



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

<http://www.hccs.edu/programs/programs-a-z/psychology/>

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**PSYC 2314: Lifespan Development | Lecture | #59131**

Spring 2018 | 8 Weeks (3.19.2018-5.13.2018)

HCC Online

3 Credit Hours | 48 hours per semester

**Instructor Contact Information**

Instructor: Dr. Karen P. Sáenz (pronounced "signs," as in dollar signs or stop signs)  
Office: Felix Fraga Academic Center      Office Hours: M-F 8:00 a.m.-4:30 p.m.  
HCC Email: [karen.saenz@hccs.edu](mailto:karen.saenz@hccs.edu)      Office Phone: 713-718-7034

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**

- Email and the communication tools in Canvas are the preferred methods of contacting me so that we both have a written record of our conversation.
- Because I am the Psychology Department Chair, I am in the office regularly from Monday through Friday, 8:00 a.m. to 4:30 p.m. I frequently have to attend meetings off campus, however, so please be sure to make an appointment if you need to meet with me in person.
- When I'm in the office, I check email several times a day and Eagle Online Canvas at least once a day, so you should expect a reply within 24 hours; I rarely check email or Eagle Online Canvas in the evenings, however. I usually check email and Eagle Online Canvas at least once on Saturdays, but never on Sundays or holidays, thus, you can expect a reply on Monday morning.
- If I plan to be out of town or away from the Internet for more than 24 hours, I will inform the class via the Announcements in Eagle Online Canvas.

**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 nor 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 other along the way.

This is a fast-paced, intense course, and you might feel like you're in a "Star Trek" time warp—one week we're studying infants and toddlers and then in a couple of weeks, we're dealing with the elderly. You will learn a lot in the Lifespan course that will be useful in your career. As a bonus, it's probably the best course on parenting you'll ever find.

### **My Personal Welcome**

Welcome to Introduction to 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 across the lifespan. 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 2314; (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 HCCS Student Handbook: <http://www.hccs.edu/resources-for/current-students/student-handbook/>

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

All instruction in this section of PSYC 2314 will take place online in Eagle Online Canvas. HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. It is recommended that you **USE FIREFOX OR CHROME AS YOUR BROWSER**. Login to Eagle Online Canvas at this link: <https://eagleonline.hccs.edu/login/ldap>

## **Instructional Materials**

### **Textbook Information**

The textbook listed below is **required** for this course.

Boyd, D., & Bee, H. (2015). *Lifespan Development* 7th edition. Upper Saddle River, NJ: Pearson.

### **Temporary Free Access to E-Book**

Good news! You will find a link in Eagle Online Canvas to get temporary free access to a digital version of the text for fourteen days.

## Other Instructional Resources

### MyPsychLab

MyPsychLab will not be used in this section of Lifespan.

### 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: <http://www.hccs.edu/resources-for/current-students/tutoring/>

### 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 HCC library web page: <http://library.hccs.edu>.

### Supplementary Instruction

Supplemental Instruction is not available for this course this semester.

## Course Overview for PSYC 2314

PSYC 2314 is a developmental psychology course designed to provide an understanding of human behavior and characteristics from conception through death. This course includes information on physical, cognitive, and psychosocial changes throughout the lifespan. Theory, research, and applications are covered.

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

PSYC 2314 satisfies the social science requirement in the HCCS core curriculum. The HCCS Psychology Discipline Committee has specified that the course address the following core objectives:

- **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 below.
- **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 below.

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

Program SLOs can be found in Eagle Online Canvas or at this link:

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

## Course Student Learning Outcomes (CSLOs) for PSYC 2314

Upon completion of PSYC 2314, 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.

## Learning Objectives for PSYC 2314

Learning Objectives can be found in Eagle Online Canvas or at this link:

<https://learning.hccs.edu/programs/psychology/psyc-course-student-learning-outcomes-and-learning-objectives/psyc-2314-lifespan-growth-development>

## Student Success in PSYC 2314

As with any three-hour course, 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 written assignments. 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.

## 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
- 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

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](#)

### Academic Integrity

I expect academic integrity! Look for the Honor Code for this class in Eagle Online Canvas. You must complete the Honor Code to gain entry into the course work for the class. You can DO this!

