, coping with stressful events, health and wellness, parenting, learning, memory, and /or evaluation of media presentations.

### **Learning Objectives for PSYC 2301**

1. **OBJECTIVES FOR CSLO #1:** Demonstrate knowledge of concepts, facts, and theoretical perspectives in psychology.
  - 1.1 Major schools of thought in psychology
  - 1.2 Positive psychology
  - 1.2 Components of the neuron
  - 1.3 Components of the synapse
  - 1.4 Action potential
  - 1.5 Major neurotransmitters
  - 1.6 Medulla
  - 1.7 Cerebellum
  - 1.8 Hypothalamus
  - 1.9 Limbic system
  - 1.10 Components of the cerebrum
  - 1.11 Plasticity
  - 1.12 Endocrine system
  - 1.13 Learning
  - 1.14 Reinforcement
  - 1.15 Punishment
  - 1.16 Observational learning
  - 1.17 Characteristics of short-term memory
  - 1.18 Characteristics of long-term memory
  - 1.19 Phases of prenatal development
  - 1.20 Piaget's stages of cognitive development
  - 1.21 Erikson's stages of psychosocial development
  - 1.22 Alzheimer's disease
  - 1.23 General Adaptation Syndrome (GAS)
  - 1.24 Post-traumatic stress disorder (PTSD)
  - 1.25 Definition of personality
  - 1.26 Conscious, unconscious, preconscious mind
  - 1.27 Id, ego, and superego
  - 1.28 Freud's psychosexual stages
  - 1.29 Phobias
  - 1.30 Panic disorder
  - 1.31 Obsessive-compulsive disorder
  - 1.32 Dissociative identity disorder
  - 1.33 Schizophrenia
  - 1.34 Major depressive disorder
  - 1.35 Bipolar disorder
  - 1.36 Personality disorders

**OBJECTIVES FOR CSLO #2:** Explain the scientific method and how it applies to psychological research.

- 2.1 Scientific method
- 2.2 Descriptive methods
- 2.3 Representative sample
- 2.4 Correlational method
- 2.5 Experimental method
- 2.6 Causal hypotheses
- 2.7 Independent variable
- 2.8 Dependent variable
- 2.9 Experimental group
- 2.10 Control group
- 2.11 Random assignment
- 2.12 Placebo effect
- 2.13 Placebo
- 2.14 Double-blind procedure
- 2.15 Methods of studying the brain

## 2.16 Methods used by Pavlov, Watson, and Skinner

**OBJECTIVE FOR CSLO #3:** Demonstrate knowledge of and identify concepts related to personal development and the development and behavior of others.

- 3.1 Differences among the major theoretical perspectives in psychology
- 3.2 Processes that occur when a neuron is activated
- 3.3 How neurotransmitters affect behavior
- 3.4 Functions of the frontal lobes
- 3.5 Difference between the central and peripheral nervous systems
- 3.6 Functions of the sympathetic and parasympathetic nervous systems
- 3.7 How the pituitary gland affects behavior
- 3.8 How the adrenal glands affect behavior
- 3.9 How classical conditioning modifies an organism's responses to stimuli
- 3.10 How operant conditioning modifies an organism's responses to stimuli
- 3.11 Difference between positive and negative reinforcement
- 3.12 Factors that influence the effectiveness of punishment
- 3.13 Information-processing approach to memory
- 3.14 Reconstructive memory
- 3.15 The function of schemas
- 3.16 Causes of forgetting
- 3.17 Effects of teratogens and other negative factors on prenatal development
- 3.18 Relationship between contact comfort and attachment
- 3.19 Differences among the various patterns of attachment
- 3.20 Differences among the cognitive-developmental, social-cognitive, and gender schema explanations of gender role development
- 3.21 Distinctions among the terms sex, gender, gender identity, and sexual orientation
- 3.22 Process of cognitive development as Piaget explained it
- 3.23 Proposed causes of and preventive measures for Alzheimer's disease
- 3.24 Difference between stress and stressors
- 3.25 Effects of stress on the immune system
- 3.26 Effects of daily hassles on stress
- 3.27 Factors that influence individual's capacity for resisting the effects of stress
- 3.28 Function of defense mechanisms in Freud's theory
- 3.29 Views of humanistic theorists regarding the personality
- 3.30 Bandura's concept of reciprocal determinism
- 3.31 Criteria for abnormal behavior
- 3.32 Possible causes of schizophrenia
- 3.33 Symptoms of major depressive disorder.
- 3.34 Symptoms of bipolar disorder

