PSYC 2314: Lifespan Development | Lecture | #59131
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 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.

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:

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) 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) 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) **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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exams:</strong> 5 @ 100 points each =</td>
<td>500 points</td>
</tr>
<tr>
<td><strong>Discussions</strong> (one per Module): 10 @ 10 points each =</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Reflections</strong> (one per Module): 10 @ 10 points each =</td>
<td>100 points</td>
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<tr>
<td><strong>Written Assignment =</strong></td>
<td>100 points</td>
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<tr>
<td><strong>Comprehensive Final Exam =</strong></td>
<td>200 points</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,000 points</strong></td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>900+</td>
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<tr>
<td>B</td>
<td>800-899</td>
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<tr>
<td>C</td>
<td>700-799</td>
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<tr>
<td>D</td>
<td>600-699</td>
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<tr>
<td>F</td>
<td>&lt;600</td>
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</table>
**Course Calendar**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignments (Post by 11:59 p.m.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon. Mar. 19</td>
<td>First Day of Class</td>
</tr>
</tbody>
</table>
| 2    | Sunday, March 25 | DEADLINE “Start Here” Module  
- “Start Here” Quiz: Score of 100% required to enter Course Modules  
- DEADLINE All students must begin the class by this day or be dropped for never attending |
|      | Tuesday, March 27 | DEADLINE Module 1: Basic Concepts and Methods, Chapter 1, pp. 1-22  
- Discussion 1: Mini Biography  
- Reflection 1: Culture and Development |
|      | Thursday, March 29 | DEADLINE Module 2: Theories of Development, Chapter 2, pp. 23-47  
- Discussion 2: Theories of Development  
- Reflection 2: #1 Bronfenbrenner’s Bioecological Model |
|      | Friday, March 30 through Sunday, April 1: Spring Holidays (all campuses closed) | |
| 3    | Monday, April 2 | EXAM 1: Modules 1 and 2  
- Exam 1 opens 12:30 a.m. |
|      | Tuesday, April 3 | EXAM 1: Modules 1 and 2  
- Exam 1 closes at 11:59 p.m. |
|      | Wednesday, April 4 | DEADLINE Module 3: Prenatal Development and Birth, Chapter 3, pp. 48-81  
- Discussion 3: Research on Prenatal Development and Birth  
- Reflection 3: #2 Prenatal Development OR #3 Birth |
|      | Friday, April 6 | DEADLINE Module 4: Infancy, Chapters 4, 5, and 6, pp. 82-150  
- Discussion 4: Research on Infancy  
- Reflection 4: #4 Physical Development, OR #5 Cognitive Development, OR #6 Temperament in Infants |
| 4    | Sunday, April 8 | EXAM 2: Modules 3 and 4  
- Exam 2 opens 12:30 a.m. |
|      | Monday, April 9 | EXAM 2: Modules 3 and 4  
- Exam 2 closes at 11:59 p.m. |
|      | Wednesday, April 11 | DEADLINE Module 5: Early Childhood, Chapters 7 and 8, pp. 151-210  
- Discussion 5: Research on Early Childhood  
- Reflection 5: #7 “When I Was a Preschooler . . .” OR #8 Parenting in the Early Childhood Years |
|      | Friday, April 13 | DEADLINE Module 6: Middle Childhood, Chapters 9 and 10, pp. 211-264  
- Discussion 6: Research on Middle Adulthood  
- Reflection 6: #9 The Influence of Family on Socialization and Development OR #10 Social Competence |
<table>
<thead>
<tr>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>Sunday, April 15</td>
<td><strong>EXAM 3: Modules 5 and 6</strong></td>
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<tr>
<td></td>
<td>• Exam 3 opens 12:30 a.m.</td>
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<tr>
<td>Monday, April 16</td>
<td><strong>EXAM 3: Modules 5 and 6</strong></td>
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<td>• Exam 3 closes at 11:59 p.m.</td>
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<td>Wednesday, April 18</td>
<td><strong>DEADLINE</strong> Module 7: Adolescence, Chapters 11 and 12, pp. 265-320</td>
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<td></td>
<td>• <strong>Discussion 7</strong>: Research on Adolescence</td>
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<td>• <strong>Reflection 7</strong>: #11 Body Image <strong>OR</strong> #12 Identity</td>
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<tr>
<td>Friday, April 20</td>
<td><strong>DEADLINE</strong> Module 8: Early Adulthood, Chapters 13 and 14, pp. 321-374</td>
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<tr>