## Exams and Assignments

### Exams

#### Five Online Exams @ 100 points each = 500 points.

The goal of the exams is to encourage you to read and study the concepts in the Lifespan textbook, and then the exams will measure how much you know about the content.

#### Instructions for Earning Full Credit on the Exams:

- Each exam will cover **two Modules**, and each will consist of **50 multiple-choice questions** worth 2 points each (**total of 100 points**). The questions come from the required Core Concepts (see the Core Concepts for each Module).
- The exam has a **60-minute (1 hour) time limit**; you will not have time to look up all of the answers. Be sure that you begin the exam no later than 10:50 p.m. on the day of the deadline so that you will have your full hour to complete it.
- Each Exam will be open for 2 days (see the Course Calendar for details). Choose the hour that suits your schedule best during those days.
- You will be allowed to **see only one question at a time**. That means you cannot go back to a question if you answer it incorrectly or if you skip it.
- Be sure you are using **FIREFOX or GOOGLE CHROME** as your Internet Browser. Quizzes will not be "reset" for individual students; you **MUST** use Firefox or Chrome.
- Click **SUBMIT QUIZ** before the deadline on the Course Calendar.

### Written Assignment

#### One Assignment with Multiple Parts = 100 points

The goal of the Written Assignment is to relate the concepts of "grit and perseverance" across the Lifespan. Grit and perseverance are life skills that enhance your ability to succeed even when events might be difficult. The Written Assignment will be open from the first day of class until the deadline posted in the Course Calendar.

#### Instructions for Earning Full Credit on the Written Assignment:

- **READ** the requirements in the Rubric before you begin.
- **REPLY** to the prompt.
- **FOLLOW** the Reminders in the prompt, and meet the requirements.
- **POST YOUR WRITTEN ASSIGNMENT** before the 11:59 p.m. deadline for the Module (see the Course Calendar for details). Postings after the 11:59 p.m. deadline will not be graded and a zero will be recorded.

## Module Assignments

### Ten Discussions and Ten Reflections @ 10 points each = 200 points

You may work ahead on all Module Assignments; however, the Modules are set so that you must complete the previous Modules before you can open the next Module. For example, you must open every document/resource and each assignment in Module 1 before you can open Module 2.

#### **Discussions** Ten Discussions (one per Module) @ 10 points each = 100 points

The goal of the Discussions is to engage you in a semi-formal brainstorming activity about topics of interest in developmental psychology. Often our thoughts about controversial topics are not clear; writing down our thoughts makes us think about what we know and believe and what we want to ask. The grading rubric is posted in Eagle Online Canvas.

#### **Instructions for Earning Full Credit on the Discussions:**

- **READ** the requirements in the Rubric before you begin.
- **REPLY** to the prompt.
- **FOLLOW** the Reminders in the prompt, and meet the requirements.
- **POST YOUR DISCUSSION** before the 11:59 p.m. deadline for the Module (see the Course Calendar for details). Postings after the 11:59 p.m. deadline will not be graded and a zero will be recorded.
- **REPLY** to at least **TWO** of your classmates.

#### **Reflections** Ten Reflections (one per Module) @ 10 points each = 100 points

The goal of the Reflections is to give you an opportunity to consider some of the concepts in the course on a personal level. Your entries are not available for your classmates to read; only you and your instructor will see them. Because your comments are based on your personal experiences, there are no "right" not "wrong" answers; your grade is a completion grade—responding to all of the prompts in the assignment will earn 10 points per Module. The grading rubric is posted in Eagle Online Canvas.

#### **Instructions for Earning Full Credit on the Reflections:**

- **READ** the requirements in the Rubric before you begin.
- **REPLY** to the prompt.
- **FOLLOW** the Reminders in the prompt, and meet the requirements.
- **POST YOUR REFLECTION** before the 11:59 p.m. deadline for the Module (see the Course Calendar for details). Postings after the 11:59 p.m. deadline will not be graded and a zero will be recorded.

