



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

PSYC 2301: General Psychology

CRN 39003 – Fall, 2017

Fraga Rm 345 | 8:00am -9:20am | Tues/Thurs

3 hour lecture course / 48 hours per semester/ 16 weeks

In Person

Instructor: Nausheen Pasha-Zaidi (“Dr. N”)

Instructor Contact Information: Nausheen.pashazaidi@hccs.edu

Psychology Department Chair: Dr. Karen P. Saenz, karen.saenz@hccs.edu; 713-718-7180

Office Location and Hours Stafford Learning Hub 5:00-5:30pm by appointment. Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics.

Email Policy

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

Course Description

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

Prerequisites

PSYC 2301 requires college-level reading and writing skills. Research indicates that you are most likely to succeed if you have already taken and passed ENGL 1301. The minimum requirements for enrollment in PSYC 2301 include placement in college-level reading (or take INRW 0420 or ESOL 0360 as a co-requisite). If you have enrolled in this course without having

satisfied these prerequisites, you are at higher risk of failure or withdrawal than students who have done so, and you should carefully read and consider the repeater policy in the HCCS Student Handbook.

Program Student Learning Outcomes (PSLOs) for all PSYC Courses

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

Core Curriculum Objectives (CCOs) for all PSYC Core Courses

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

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

Course Student Learning Outcomes (CSLOs) for PSYC 2301

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

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

Learning Objectives for PSYC 2301

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

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

- 2.1 Scientific method
- 2.2 Descriptive methods
- 2.3 Representative sample
- 2.4 Correlational method
- 2.5 Experimental method
- 2.6 Causal hypotheses
- 2.7 Independent variable
- 2.8 Dependent variable
- 2.9 Experimental group
- 2.10 Control group
- 2.11 Random assignment

- 2.12 Placebo effect
- 2.13 Placebo
- 2.14 Double-blind procedure
- 2.15 Methods of studying the brain
- 2.16 Methods used by Pavlov, Watson, and Skinner

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

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

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

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

Instructional Methods

Success in the Course

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

Eagle Online Canvas Learning Management System

This section of PSYC 2301 will use Eagle Online Canvas to supplement in-class assignments, exams, and activities. You will use Eagle Online Canvas to take your exams and upload assignments. HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. **YOU MUST USE FIREFOX OR CHROME AS YOUR BROWSER.** For a free download of Firefox for free, go to <http://www.mozilla.org/en-US/firefox/new/>

Instructional Materials

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

Final Exam Handbook

Posted on Eagle Online Canvas and the Learning Web

How to Register for Revel

- You must use either Chrome or Mozilla Firefox as your browser. Many features of Revel do not work with Internet Explorer or Edge.
- Register for Revel through Canvas by clicking the “Pearson Revel” link in the Course Menu.
- You will be presented with three options:
 - Purchase now using a credit or debit card
 - Enter access code purchased from a bookseller
 - Click “Start temporary access” to register for a free two-week subscription to Revel

Revel

Please use Revel as a study resource. Revel work may be assigned during the semester and will count towards your Class Activities Grade

Exams and Assignments

Exams

You will take **FIVE** exams worth 100 points each. The exams will have 50 multiple-choice questions worth 2 points each that cover the material in your textbook chapters. Please read your textbook and take good notes. You are responsible for the information in the textbook, even if we do not discuss it in class! Exams will be available on Eagle Online Canvas until midnight of the due date (please see the Course Calendar). You will have 80 minutes to complete each exam. Exams must be completed individually, without help from your textbook, notes, or friends. You may take each exam **TWICE**. I will keep your highest grade.

Written Assignment

Study Guide: You will be developing a study guide for yourself that follows the main points covered in the Final Exam Handbook using the associated information from the textbook chapters. We will cover **TEN** chapters from the textbook so your study guide should include information from the following 10 chapters (**Chapters 1, 2, 5, 6, 8, 9, 10, 11, 12, and 13**). I may ask to see your study guide at any time during the semester. Make sure that your notes are up-to-date. In your study guide, make sure you organize your information by referencing the chapter and the Final Exam Handbook. Please create your study guide as a word document. **You may use the Final Exam Workbook as your study guide.** Your comprehensive study guide must be uploaded on EagleOnline Canvas by the due date indicated in the Course Calendar. Your notes should not be copy-pasted from the book. Use key words and test yourself continuously. The study guide is worth 100 points (10 points per chapter).

In-Class Research Article Summary: Your research article will be provided to you the week before the summary is due so that you can have time to read and annotate the text. Late summaries will **NOT** be accepted unless there is a verifiable emergency. If you miss the class, for whatever reason, you may be able to upload your article summary to Eagle Online Canvas within one week of the assignment due date. You must notify me and ask for permission. Please do not assume that your Eagle Online submission will be accepted. If accepted, the highest grade you can get on this assignment will be 50% of the total point allowance. In other words, **IF** you are allowed to submit this assignment late on Canvas, you will automatically have a 50% grade penalty. Please see the course calendar for specific deadlines and do your best to attend the class on the date this assignment is due!

The Article Summary will be completed using the following format:

--Annotations: Highlight important points in the article, make notes about your understanding of different parts of the article

--Summary: Describe the main points of the article using the specific criteria listed on the assignment. The summary should paraphrase the important information. You may use one direct quotation, if it is something that you cannot rephrase in your own words, but you must explain in your summary how you understand the quotation. Plagiarism will result in a zero for the paper. Use your own words. I am interested in knowing what you understand, not what the original authors have written!

Your article summary will be graded using the following criteria:

Annotations (10 points), Summary of article (70 points), Grammar/style/organization/writing (20 points) for a total of 100 points.