<td></td>
<td>• <strong>Discussion 8</strong>: Research on Early Adulthood</td>
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<td></td>
<td>• <strong>Reflection 8</strong>: #13 College Experience <strong>OR</strong> #14 Sternberg’s Triangular Theory of Love</td>
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<tr>
<td>Sunday, April 22</td>
<td><strong>EXAM 4: Modules 7 and 8</strong></td>
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<td></td>
<td>• Exam 4 opens 12:30 a.m.</td>
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<tr>
<td>Monday, April 23</td>
<td><strong>EXAM 4: Modules 7 and 8</strong></td>
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<td></td>
<td>• Exam 4 closes at 11:59 p.m.</td>
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<td></td>
<td>• <strong>Last day to Withdraw (Noon)</strong></td>
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<tr>
<td>Wednesday, April 25</td>
<td><strong>DEADLINE</strong> Module 9: Middle Adulthood, Chapters 15 and 16, pp. 375-416</td>
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<tr>
<td></td>
<td>• <strong>Discussion 9</strong>: Research on Middle Adulthood</td>
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<td></td>
<td>• <strong>Reflection 9</strong>: #15 Health Habits <strong>OR</strong> #16 The “Big Five” Personality Traits</td>
</tr>
<tr>
<td>Friday, April 27</td>
<td><strong>DEADLINE</strong> Module 10: Late Adulthood and the End of Life, Chapters 17, 18, and 19, pp. 412-491</td>
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<tr>
<td></td>
<td>• <strong>Discussion 10</strong>: Research on Late Adulthood and the End of Life</td>
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<tr>
<td></td>
<td>• <strong>Reflection 10</strong>: #17 Longevity, <strong>OR</strong> #18 Successful Aging, <strong>OR</strong> #19 Death Anxiety</td>
</tr>
<tr>
<td>Sunday, April 29</td>
<td><strong>EXAM 5: Modules 9 and 10</strong></td>
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<tr>
<td></td>
<td>• Exam 5 opens 12:30 a.m.</td>
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<tr>
<td>Monday, April 30</td>
<td><strong>EXAM 5: Modules 9 and 10</strong></td>
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<tr>
<td></td>
<td>• Exam 5 closes at 11:59 p.m.</td>
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<tr>
<td>Friday, May 4</td>
<td><strong>DEADLINE</strong> <strong>WRITTEN ASSIGNMENT</strong>: Grit Paper 11:59 p.m.</td>
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<tr>
<td>Monday, May 7</td>
<td><strong>DEADLINE</strong> Extra Credit Opportunity (10 points)</td>
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<td></td>
<td>• <strong>Reflective Journal Entry</strong>: #20 Eulogy</td>
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<tr>
<td>Thursday, May 10</td>
<td><strong>FINAL EXAM</strong></td>
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<td>• Final Exam opens at 12:30 a.m.</td>
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<tr>
<td>Friday, May 11</td>
<td><strong>FINAL EXAM</strong></td>
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<tr>
<td></td>
<td>• Final Exam closes at 11:59 p.m.</td>
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</tbody>
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**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](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/](http://www.hccs.edu/online/)

EGLS³
The EGLS³ (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. 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/](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-mail-eagle-id/](http://www.hccs.edu/resources-for/current-students/student-e-mail-eagle-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](http://www.hccs.edu/resources-for/current-students/student-e-mail-eagle-id/) on the HCC Learning Web, the [Psi Kappa blog](http://www.hccs.edu/resources-for/current-students/student-e-mail-eagle-id/), and the [Psi Kappa Facebook page](http://www.hccs.edu/resources-for/current-students/student-e-mail-eagle-id/).

**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](http://www.hccs.edu/resources-for/current-students/student-e-mail-eagle-id/). For information about the HCC chapter, visit the [Psi Beta page](http://www.hccs.edu/resources-for/current-students/student-e-mail-eagle-id/) 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](http://www.hccs.edu/resources-for/current-students/student-handbook/).

**HCC Policy Statements**
Here’s the link to the HCC Student Handbook [http://www.hccs.edu/resources-for/current-students/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
http://www.hccs.edu/departments/institutionale-equity/title-ix-know-your-rights/
Psychology Department Chair

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