

**Division of Social and Behavioral Sciences**

**Psychology Department**

<http://www.hccs.edu/programs/areas-of-study/social--behavioral-sciences/psychology/>

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| PSYC 2314 Lifespan Growth & Development | Lecture | 13889 |
| Fall 2019 | Second Start 12 Weeks (9.23-12.15.2019  |
| In-Person | Southeast/Angela Morales Bldg.| Tues / Thurs 12:00 - 1:50 pm |
| 3 Credit Hours | 48 hours per semester |

## Instructor Contact Information

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| --- | --- | --- | --- |
| Instructor: | Christopher Alas, MA | Office Phone: | 512-699-4353 |
| Office: | Schedule Appointment | Office Hours: | Schedule Appointment |
| HCC Email: | christopher.alas@hccs.edu | Office Location: | Schedule Appointment |

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics.

## Instructor’s Preferred Method of Contact

HCC Email address and preferred method of contact (I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings.

2. I also use Remind. Remind is free and can be downloaded from any app market. Please do ***one of the following*** to register with Remind. Remember each class is given a unique code to use.

a. Text: @32eh87

b. email: 32eh87@email.remind.com

c. copy/paste: [www.remind.com/join/32eh87](http://www.remind.com/join/32eh87)

All communication will be answered within 24 hours unless there is an emergency or weekend. Please remember that I use REMIND to communicate with students

## What’s Exciting About This Course

You will learn so much about your life and the lives of those around you in this “womb to tomb” class. Do you really know “where babies come from?” (Hint: It’s not the stork or the cabbage patch!) Do you know how a one celled zygote differentiates and grows into a baby during the gestation? Can you describe how the brain develops and changes between conception and death? How about cognitive development and intelligence variations by gender and ethnicity? And how about what to expect as you approach late adulthood? Will you change careers several times? How about your personality over your lifespan—does it change or stay the same? And don’t forget your relationships with others along the way.

## My Personal Welcome

Welcome to General Psychology—I’m delighted that you have chosen this course. One of my passions is to know as much as I can about human behavior, and I can hardly wait to pass that on. I will present the information in the most exciting way I know, so that you can grasp the concepts and apply them now and hopefully throughout your life. As you read and wrestle with new ideas and facts that may challenge you, I am available to support you. The fastest way to reach me is by my HCC email. The best way to really discuss issues is in person and I’m available during posted office hours to tackle any questions you might have. My goal is for you to walk out of the course with a better understanding of yourself and of human behavior. So please visit me or contact me whenever you have a question.

## Prerequisites and/or Co-Requisites

The minimum requirements for enrollment in PSYC 2314 are as follows: (1) completed and passed PSYC 2301; (2) and satisfied the requirements for college-level reading and writing skills (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 [HCC Student Handbook.](https://learning.hccs.edu/programs/psychology/online-resources-for-students)

## Canvas Learning Management System

This course will use <Canvas> (<https://eagleonline.hccs.edu>) to supplement in-class assignments, exams, and activities. Links will be announced

HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. It is recommended that you **USE** [**FIREFOX**](https://www.mozilla.org/en-US/firefox/new/) **OR** [**CHROME**](https://www.google.com/chrome/browser/desktop/index.html) **AS YOUR BROWSER**.

### HCC Online Information and Policies

Although this is an in-person class, I encourage you to visit the HCC Online information pages. They contain a great deal of useful information about using Canvas. Here is the link to HCC Online: <http://www.hccs.edu/online/>.