## Other Types of Assignments

Extra Credit opportunities will be provided in Canvas. One opportunity is posted in Canvas as the Extra Credit Module. Other opportunities may be posted in the Announcements and/or the Canvas Inbox—check each regularly

## PSYC 2314 Final Exam

One **Comprehensive Final Exam** = 200 points

The goal of the final exam is to test your learning of the course content. The questions come from the required Core Concepts (see the Core Concepts for the Final Exam in the Final Exam Module).

### Instructions for Earning Full Credit on the Final Exam:

- The exam consists of **100 multiple-choice questions** worth 2 points each (**total of 200 points**).
- The exam has a **120-minute (2-hour) time limit**; you will not have time to look up all of the answers. Be sure that you begin the exam no later than 9:59 PM on the day of the deadline so that you will have your full two hours to complete it.
- The exam will be **open** for about **1 day** (see the Course Calendar for details). Choose the 2 hours that suits your schedule best during that day.
- You are allowed to **see only one question at a time**. That means you cannot go back to a question if you answer it incorrectly or if you skip it.
- Be sure you are using **FIREFOX or GOOGLE CHROME** as your Internet Browser. Quizzes will not be "reset" for individual students: you **MUST** use Firefox or Chrome.
- Click **SUBMIT QUIZ** before the deadline.

### Policy Regarding Making Up Missed Assignments

#### Making Up the Exams

If you miss an exam because of a **documented emergency**, notify me by email ([karen.saenz@hccs.edu](mailto:karen.saenz@hccs.edu)) **no later than NOON the day after the exam closes. Attach your documentation of the emergency to the message.** Acceptable reasons for making up the exam are as follows (documentation is required to verify the reason):

1. Serious illness (hospitalization)
2. A death in the family
3. Detainment in jail

Acceptable reasons do NOT include the following:

1. Doctor's appointment for a non-emergency
2. "I didn't have time to study."

The make-up exam might be essay or short-answer questions rather than multiple-choice questions. All exams are open for a short period of time (i.e., a day or two); it is in your best interest to take the exams as scheduled as early as possible.

NOTE: A make-up exam is not a retake; that is, make-up exams are only allowed for misses exams due to **documented emergencies**.

#### Making Up the Written Assignment

If you miss the deadline for the Written Assignment because of a **documented emergency**, notify the instructor by email ([karen.saenz@hccs.edu](mailto:karen.saenz@hccs.edu)) **no later than NOON the day after the deadline. Attach your documentation of the emergency to the message.**

Acceptable reasons for submitting the Written Assignment after the deadline are as follows (documentation is required to verify the reason for your absence):

1. Serious illness (hospitalization)
2. A death in the family
3. Detainment in jail

Acceptable reasons do NOT include the following:

1. Doctor's appointments for a non-emergency



2. "I didn't have time to study."

## Making Up the Module Assignments

Late work on the 10-point **Discussions** and **Reflections** will not be graded. Check the Course Calendar for the Deadlines on all assignments.

## Making Up the PSYC 2314 Final Exam

If you miss the final exam because of a **documented emergency**, notify the instructor by email ([karen.saenz@hccs.edu](mailto:karen.saenz@hccs.edu)) **no later than NOON the day after the exam closes. Attach your documentation of the emergency to the message.**

Acceptable reasons for making up the exam are as follows (documentation is required to verify the reason for your absence):

1. Serious illness (hospitalization)
2. A death in the family
3. Detainment in jail

Acceptable reasons do NOT include the following:

1. Doctor's appointments for a non-emergency
2. "I didn't have time to study."

It is very likely that the make-up exam will be a paper/pencil test given at the Felix Fraga Academic Center. Schedule a date and time with your instructor. The final exam is open for 2 days; it is in your best interest to take the exam as scheduled as early as possible.

NOTE: A makeup exam is not a retake; that is, a makeup exam is only allowed for a missed exam due to **documented emergencies**.

### Grading Formula

Your final course grade will be calculated by adding the points earned for each of the following assignments (maximum of 1,000 points). All work must be completed by the deadline stated in the Course Calendar.