**OBJECTIVES FOR CSLO #4:** Apply psychological concepts to the solution of issues and problems including ethics, coping with stressful events, health and wellness, parenting, learning, memory, and /or evaluation of media presentations.

- 4.1 Ethical standards for psychological research
- 4.2 Principles of behavior genetics
- 4.3 Principles of behavior modification
- 4.4 Improving memory
- 4.5 Effects of the authoritarian, authoritative, and permissive parenting styles on children's development
- 4.6 Differences between problem-focused and emotion-focused coping
- 4.7 Views of Abraham Maslow regarding self-actualization
- 4.8 Differences between psychologists and psychiatrists
- 4.9 Differences among the various approaches to psychotherapy

## Instructional Methods

### **Success in the Course**

As with any three-hour course, you should expect to spend *at least six hours per week* outside of class reading and studying the material. I will provide assignments to help you use those six hours per week wisely. Additional time will be required for the written assignment. Successful completion of this course requires a combination of reading the textbook, attending class, completing assignments in Eagle Online, and participating in class discussions. There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

### **Eagle Online Canvas Learning Management System**

This section of PSYC 2301 will use Eagle Online Canvas to supplement in-class assignments, exams, and activities. I expect that all students will have access to Eagle Online Canvas. All resources for this course will be posted on Eagle Online Canvas. Additionally, the majority of quizzes and exams will be taken through Eagle Online Canvas. Students enrolled **must** log on to Eagle Online Canvas to access all information regarding assignments, quizzes, exams, due dates, announcements, and additional resources. HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. **YOU MUST USE FIREFOX OR CHROME AS YOUR BROWSER.** For a free download of Firefox for free, go to <http://www.mozilla.org/en-US/firefox/new/>

### **Instructional Materials**

Wood, S., Wood, E., & Boyd, D. (2018). *Mastering the World of Psychology* 6E. Upper Saddle River, NJ: Pearson.

### *Final Exam Handbook*

Posted on [Eagle Online Canvas ]

### **How to Register for Revel**

1. You are advised to use either Chrome or Mozilla Firefox as your browser. Many features of Revel do not work with Internet Explorer or Edge.
2. Paste <https://console.pearson.com/enrollment/7rmkcr> into browser location box. Click Enter.
3. Log in with your Pearson account or create a new account.
4. Select my course from the list on the next page.
5. Choose one of these options:
  - a. Purchase now using a credit or debit card
  - b. Enter access code that you received when you purchased the print book
  - c. Click “Start temporary access” to register for a free two-week subscription to Revel
6. Click the Table of Contents icon in the menu on the left side of the screen to go directly to the e-book.

### **Revel**

Revel is not a required resource for this course. Students may use this resource as a supplement to aid their studies if they so wish.

## **Exams and Assignments**

### **Exams**

Five (5) exams will be given throughout the semester as outlined on your course calendar. Exams will consist of 50-75 multiple-choice questions. All exams will be online through Eagle Online Canvas. Exams on Eagle Online Canvas will become available on the date listed in the course calendar. Students will have 3 days to complete the exam. Only one attempt will be allowed for each exam. There will be a time limit for each exam. Depending on the number of questions on the exam the time limit will range from 60 minutes to 90 minutes.

