  
Division of Social and Behavioral Sciences   
Department of Psychology

Dr. Karen Saenz, Chair

Karen.Saenz@hccs.edu

**PSYC 2301: Introduction to Psychology**

[10076] – [SPRING 2017]

[Central Campus, CE- San Jacinto Blgd, Rm 249] | [11-12:30pm]| [TuTh]

3 hour lecture course / 48 hours per semester/ 16 weeks, In-Person

**Instructor: Chirag Patel, MA**

**Instructor Contact Information: chiragkumar.patel@hccs.edu**

**Department Contact Information:** [Karen.Saenz@hccs.edu](mailto:Karen.Saenz@hccs.edu) 713-718-7180

**Office Location and Hours: Feel free to email me about all and any concerns.**

Please feel free to contact me, **through email**, 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/>). Professor will answer emails in a timely fashion. **Furthermore, the professor will only respond to HCCS email addresses.** Emails will be answered Monday through Friday.

**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](http://central.hccs.edu/students/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.

**Course Student Learning Outcomes (CSLOs) for PSYC 2301**Upon completion of PSYC 2301, the student will be able to:

1. Demonstrate knowledge in multiple (8) areas of psychology, including concepts, facts, and theoretical perspectives.
2. Define and identify the basic research and evaluation 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.

**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.

**Learning Objectives for PSYC 2301**

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| **OBJECTIVES FOR CSLO #1:** Discuss the major issues in at least nine areas of psychology. |
| 1.1 Major schools of thought in 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 subtypes of schizophrenia |
| 1.35 Major depressive disorder |
| 1.36 Bipolar disorder |
| 1.37 Personality disorders |

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| **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 |

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| **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 |
| 3.16 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 Difference between the social learning theory and gender schema theory explanations of gender role development |
| 3.21 Process of cognitive development as Piaget explained it |
| 3.22 Proposed causes of Alzheimer's disease |
| 3.23 Effects of stress on the immune system |
| 3.24 Effects of daily hassles on stress |
| 3.25 Factors that influence individual's capacity for resisting the effects of stress |
| 3.26 Function of defense mechanisms in Freud's theory |
| 3.27 Views of humanistic theorists regarding the personality |
| 3.28 Bandura's concept of reciprocal determinism |
| 3.29 Criteria for abnormal behavior |
| 3.30 Possible causes of schizophrenia |
| 3.31 Symptoms of major depressive disorder. |
| 3.32 Symptoms of bipolar disorder |

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| **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 |

**Instructional Materials**

**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. 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**

King, L. (2015). *The Science of Psychology: An Appreciative View* 3E. New York, NY: McGraw-Hill.

*Final Exam Handbook*

Posted on Eagle Online Canvas and/or the Learning Web

**A. Exams (60% total or 200 points each)**

Online or in class, instructor will decide. The 3 exams will consist of 50 multiple-choice items. Most will be selected from the text, and lecture. Lecture exams will be given a timeframe determined by the professors’ discretion. The comprehensive departmental exam will be 100 multiple-choice questions. Start time for the final exam will be given at the normal class time. You will also need to purchase and bring your own scantrons to class for every exam. They are sold in campus bookstores. **Bring a good eraser to the exam and erase changes completely. No grades will be changed due to poor erasures after your exam is graded and returned.** Instructor will determine if exams will be online through Canvas or in class.

**THERE ARE NO MAKE-UP EXAMS PROVIDED**, with the exception of very drastic circumstances or emergencies (doctor visits, court appointed visits, family emergencies) **with documentation**. If a student presents proper documentation, the instructor will decide the best day and time for the student to have the opportunity to make-up the exam. If the student agrees on a specific day and time, but fails to be present on that day and time, the student will receive a grade of “0” and will not be allowed to make up that specific exam. If student does not have proper documentation, a make-up exam **will not** be given. **MISSED EXAMS WILL RECEIVE a GRADE of “0”.** **\*Please do not miss any exams.\***

**B. Written Assignment (150 points or 15%)**

There are numerous social issues in our day-to-day lives. Students are to observe these social issues and explain the social issue using psychology. The social issues can occur either through direct contact, through a friend (listening about a social issue), through social media, through media in general (books, magazines, television, internet (YouTube, etc.) radio, etc.). The purpose of this written project is to allow students to have an active-conscious role in their environment. This project urges students to be aware of the issues that surround their lives. Students will complete a total of 4 journal entries that are due at the end of each month. Each entry **will be submitted online through Canvas**. Each entry will be a total of one page, typed **single space.** Students will be graded on the following: content related to psychology, grammar, sentence structure, complete sentences, and punctuation. Missed journal entries will be marked minus 5 points each class period. Please make sure to use proper sentence structure and complete sentences.

**In-Class Activities**

Group assignments (inside and outside of class) will be part of the learning process. Quizzes will be part of the learning process; **chapter readings before lecture(s) for each topic are required.** Instructor will quiz students prior to the beginning of particular lectures. The quizzes are not designed to stress students, but to challenge each student to take an active role in their learning process. Students who miss any quizzes due to tardies or absences **will not be allowed** to make up any quizzes. Points earned during the quizzes will be assigned according to instructor’s discretion in benefit of the student’s markings on either lecture exam(s) or written assignment, **but not on the final exam in any way.**

**C. Departmental Final Exam (250 points or 25%)**

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 this exam is in the *Final Exam Handbook*. 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. You must get at least 50% of the items correct on the final to pass the course. 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**

3 Exams total of 600 points **60% of your final grade**

Written Assignment total of 150 points **15% of your final grade**

Departmental Final Exam total of 250 points **25% of your final grade**

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

**HCC Grading Scale**

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| 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.