<b>Exams:</b> 5 @ 100 points each =	<b>500 points</b>
<b>Discussions (one per Module):</b> 10 @ 10 points each =	<b>100 points</b>
<b>Reflections (one per Module):</b> 10 @ 10 points each =	<b>100 points</b>
<b>Written Assignment =</b>	<b>100 points</b>
<b>Comprehensive Final Exam =</b>	<b>200 points</b>
<b>TOTAL</b>	<b>1,000 points</b>

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



## HCC Grading Scale

The HCC Grading Scale can be found on this site under Academic Information; HCC Grading System: <http://www.hccs.edu/programs/catalog/general-course-information/>

## Course Calendar

Week	Date	Assignments ( <b>Post by 11:59 p.m.</b> )
<b>1</b>	<b>Mon. Mar. 19</b>	First Day of Class
<b>2</b>	<b>Sunday, March 25</b>	<b>DEADLINE</b> "Start Here" Module <ul style="list-style-type: none"> <li>• <b>"Start Here" Quiz:</b> Score of 100% required to enter Course Modules</li> <li>• <b>DEADLINE All students must begin the class by this day or be dropped for never attending</b></li> </ul>
	<b>Tuesday, March 27</b>	<b>DEADLINE</b> Module 1: Basic Concepts and Methods, Chapter 1, pp. 1-22 <ul style="list-style-type: none"> <li>• <b>Discussion 1:</b> Mini Biography</li> <li>• <b>Reflection 1:</b> Culture and Development</li> </ul>
	<b>Thursday, March 29</b>	<b>DEADLINE</b> Module 2: Theories of Development, Chapter 2, pp. 23-47 <ul style="list-style-type: none"> <li>• <b>Discussion 2:</b> Theories of Development</li> <li>• <b>Reflection 2:</b> #1 Bronfenbrenner's Bioecological Model</li> </ul>
	<b>Friday, March 30 through Sunday, April 1: Spring Holidays (all campuses closed)</b>	
<b>3</b>	<b>Monday, April 2</b>	<b>EXAM 1: Modules 1 and 2</b> <ul style="list-style-type: none"> <li>• Exam 1 opens 12:30 a.m.</li> </ul>
	<b>Tuesday, April 3</b>	<b>EXAM 1: Modules 1 and 2</b> <ul style="list-style-type: none"> <li>• Exam 1 closes at 11:59 p.m.</li> </ul>
	<b>Wednesday, April 4</b>	<b>DEADLINE</b> Module 3: Prenatal Development and Birth, Chapter 3, pp. 48-81 <ul style="list-style-type: none"> <li>• <b>Discussion 3:</b> Research on Prenatal Development and Birth</li> <li>• <b>Reflection 3:</b> #2 Prenatal Development <b>OR</b> #3 Birth</li> </ul>
	<b>Friday, April 6</b>	<b>DEADLINE</b> Module 4: Infancy, Chapters 4, 5, and 6, pp. 82-150 <ul style="list-style-type: none"> <li>• <b>Discussion 4:</b> Research on Infancy</li> <li>• <b>Reflection 4:</b> #4 Physical Development, <b>OR</b> #5 Cognitive Development, <b>OR</b> #6 Temperament in Infants</li> </ul>
<b>4</b>	<b>Sunday, April 8</b>	<b>EXAM 2: Modules 3 and 4</b> <ul style="list-style-type: none"> <li>• Exam 2 opens 12:30 a.m.</li> </ul>
	<b>Monday, April 9</b>	<b>EXAM 2: Modules 3 and 4</b> <ul style="list-style-type: none"> <li>• Exam 2 closes at 11:59 p.m.</li> </ul>
	<b>Wednesday, April 11</b>	<b>DEADLINE</b> Module 5: Early Childhood, Chapters 7 and 8, pp. 151-210 <ul style="list-style-type: none"> <li>• <b>Discussion 5:</b> Research on Early Childhood</li> <li>• <b>Reflection 5:</b> #7 "When I Was a Preschooler . . ." <b>OR</b> #8 Parenting in the Early Childhood Years</li> </ul>
	<b>Friday, April 13</b>	<b>DEADLINE</b> Module 6: Middle Childhood, Chapters 9 and 10, pp. 211-264 <ul style="list-style-type: none"> <li>• <b>Discussion 6:</b> Research on Middle Adulthood</li> <li>• <b>Reflection 6:</b> #9 The Influence of Family on Socialization and Development <b>OR</b> #10 Social Competence</li> </ul>