You will have the opportunity to drop your lowest exam grade. There are no make-ups for missed exams, since your lowest exam score will be dropped. If you miss an exam you will receive a zero score, and this can be considered as your lowest exam score and can be dropped (one only). Only one exam score will be dropped, no exceptions. Students must bring their own Scantron form (FORM NUMBER 882-E-LOVAS) to the exam taken in class and for the final exam. HCC does not provide students with Scantron forms. They are sold in campus bookstores.

Exams will count for a total of 600 points of final grade. Of the five exams given your lowest grade will be dropped, resulting in 4 exams counted towards your final grade at 150 points each. ]

### **Written Assignment**

Your assignment is to review the chapters you have read and integrate the material into a meaningful self-reflection paper. This paper will allow you to demonstrate knowledge in multiple areas of psychology by discussing concepts, facts and theoretical perspectives. This paper will also allow you to demonstrate your knowledge of concepts related to personal development and the development and behavior of others. Further details regarding the content of your paper and grading criteria are posted on Eagle Online Canvas. I encourage you to begin working on your written assignment as soon as possible and approach me with any questions, concerns, or difficulties you may be having. This written assignment will count for 150 points of your final grade.

### **In-Class Activities**

Students are expected to attend class regularly and be prepared to engage in class discussions and small group activities. Students will not receive grades for their participation in class discussions and group activities; however, participation will help ensure your understanding of the material.

### **Quizzes and Assignments**

Quizzes and assignments will be based on the material presented in class and in the text book. Quizzes and assignments will serve to further your understanding and retention of the course content. Quizzes will consist of 10 to 30 multiple-choice questions. Quizzes will be on Eagle Online Canvas and will be untimed. At least 2 attempts to complete the quiz will be allowed and your highest grade will be kept. Assignments will consist of short exercises that will require you to take the concepts learned in this course and provide your own examples. You may provide examples from your own life experiences, experiences of others, or media sources. Quizzes and assignments will count for a total of 100 points of your final grade.

## **Departmental Final Exam**

The Departmental Final Exam will count for 150 points of your final grade. There are 100 questions on the final exam and each question is worth 1.5 points.

All students will be required to take a comprehensive departmental final exam consisting of 100 multiple-choice questions. Students must provide their own Scantron forms (FORM NUMBER 882-E-LOVAS). All the information students need to prepare for the exam is in the *Final Exam Handbook*. The final exam **may not be taken early under any circumstances**.

You must get at least 50% of the items correct on the final to pass the course. Students who are absent from the final exam without discussing their absence with the instructor in advance or within 24 hours afterward will receive a course grade of Incomplete. Any student who does not take a makeup exam by the end of the following long semester will receive a final exam grade of zero and a course grade of F.

## **Grading Formula**

Exams	600 points
Quizzes/Assignments	100 points
Written Assignment	150 points
Departmental Final Exam	150 points

Grade	Total Points
A	900+
B	800-899
C	700-799
D	600-699
F	<600

## **HCC Grading Scale**

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

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

## **Makeup Policy**

[There are no make-ups for missed exams, since your lowest exam score will be dropped. There are also no make-ups for missed quizzes/assignments as they can be completed on-line with generous time frames for completion provided. ]

### **Incomplete Grades**

In order to receive a grade of Incomplete (“I”), you must have completed at least 85% if the work in the course. In all cases, the instructor reserves the right to decline a student’s request to receive a grade of Incomplete.

### **Supplemental Activities**

Due to the impact of Hurricane Harvey on the Houston area, HCC classes that were scheduled to begin on August 28 were rescheduled to begin on September 11. The Texas Higher Education Coordinating Board requires all HCC instructors to provide students with supplementary instructional activities to compensate for lost instructional time. Three classes, or 4 1/2 hours of instructional time, were missed in this course. The supplemental activity that you are required to complete to compensate for this lost instructional time is the PSYC 2301 Departmental Final Exam Workbook. This activity represents 10 hours of instructional time. The Departmental Final Exam Workbook can be found in Eagle Online Canvas under the module “Supplemental Activities”. You will not be allotted any class time to complete this assignment. This assignment will not count for any points towards your final grade.