In-Class Activities

In this course, you will work individually and in teams to complete a variety of activities designed to help you explore and apply the concepts you are learning. There will be **FOUR** graded class activities worth 25 points each for a total of 100 points. More information on the activities will be provided in class throughout the semester. I expect that you will have read the chapter(s) assigned *before coming to class* and that your Study Guide will be up-to-date each week. This is an interactive course that will include writing, researching information, and team presentations. Teams will be created by your instructor during the first week of class. You will work with the same team members throughout the semester.

Supplemental Activities and Extra Credit: You will be required to watch SIX videos of at least 60 minutes each chosen from a list provided on Canvas. A video log detailing the videos you have watched must be uploaded on Canvas on the due date specified in the Course Calendar. Each log entry is worth 25 extra credit points. This means that **you can earn up to 150 extra credit points for watching the videos and completing the Video Log.**

Departmental Final Exam

All students will be required to take a comprehensive departmental final exam consisting of 100 multiple-choice questions worth 2 points each for a total of 200 points. All the information students need to prepare for the exam is in the *Final Exam Handbook*.

The final exam ***may not be taken early under any circumstances***. You must get at least 50% of the items correct on the final to pass the course. That means that out of a total of 100 questions, you must answer 50 questions correctly in order to pass the course. If you answer 50 questions correctly, you will receive 100 out of a possible 200 points for the final exam. The final exam must be completed on EagleOnline Canvas by midnight of the date that it is scheduled during finals week. Students who are absent from the final exam without discussing their absence with the instructor in advance or within 24 hours afterward will receive a course grade of Incomplete. Any student who does not take a makeup exam by the end of the following long semester will receive a final exam grade of zero and a course grade of F.

Grading Formula

Exams (5 at 100 points each)	500 points
Class Activities (4 at 25 points each)	100 points
Written Assignments (Study Guide & Article Summary)	200 points
Departmental Final Exam	200 points

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

F	<600
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HCC Grading Scale

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

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

Makeup Policy

Makeups accompanied by a late-work penalty may be allowed on a case-by-case basis. Please note that a makeup exam is not a retake. That is, makeup exams are only allowed for missed exams.

Incomplete Grades

In order to receive a grade of Incomplete (“I”), you 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.

Syllabus Modifications

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

Course Calendar

Week	Dates	Topic/What’s due
1	8/29 8/31	Class canceled/All HCC campuses closed.
2	9/5 9/7	Class canceled/All HCC campuses closed.
3	9/12 9/14	Syllabus and Introductions Chapter 1: Introduction to Psychology HW: Video Assignment
4	9/19 9/21	Chapter 1: Introduction to Psychology Graded Class Activity 1: Experiments and Correlations
5	9/26 9/28	Chapter 2: Biology and Behavior Chapter 2: Biology and Behavior ONLINE http://www.learner.org/resources/series150.html HW: Video Assignment Exam 1 due by Sunday, 10/1 NO LATER than 11:59pm

		O/E date is 9/26
6	10/3 10/5	Chapter 5: Learning Chapter 5: Learning HW: Video Assignment
7	10/10 10/12	Chapter 6: Memory Graded Class Activity 2: Study Strategies Poster Exam 2 due Sunday, 10/15 NO LATER than 11:59pm
8	10/17 10/19	Chapter 8: Lifespan Development Chapter 8: Lifespan Development HW: Video Assignment
9	10/24 10/26	Chapter 9: Motivation and Emotion Graded Class Activity 3: Emotional Intelligence Exam 3 due Sunday, 10/29 NO LATER than 11:59pm
10	10/31 11/2	Chapter 10: Health and Stress Chapter 10: Health and Stress HW: Video Assignment Last day to withdraw is Friday, 11/3
11	11/7 11/9	Chapter 11: Personality Theory and Assessment Research article handed out Graded Class Activity 4: Personality Test Exam 4 due Sunday, 11/26 NO LATER than 11:59pm
12	11/14 11/16	In-class Article Summary with annotated research article Chapter 12: Psychological Disorders HW: Video Assignment Extra Credit Video Log due Sunday, 11/19 NO LATER than 11:59pm
13	11/21 11/23	Chapter 12: Psychological Disorders Thanksgiving. No Class
14	11/28 11/30	Chapter 13: Therapies Chapter 13: Therapies Exam 5 due Sunday, 12/3 NO LATER than 11:59pm
15	12/5 12/7	Final Exam Review Final Exam Review Submit Study Guide/Final Exam Workbook NO LATER THAN Sunday, 12/10
	Finals Week Schedule	Final Exam

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student's responsibility to:

- Attend class and participate in class discussions and activities

- Read and comprehend the textbook
- Complete the required assignments and exams:
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments
- Attain a raw score of at least 50% on the departmental final exam
- Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](#)

Attendance

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

Withdrawal

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

Classroom Conduct

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

Student Organizations

Psi Kappa

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

Psi Beta

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

Psychology Achievers Scholarship

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

Tutoring

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

Campus Carry

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

HCCS Student Policies

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

Students with Disabilities

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

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

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

Ability Services Information

HCCS.EDU

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

Central College

713.718.6164

Coleman College

713-718-7376

Northeast College

713-718-8322

Northwest College

713-718-5422

713-718-5408

Southeast College

713-718-7144

Southwest College

713-718-5910

Adaptive Equipment/Assistive Technology

713-718-6629

713-718-5604

Interpreting and CART services

713-718-6333

EGLS₃ Evaluation for Greater Learning Student Survey System

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. There are no EGLS₃ surveys during the Summer semester due to logistical reasons.

Office of Institutional Equity

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

HCC Policy Statement: Sexual Misconduct

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

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