### Scoring Rubrics, Assignment Instructions, etc.

Look in Eagle Online Canvas for the scoring rubrics for assignments, assignment instructions, exam instructions, and other information to assist you in the course. <https://eagleonline.hccs.edu/login/ldap>

# Instructional Materials

## Textbook Information

|  |  |
| --- | --- |
|  | The textbook listed below is ***required*** for this course. ***The Developing Person through the Lifespan*** (10th edition) by Kathleen Berger (Macmillan).A package that contains the text as well as an access code (ISBN: 978131911533) may be purchased through the [HCC Bookstore’s website](https://hccs.bncollege.com/shop/hccs-central/home). Students can use previous editions from online sour. |

## Temporary Free Access to E-Book

Students can get free access to a digital version of the textbook for a limited period of time. Here’s how to get access. Check CANVAS

## Other Instructional Resources

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### Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, 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](http://www.hccs.edu/resources-for/current-students/tutoring/) website for services provided.

### Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries’ resources and services is the HCCS library web page at [http://library.hccs.edu](http://library.hccs.edu/).

### Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

# Course Overview

PSYC 2314 is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death. (PSYC 2314 is included in the [Psychology Field of Study](https://learning.hccs.edu/programs/psychology/psychology-field-of-study).)

## Core Curriculum Objectives (CCOs)

PSYC 2301, PSYC 2314, PSYC 2316, and PSYC 2319 satisfy the social science requirement in the HCCS core curriculum. The HCCS Psychology Program Committee has specified that these courses address 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.
* ***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.

## Program Student Learning Outcomes (PSLOs)

Can be found at:

<http://www.hccs.edu/programs/areas-of-study/social--behavioral-sciences/psychology/>

## Course Student Learning Outcomes (CSLOs)

Upon completion of PSYC 2314, students will be able to

* Demonstrate knowledge of concepts, facts, and theoretical perspectives in the major sub-fields of psychology.
* Define and identify the research methods used in psychology, including the strengths and weaknesses of each method.
* Demonstrate knowledge of and identify concepts related to personal development and the development and behavior of others.
* 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

Learning Objectives for each CSLO can be found at [Learning Objectives for PSYC 2314](https://learning.hccs.edu/programs/psychology/psyc-course-student-learning-outcomes-and-learning-objectives/psyc-2314-lifespan-growth-development)

# Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

* Reading the textbook
* Attending class in person and/or online
* Completing assignments
* Participating in class activities

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.

## 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 learner-centered instructional techniques
* Provide a 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

As a student, it is your responsibility to**:**

* Attend class in person and/or online
* Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
* 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
* Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](http://www.hccs.edu/resources-for/current-students/student-handbook/)

# Assignments, Exams, and Activities

Please carefully review all of the information in this section and don’t hesitate to ask questions if anything is unclear to you. Be assured that I have thoughtfully designed all of the assignments, exams, and activities in this course to enable you to learn the material and to be successful. By providing due dates, I am helping you stay on track and accomplish your goal of getting the best grade you can in this course.

## Written Assignment(s) (200 pts)

**PSYCHOLOGY 2314 WRITING ASSIGNMENT**

**You in addition to your classmates are aspiring psychologists staffing your clinical cases by providing a case study of your patient based upon the facts and criteria that are given to you. Each student will receive a patient case study with various variables, life stressors, medical/mental disorders, etc. You are to construct a case study using the variables given and your analytical, critical thinking skills, and imagination.**

You will present a

1. 10-minute PowerPoint presentation to your fellow cohorts and me the Lead Clinician.
2. Provide everyone in the classroom a set of PowerPoints per the format discussed in class. Portions of your presentations will be included in the final
3. Everyone will receive a patient with a summarized case history. Each patient has a variety of variables including but not limited to medical and mental disabilities, other mental disorders as defined by the DSM V, psychosocial factors or stressors in certain periods of the human life span spectrum.
4. If the case history focuses on certain factors in the life of the patient, then those are areas of interest and should be explored further and will impact your grade. However how you choose to address it is up to you.
5. Some patients may reside in other states if so, location plays an important variable in the life of the patient. For example, if your patient is serving a death sentence in California vs Texas death and dying would be contextual and based on the laws of the state and impacts aftercare. If your client resides in a state with medical treatments that are illegal in other states, then treatment options for your patient may vary.
6. Each presenter should prepare for Q&A from your cohorts especially from the lead clinician
7. **All cohorts (audience members)** Part of your grade will not only consist of your own presentation but each student is expected to ask a minimum of 4 questions from presenters of your choice. Remember I am not asking that each student ask 4 questions per presentation rather **4 questions from the entire collection of case studies presented.**
8. Each presenter will **WRITE** a references section in APA style that will be incorporated into your power points and at the end of the presentation
9. Your references section will be turned in as a packet in addition to your PowerPoint and any other materials you may be using. Reference sections should be in APA form and submitted as a word document at the time of your presentation
10. A minimum of 5 references from peer review (academic journals) are required in addition to citing all other resources utilized for