### **Syllabus Modifications**

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

### **Course Calendar**

<b>Week</b>	<b>Dates</b>	<b>Topic/What’s due</b>
1	Aug 28	<b>CLASS CANCELLED -INCLEMENT WEATHER/HCC CAMPUSES CLOSED</b>
1	Aug 30	<b>CLASS CANCELLED -INCLEMENT WEATHER/HCC CAMPUSES CLOSED</b>
2	Sept 4	<b>LABOR DAY-NO CLASSES</b>
2	Sept 6	<b>CLASS CANCELLED -INCLEMENT WEATHER/HCC CAMPUSES CLOSED</b>
3	Sept 11	Chapter 1: Introduction to Psychology
3	Sept 13	Chapter 1: Introduction to Psychology
4	Sept 18	Chapter 2: Biology
4	Sept 20	Chapter 2: Biology Chapter 3: Sensation and Perception, Mirror Neuron System (pg99)
5	Sept 25	Chapter 1 & 2
5	Sept 26	Official Day of Record
5	Sept 27	Chapter 1 & 2 <b>Exam 1 (Chapter 1 &amp; 2) [On-line in Canvas]</b>
6	Oct 2	Chapter 5: Learning
6	Oct 4	<b>NO CLASS-ON-LINE READING AND ASSIGNMENT</b>



7	Oct 9	Chapter 5: Learning
7	Oct 11	Chapter 6: Memory
8	Oct 16	Chapter 6: Memory
8	Oct 18	Chapter 5 & 6
9	Oct 23	Chapter 5 & 6 <b>Exam 2 (Chapters 5 &amp; 6) [On-line in Canvas]</b>
9	Oct 25	Chapter 8: Human Development
10	Oct 30	Chapter 8: Human Development Chapter 9: Motivation and Emotion, Sexual Orientation (pg312-313)
10	Nov 1	Chapter 8 & 9 <b>Exam 3 (Chapters 8 &amp; 9) [On-line in Canvas]</b>
	Nov 3	<b>LAST DAY TO WITHDRAW</b>
11	Nov 6	Chapter 10: Health and Stress
11	Nov 8	Chapter 10: Health and Stress Chapter 4: Consciousness, Meditation (pg128-129) <b>Written Reflection Paper Due</b>
12	Nov 13	Chapter 11: Personality Theory and Assessment
12	Nov 15	Chapter 11: Personality Theory and Assessment Chapter 9: Motivation and Emotion, Maslow (pg302)
13	Nov 20	Chapter 10 & 11
13	Nov 22	Chapter 10 & 11 <b>Exam 4 (Chapters 10 &amp; 11) [On-line in Canvas]</b>
14	Nov 27	Chapter 12: Psychological Disorders
14	Nov 29	Chapter 12: Psychological Disorders
15	Dec 4	Chapter 13: Therapies
15	Dec 6	Chapter 12 & 13 <b>Exam 5 (Chapters 12 &amp; 13) [On-line in Canvas]</b>
16	Dec 11	<b>FINAL EXAM DECEMBER 11 9:00 AM [IN PERSON]</b>
16	Dec 13	<b>NO CLASS-FINAL EXAM WEEK</b>

## Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through 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 and participate in class discussions and activities
- Read and comprehend the textbook
- Complete the required assignments and exams:
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments
- Attain a raw score of at least 50% on the departmental final exam
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook

### **Attendance**

You are encouraged to attend each class since regular attendance correlates with good grades. Be on time and attend the entire class. If you must be absent, you are, of course, responsible for the material covered in class in your absence (see the Course Calendar). Be advised that instructors must drop students who fail to attend class by the official date of enrollment ("Census Day"). In addition, instructors may drop students who miss six hours of class time. [ ]

### **Withdrawal**

If you decide to withdraw from the course, it is your responsibility to do so online via the PeopleSoft student management system. If you need assistance, visit the counselors' office on your campus. You may wish to discuss your decision to withdraw from the class with your instructor beforehand.