5	Sunday, April 15	<b>EXAM 3: Modules 5 and 6</b> • Exam 3 opens 12:30 a.m.
	Monday, April 16	<b>EXAM 3: Modules 5 and 6</b> • Exam 3 closes at 11:59 p.m.
	Wednesday, April 18	<b>DEADLINE</b> Module 7: Adolescence, Chapters 11 and 12, pp. 265-320 • <b>Discussion 7:</b> Research on Adolescence • <b>Reflection 7:</b> #11 Body Image <b>OR</b> #12 Identity
	Friday, April 20	<b>DEADLINE</b> Module 8: Early Adulthood, Chapters 13 and 14, pp. 321-374 • <b>Discussion 8:</b> Research on Early Adulthood • <b>Reflection 8:</b> #13 College Experience <b>OR</b> #14 Sternberg's Triangular Theory of Love
6	Sunday, April 22	<b>EXAM 4: Modules 7 and 8</b> • Exam 4 opens 12:30 a.m.
	Monday, April 23	<b>EXAM 4: Modules 7 and 8</b> • Exam 4 closes at 11:59 p.m. • <b>Last day to Withdraw (Noon)</b>
	Wednesday, April 25	<b>DEADLINE</b> Module 9: Middle Adulthood, Chapters 15 and 16, pp. 375-416 • <b>Discussion 9:</b> Research on Middle Adulthood • <b>Reflection 9:</b> #15 Health Habits <b>OR</b> #16 The "Big Five" Personality Traits
	Friday, April 27	<b>DEADLINE</b> Module 10: Late Adulthood and the End of Life, Chapters 17, 18, and 19, pp. 412-491 • <b>Discussion 10:</b> Research on Late Adulthood and the End of Life • <b>Reflection 10:</b> #17 Longevity, <b>OR</b> #18 Successful Aging, <b>OR</b> #19 Death Anxiety
7	Sunday, April 29	<b>EXAM 5: Modules 9 and 10</b> • Exam 5 opens 12:30 a.m.
	Monday, April 30	<b>EXAM 5: Modules 9 and 10</b> • Exam 5 closes at 11:59 p.m.
	Friday, May 4	<b>DEADLINE WRITTEN ASSIGNMENT: Grit Paper</b> 11:59 p.m.
8	Monday, May 7	<b>DEADLINE</b> Extra Credit Opportunity (10 points) • <b>Reflective Journal Entry:</b> #20 Eulogy
	Thursday, May 10	<b>FINAL EXAM</b> • Final Exam opens at 12:30 a.m.
	Friday, May 11	<b>FINAL EXAM</b> • Final Exam closes at 11:59 p.m.

### 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.

### Other Course Information

#### Scoring Rubrics

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

## HCC Online Information and Policies

This link takes you to the HCC Online website: <http://www.hccs.edu/online/>

## EGLS<sup>3</sup>

The EGLS<sup>3</sup> (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<sup>3</sup> 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/>

## HCC Email Policy

HCC prefers students to communicate only through the HCCS email system to protect your privacy. If you have not activated your HCCS student email account, you can go to HCC Eagle ID and activate it now. You may also use Canvas Inbox to communicate:

<http://www.hccs.edu/resources-for/current-students/student-e-maileagle-id/>

## PSYC 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](#) on the HCC Learning Web, the [Psi Kappa blog](#), and the [Psi Kappa 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.

### **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](#).

## HCC Policy Statements

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 Honesty  
Academic Information  
Academic Support  
Attendance, Repeating Courses, and Withdrawal  
Campus Carry  
Career Planning and Job Search  
Childcare  
Course Etiquette  
disAbility Support Services

Electronic Devices  
Equal Educational Opportunity  
Financial Aid TV (FATV)  
General Student Complaints  
Grade of FX and International Students  
Health Awareness  
Incomplete Grades  
International Student Services  
Libraries/Bookstore  
Police Services & Campus Safety  
Student Life at HCC  
Student Rights and Responsibilities  
Student Services  
Testing  
Transfer Planning  
Veteran Services

## 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](mailto:Institutional.Equity@hccs.edu)  
<http://www.hccs.edu/departments/institutionale-quity/title-ix-know-your-rights/>

## Psychology Department Chair

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