**I want everyone to use not only their imagination but you critical thinking and analytical skills.**

**\Presentations are all numbered and assigned to certain class dates. Your presentations will be due o the day you present unless other arrangements have been made**

**FRAMEWORK FOR CASE STUDY**

Though each patient will present with a variety of factors your presentation should encompass all the material from the book, lectures, and other works as assigned. Each patient will vary and no one person will be the same however you will have to address each of the following sections that encompasses the study of lifespan psychology. The areas needing to be addressed are as follows:

1. The beginnings (conception / biological/ teratogens)
2. Childhood Development
	1. The first two years (infants and toddlers)
	2. Early childhood
	3. Middle Childhood
	4. Adolescence
3. Adulthood
	1. Emerging Adulthood and Adulthood
	2. Late Adulthood
4. Death and Dying

This project can be as interesting as you want to make it. I encourage everyone to do field work which is when you are in the community interviewing, participating, observing subjects or exploring resources that aid, support, and/or education.

**WOW FACTOR**

Wow factors will most certainly guarantee you a high grade. Wow factors is when you leave the halls of academia, library, or your home and go into the community looking for resources that increases your knowledge of the material and would benefit your peers from knowing as well. WOW factors can include interviews with outside resources in the area appropriate to your patient. For example, interviewing people in certain communities or religious institutions that will increase your knowledge in any or all the areas listed above. Observing a meeting for people in recovery. Participating / attending the Special Olympics.

I HIGHLY recommend you investigate the community and partake in some type of field work.

I can also be a wealth of information as far as resources in the city and encourage you to talk to me about your projects throughout the semester for assistance or guidance.

Your projects will be due towards the end of the semester however until I am able to confirm dates of speakers, I cannot give you a finite day.

I am assigning these projects early to allow you to think about the direction of your projects. I HIGHLY suggest that if you intend to partake in field work that you start early. Many people in the community that work in the private sphere and nonprofit arena are all very willing to meet with students for interviews however due to their time scheduling in advance is highly advised.

I will hold debriefings once a week to do mini-staffing of your assigned patient in order to better help you understand the project and seek out proper sources and resources.

Grades will be calculated as follows by both myself and peers:

|  |  |  |
| --- | --- | --- |
| **1** | Was the topic of interest to you before the presentation | 1-----2-----3-----4----5-----6------7-----8-----9-----10 |
|  |  |  |  |  |  |  |  |
| **2** | Did the presenter present the topi knowledgeabley | 1-----2-----3-----4----5-----6------7-----8-----9-----10 |
|  |  |  |
| **3** | Did the presenter cover cll appopriate stages of development? | 1-----2-----3-----4----5-----6------7-----8-----9-----10 |
|  |  |  |
| **4** |  Did you learn new infomration?` | 1-----2-----3-----4----5-----6------7-----8-----9-----10 |
|  |  |  |
| **5** | Did the presentation change your thining on the matter | 1-----2-----3-----4----5-----6------7-----8-----9-----10 |
|  |  |  |
| **6** | Do you feel you understand how multiculturalim is important in life development? | 1-----2-----3-----4----5-----6------7-----8-----9-----10 |
|  |  |  |
| **7** | Do you feel you posses the skills to become an effective and emmpjatic medical provider` | 1-----2-----3-----4----5-----6------7-----8-----9-----10 |
|  |  |  |
| **8** | Did the presenter put forth work on project or was it done the night before | 1-----2-----3-----4----5-----6------7-----8-----9-----10 |
|  |  |  |
| **9** | Is the presentation college-appropriate | 1-----2-----3-----4----5-----6------7-----8-----9-----10 |
|  |  |  |
| **10** | What positive idea did you learn today that will make you think and possibly change your schemata? | 1-----2-----3-----4----5-----6------7-----8-----9-----10 |