**Once again:**

**THERE ARE NO MAKE-UP EXAMS PROVIDED**, with the exception of very drastic circumstances or emergencies (doctor visits, court appointed visits, family emergencies) **with documentation**. If a student presents proper documentation, the instructor will decide the best day and time for the student to have the opportunity to make-up the exam. If the student agrees on a specific day and time, but fails to be present on the day and time, the student will receive a grade of “0” and will not be allowed to make up that specific exam. If student does not have proper documentation, a make-up exam **will not** be given. **MISSED EXAMS WILL RECEIVE a GRADE of “0”.** **\*Please do not miss any exams.\***

**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.

**Syllabus Modifications**

The instructor reserves the right to modify the syllabus at any time during the semester.

**PSYC 2301 COURSE CALENDAR for SPRING 2017**

Week 1 January 17 Introduction to Course and Chapter 1

January 19 Chapters 1 What is Psychology

Week 2 January 24 Chapter 2 Psychology’s Scientific Method

January 26 Chapter 2

Week 3 January 31 Chapter 3 Biological Foundations of Behavior

February 2 Chapter 3

Week 4 February 7 Chapter 3

February 9 **Exam #1 Chapters 1, 2, and 3**

Week 5 February 14 Chapter 6 Learning

February 16 Chapter 6

Week 6 February 21 Chapter 6/ Chapter 7

February 23 Chapter 7 Memory

Week 7 February 28 Chapter 7

March 2 Chapter 7

Week 8 March 7 Chapter 9 Human Development

March 9 Chapter 9

**March 13-19 SPRING BREAK Monday, March 13- Sunday March 19, 2017**

Week 9 March 21 Chapter 11 Gender and Gender Development pp.356-369

March 23 Chapter 12 Personality

Week 10 March 28 Chapter 12

March 30 Chapter 12 or **Exam #2 Chapters 6, 7, 9 and 12**

**Week 11** **Monday April 3 Last Day for Administrative Withdrawal**

April 4 **Exam #2 Chapters 6, 7, 9 and 12**

April 6 Chapter 15 Psychological Disorders

Week 12 April 11 Chapter 15

April 13 Chapter 15

Week 13 April 18 Chapter 15

April 20 Chapter 16 Therapies

Week 14 April 25 Chapter 17 Health Psychology

April 27 Chapter 17 Health Psychology

Week 15 May 2 **Exam #3 Chapters 15, 16 and 17**

May 4 Review for Final Exam

**Week 16** May 9 **FINAL EXAM @ 11:00 (11:00-12:50pm only)**

**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:
* Bloom’s Taxonomy Analysis, Educational Philosophy Paper, Midterm Exam, Final Exam, Field Study
* 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

**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 Schedule).** Be advised that instructors must drop students who fail to attend class by the official date of enrollment. 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 file the proper paperwork with the registrar’s office. Discuss your decision to withdraw from the class with your instructor before you finalize the paperwork.

**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. **Furthermore,** cell phone use during lecture time (texting, calling, Instagraming, Tweeting, Facebooking, Snapchatting, Selfies (any use of the camera on your phone), gaming, emailing, etc.) **is prohibited during lecture and other classroom activity**. Simply put, **students will be asked to leave class and will not be allowed back in for that day’s lecture and will be marked absent.** Please be respectful to others and the learning environment**. If a student must answer a call, text, or email the student is required to step outside and address the matter and stay outside until the matter is dealt with.** All phones must be on silence during lecture. There will be times when students will be allowed and/or required to use their phones for learning purposes. Additionally, all students are required to conduct themselves professional in a professional manner (no sleeping in class). Laptops will be allowed for note taking and in class projects; students must maintain academic honesty when using laptops during lectures.

**Academic Honesty**

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with the HCC Policy on Academic Honesty, found in the Student Handbook. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings might be initiated by College System officials against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.

***Cheating*** on a test includes:

* Copying from another students’ test paper;
* Using materials not authorized by the person giving the test;
* Collaborating with another student during a test without authorization;
* Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
* Bribing another person to obtain a test that is to be administered.

***Plagiarism*** means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit.

***Collusion*** means the unauthorized collaboration with another person in preparing written work offered for credit.

Possible punishments for academic dishonesty include a grade of 0 or F on the particular assignment, failure in the course, and/or probation or dismissal from the College System.

**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 page](http://learning.hccs.edu/faculty/eileen.mello/psi-kappa-the-psychology-club-at-hcc-sw) on the HCC Learning Web, the [Psi Kappa blog](http://psikappa.blogspot.com/), and the [Psi Kappa Facebook](https://www.facebook.com/psikappa?fref=ts) 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](http://psibeta.org/site/) website. For information about the HCC chapter, visit the [Psi Beta page](https://learning.hccs.edu/faculty/terese.landry/psi-beta) on the HCC Learning Web.

**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](https://www.hccsfoundation.org/scholarships).

**Tutoring**

Visit [this page](http://www.hccs.edu/district/students/tutoring/) to find out about HCC tutoring services.

**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.

**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

**EGLS3 Evaluation for Greater Learning Student Survey System**

The EGLS3 ([Evaluation for Greater Learning Student Survey System](http://www.hccs.edu/district/students/egls3/)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS3 surveys are only available for the Fall and Spring semesters. There are no EGLS3 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.