### **Classroom Conduct**

I expect students to conduct themselves professionally in their communications with me, their classmates, and college staff and administration. Behavior inappropriate to the collegiate setting (including but not limited to abusive/derogatory/threatening/harassing language directed at the instructor or towards other students, staff or administrators) will not be tolerated, and may result in removal from the course if severe and/or repeated.

### **Student Organizations**

#### **Psi Kappa**

All students are invited to join Psi Kappa, an organization that can help students learn about psychology outside the classroom, serve the community, meet students in other PSYC classes, interact with PSYC faculty, and learn leadership skills. For more information, visit the [Psi Kappa/Northwest Facebook](#) page or the [Psi-Kappa/Southwest Facebook](#) page.

#### **Psi Beta**

HCC has an active chapter of Psi Beta: National Honor Society in Psychology for Community and Junior Colleges. To learn more about this organization visit the [Psi Beta](#) website. For information about the HCC chapter, visit the [Psi Beta page](#) on the HCC Learning Web or the [HCC Psi Beta Facebook page](#).

### **Psychology Achievers Scholarship**

To be eligible for the \$125 per semester Psychology Achievers Scholarship, a student must (1) meet all HCC Foundation criteria for scholarship eligibility, and (2) make an A in either PSYC 2301 or PSYC 2314. For more information, visit the [HCC Foundation scholarship website](#).

### **Tutoring**

HCC provides free, confidential, and convenient academic support to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](#) website for details.

### **HCCS Student Policies**

All students are responsible for reading and understanding the HCCS Student Handbook, which contains policies, information about conduct, and other important information. Access the handbook at <http://central.hccs.edu/students/student-handbook/>

### **Students with Disabilities**

Houston Community College is dedicated to providing an inclusive learning environment by removing barriers and opening access for qualified students with documented disabilities in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Ability Services is the designated office responsible for approving and coordinating reasonable accommodations and services in order to assist students with disabilities in reaching their full academic potential. In order to receive reasonable accommodations or evacuation assistance in an emergency, the student must be registered with Ability Services.

If you have a documented disability (e.g. learning, hearing, vision, physical, mental health, or a chronic health condition), that may require accommodations, please contact the appropriate Ability Services Office below. Please note that classroom accommodations cannot be provided prior to your Instructor's receipt of an accommodation letter and accommodations are not retroactive. Accommodations can be requested at any time during the semester, however if an accommodation letter is provided to the Instructor after the first day of class, sufficient time (1 week) must be allotted for the Instructor to implement the accommodations.

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/district/students/disability-services/>

### **Ability Services Information**

#### **HCCS.EDU**

<http://central.hccs.edu/students/disability-services/>

#### **Central College**

713.718.6164

**Coleman College**

713-718-7376

**Northeast College**

713-718-8322

**Northwest College**

713-718-5422

713-718-5408

**Southeast College**

713-718-7144

**Southwest College**

713-718-5910

**Adaptive Equipment/Assistive Technology**

713-718-6629

713-718-5604

**Interpreting and CART services**

713-718-6333

**EGLS<sub>3</sub> Evaluation for Greater Learning Student Survey System**

The EGLS<sub>3</sub> (Evaluation for Greater Learning Student Survey System) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS<sub>3</sub> surveys are only available for the Fall and Spring semesters. There are no EGLS<sub>3</sub> surveys during the Summer semester due to logistical reasons.

**Office of Institutional Equity**

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance. It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations. Log in to [www.edurisksolutions.org](http://www.edurisksolutions.org). Sign in using your HCC student email account, then go to the button at the top right that says Login and enter your student number.

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning

HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross  
Director EEO/Compliance  
Office of Institutional Equity & Diversity  
3100 Main  
(713) 718-8271  
Houston, TX 77266-7517 or Houston, TX 77266-7517 or [Institutional.Equity@hccs.edu](mailto:Institutional.Equity@hccs.edu)

### **Campus Carry**

At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/district/departments/police/campus-carry/>.

### **Student Support**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so.