## Exams

You will take 3 take home 50 question multiple choice exams and will have the lowest grade dropped. Exam 4 will be the peer reviews of the class for presentation and cannot be dropped. Each exam will be 200 points each for a total of 600 points

## In-Class Activities

Participation (100 pts) will be based on your attendance, discussion, activity in and out of the classroom, and other attributes that adds to the educational process. There might be out of classroom exercises that are mandatory during class times

## Other Assignments and Activities (40 Bonus Pts)

Students will be able to write a 5-page paper in APA following each exam or guest speaker.

## Comprehensive Final Exam

There will be a comprehensive final exam in this course. A final will cover the educational material covered in class from life to death. Students will take a 50 question multiple choice question in class that covers all the material learned in class

Students who are absent from the final exam must discuss their absence with the instructor in advance or within 24 hours afterward. All missed finals with no verifiable excuse will receive a 0.

## Grading Formula

Your semester grade is comprised of the following.

|  |  |
| --- | --- |
| Written Assignment(s) | 200 |
| Exams | 600 |
| Participation | 100 |
| Comprehensive Final Exam | 100 |
| Total | 1000 |
| Maximum Extra Credit | 40 |

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

### Incomplete Policy

In order to receive a grade of Incomplete (“I”), a student must have completed at least 85% of 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.

## HCC Grading Scale can be found on this site under Academic Information:

[**http://www.hccs.edu/resources-for/current-students/student-handbook/**](http://www.hccs.edu/resources-for/current-students/student-handbook/)

# Course Calendar

|  |
| --- |
| **Second Start** |
| **Week** | **Dates** | **Topic/What’s due** |
| 1 | 9-24-19 | Chapter 1 |
| 1 | 9-26-19 | Chapter 1 |
| 2 | 10-1-19 | Ch. 2 |
| 2 | 10-3-19 | Ch. 2 |
| 3 | 10-8-19 | Ch. 3 |
| 3 | 10-10-19 | Ch. 3 |
| 4 | 10-15-19 | Ch 4. |
| 4 | 10-17-19 | Ch 4. |
| 5 | 10-24-19 | Ch. 5 |
| 5 | 10-29-19 | Ch. 5 |
| 6 | 10-31-19 | Ch. 6 |
| 6 | 11-5-19 |  Ch. 7 |
| 7 | 11-7-29 | Ch. 7 |
| 7 | 11-12-19 | Ch. 8 |
| 8 | 11-14-19 | Presentations 1-3 |
| 8 | 11-19-19 | Presentations 4-6 |
| 9 | 11-21-19 | Presentations 7-9 |
| 9 | 11-26-19 | Presentations 9-12 |
| 10 | 11-28-19 | Presentations 12-15 |
| 10 | 12-3-19 | Personations 17-18 |
| 11 | 12-5-19 | Presentations 19-20 |
| 11 | 12-15-19 | FINAL 12-2 |
| 12 |  |  |
| 12 |  |  |

## Syllabus and Calendar Modifications

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

# Instructor’s Practices and Procedures

## Missed Assignments

Please schedule all missed work with instructor. It is the responsibility of the student to make up missed work

## Academic Integrity

Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/ or disciplinary proceedings may be initiated by college district officials against a student accused of scholastic dishonesty. “Scholastic Dishonesty” includes, but is not limited to, cheating on a test, plagiarism and collusion. Any instance of scholastic dishonesty may be reported to the Maxiant system. Possible punishments for scholastic dishonesty include a grade of “0” or “F” on the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the college district. A recommendation for suspension or expulsion will be referred to the college Dean of Students for disciplinary disposition. Students have the right to appeal the decision.

This is a college course and plagiarism will not be acceptable. All allegations of plagiarism will be referred to the administration.

Here’s the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

## Attendance Policy

Students will present on time for all lectures. Participation is based on attendance. Students are especially urged to be on time for guest speakers

## Student Conduct

This course discussed sensitive material and provides a safe space in order to express such ideas with recourse

## Instructor’s Course-Specific Information

Please refer to me as Professor Alas in person and on all correspondence.

## Electronic Devices

Unless cleared by student disabilities PLEASE OUT ALL ELECTRONNIC DEVICES AWAY DURING CLASS. Students that are non-compliant will be asked to leave the classroom unless of special circumstances

# Psychology Program Information

Visit the [Psychology Program Pages](http://learning.hccs.edu/programs/psychology) on the HCC Learning Web for information about our faculty and courses. You will also find information about majoring in psychology.

## Psychology Field of Study

[The Field of Study curriculum for Psychology](https://learning.hccs.edu/programs/psychology/psychology-field-of-study) is an 18-credit-hour set of lower division courses that must be applied to a bachelor’s degree in Psychology, regardless of degree designation. If a student successfully completes a field of study for an established degree program, the student may transfer that block of courses for full academic credit. The transferred field of study courses must be substituted for the receiving institution’s lower-division requirements for the discipline degree program into which the student transfers. If a student completes only part of the field of study, then credit for those courses must also apply toward the major.

* PSYC 2301 General Psychology
* PSYC 2314 Lifespan Growth & Development
* PSYC 2317 Statistical Methods in Psychology
* PSYC 2319 Social Psychology
* PSYC 2320 Abnormal Psychology
* PSYC 2330 Biological Psychology

## Associate in Science in Psychology

HCC students may earn an Associate in Science (A.S.) degree in psychology by completing the approved [degree plan](https://learning.hccs.edu/programs/psychology/majoring-in-psychology-1) (<https://learning.hccs.edu/programs/psychology/majoring-in-psychology-1>).

## 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.

### 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.

## HCC Foundation: 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.

# HCC Policies

Here’s the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following:

* Academic Information
* Academic Support
* Attendance, Repeating Courses, and Withdrawal
* Career Planning and Job Search
* Childcare
* disAbility Support Services
* Electronic Devices
* Equal Educational Opportunity
* Financial Aid TV (FATV)
* General Student Complaints
* Grade of FX
* Incomplete Grades
* International Student Services
* Health Awareness
* Libraries/Bookstore
* Police Services & Campus Safety
* Student Life at HCC
* Student Rights and Responsibilities
* Student Services
* Testing
* Transfer Planning
* Veteran Services

## EGLS3

The EGLS3 ([Evaluation for Greater Learning Student Survey System](http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/)) 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. EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>

## Campus Carry Link

Here’s the link to the HCC information about Campus Carry: <http://www.hccs.edu/departments/police/campus-carry/>

## HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID](http://www.hccs.edu/resources-for/current-students/student-e-maileagle-id/) and activate it now. You may also use Canvas Inbox to communicate.

## Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable HCC to provide any resources that HCC may possess.

# Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<http://www.hccs.edu/departments/institutional-equity/>)

## disAbility Services

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/support-services/disability-services/>

## Title IX

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 Institutional.Equity@hccs.edu

<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

## Office of the Dean of Students

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints. <https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>

## Department Chair Contact Information

Dr. Karen Saenz

Karen.Saenz@hccs.edu

713-718-7034