PSYC 2314: Human Growth & Development/Lifespan
[16991] – [Fall, 2016]
[N114 Scarcella Bldg Stafford Campus] | [10 to 12] | [Tues & Thurs.]
3 hour lecture course / 48 hours per semester/ [12 Weeks Course]
[In-Person]

Instructor: Robert Morecook PhD
Instructor Contact Information: [Email robert.morecook@hccs.edu; telephone 281-265-8060 ]
Psychology Department Chair: Dr. Karen P. Saenz, karen.saenz@hccs.edu

Office Location and Hours [“By appointment” or before and after class]
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/). [I will answer within 24 hours on weekdays; Monday morning for weekend messages.]

Course Description
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.

Prerequisites
The minimum requirements for enrollment in PSYC 2314 are as follows: (1) completed and passed PSYC 2301; (2) and satisfied the requirements for college-level reading and writing skills (or take INRW 0420 or ESOL 0360 as a co-requisite). If you have enrolled in this course without having satisfied these prerequisites, you are at higher risk of failure or withdrawal than students who have done so, and you should carefully read and consider the repeater policy in the 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 2314
Upon completion of PSYC 2314, the student will be able to:
1. Define and identify key concepts in multiple (5) areas of lifespan psychology including concepts, facts and theoretical perspectives.
2. Define and identify the basic research and evaluation methods used in lifespan psychology, including the strengths and weaknesses of each method.
3. Demonstrate knowledge of and explain concepts related to lifespan development.
4. Apply lifespan psychological concepts to the solutions of current issues and problems, such as, ethics, parenting, discipline, divorce, midlife crisis, dual-income families, aging and/or evaluation of presentation

Learning Objectives
1. Define and identify key concepts in multiple (5) areas of lifespan psychology including concepts, facts and theoretical perspectives.
1.1. CORE DOMAIN 1: THE SCIENCE OF LIFESPAN PSYCHOLOGY
Define
1.1.1. Developmental psychology
1.1.2. Life-span perspective
1.1.3. Cohort effects
1.2. CORE DOMAIN 2: THE SYSTEMS APPROACH
Define
1.2.1. The ecological-systems approach to the study of human development
1.2.2. Epigenetic systems theory
1.3. CORE DOMAIN 3: BIOSOCIAL DEVELOPMENT
Define
1.3.1. Genes and chromosomes
1.3.2. Dominant and recessive genes
1.3.3. Behavioral genetics
1.3.4. Stages of prenatal development
1.3.5. Teratogens
1.3.6. Prenatal Abnormalities
1.3.7. Gerontology
1.3.8. Menopause
1.3.9. Changes in the sense organs during adulthood
1.3.10. Ageism
1.3.11. Gerontology
1.3.12. Stages of dying
1.3.13. Grief and bereavement
1.4. CORE DOMAIN 4: COGNITIVE DEVELOPMENT
Define
1.4.1. Learning theory
1.4.2. Piaget’s theory of cognitive development
1.4.3. Vygotsky’s theory of cognitive development
1.4.4. Characteristics of good schools
1.5 CORE DOMAIN 5: PSYCHOSOCIAL DEVELOPMENT
Define
1.5.1. Freud’s Psychosexual theory
1.5.2. Erikson’s Psychosexual theory
1.5.3. Kinkeeper
1.5.4. Activities of daily life
1.5.5. Respite care
1.5.6. Hospice
1.5.7. Palliative care
1.5.8. Living will
2. Define and identify the basic research and evaluation methods used in lifespan psychology, including the strengths and weaknesses of each method.
1. CORE DOMAIN 1: THE SCIENCE OF LIFESPAN PSYCHOLOGY
Define and identify
2.1. Cross-sectional research method
2.1.1. Longitudinal research method
2.1.3. The basic steps of the scientific method
2.1.4. Surveys and case studies, noting at least one advantage (or strength) and one disadvantage (or weakness) of each
2.1.5. Scientific observation as a research strategy, noting at least one advantage (or strength) and one disadvantage (or weakness)
2.1.6. The components of an experiment, and discuss the main advantage of this research method
2.1.7. Some of the ethical issues involved in conducting research with humans
3. Demonstrate knowledge of and explain concepts related to lifespan development.
1. CORE DOMAIN 1: THE SCIENCE OF LIFESPAN PSYCHOLOGY
Explain
3.1. Differences among the major theoretical perspectives in lifespan psychology.
3.2. CORE DOMAIN 2: THE ECOLOGICAL-SYSTEMS APPROACH
Describe
3.2.1. The ecological-systems approach to the study of human development, and explain how this approach leads to an understanding of the overlapping contexts in which people develop.

3.3. CORE DOMAIN 3: BIOSOCIAL DEVELOPMENT
Explain
3.3.1. Nature / nurture controversy
3.3.2. Process of reproduction
3.3.3. Multiple births
3.3.4. Genetics research
3.3.5. Genetic counseling
3.3.6. Brain development
3.3.7. SIDS
3.3.8. Role of nutrition, including breastfeeding
3.3.9. Role of exercise and its effects on preventing obesity
3.3.10. Eating disorders
3.3.11. Role of hormones in development during adolescence
3.3.12. Puberty
3.3.13. Changes in body image during adolescence
3.3.14. Sexual behavior including STD’s and decisions
3.3.15. Teen pregnancy
3.3.16. Factors that contribute to drug use and addiction
3.3.17. Primary and secondary aging
3.3.18. Osteoporosis
3.3.19. Hormone replacement therapy (HRT)
3.3.20. Variables affecting life expectancy
3.3.21. Theories of aging
3.3.22. Euthanasia and assisted suicide

3.4. CORE DOMAIN 4: COGNITIVE DEVELOPMENT
Explain
3.4.1. Sensorimotor intelligence, including object permanence
3.4.2. Preoperation thought
3.4.3. Concrete operations
3.4.4. Formal operational thinking
3.4.5. Vygotsky’s theory
3.4.6. Theories of language development
3.4.7. Bilingualism and second language learners
3.4.8. School related testing
3.4.9. Mental retardation
3.4.10. Learning disabilities and ADHD
3.4.11. Metacognition and selective attention
3.4.12. Information Processing theory
3.4.13. Moral development
3.4.14. Characteristics of good schools
3.4.15. Working outside of school and its effects
3.4.16. Senescence
3.4.17. Psychological impact of attending college
3.4.18. Postformal thought
3.4.19. Fluid and crystallized intelligence and how each is affected by age
3.4.20. Gardner’s view of multiple intelligences
3.4.21. Dementia and Alzheimer’s disease
3.4.22. Wisdom

3.5. CORE DOMAIN 5: PSYCHOSOCIAL DEVELOPMENT
Explain
3.5.1. Temperament
3.5.2. Attachment, including secure and insecure and the strange situation
3.5.3. Prosocial and antisocial behavior
3.5.3. Child care concerns
3.5.4 Parenting styles
3.5.5 Cross-cultural parenting
3.5.6 Disciplining children
3.5.7 effects of media
3.5.8 Gender development theories
3.5.9 Identity vs. role confusion
3.5.10 Depression and suicide
3.5.11 Challenges of adolescence
3.5.12 Role of work in adult development
3.5.13 Intimacy vs. isolation
3.5.14 Generativity vs. stagnation
3.5.15 Integrity vs. despair
3.5.16 Social clock
3.5.17 Marital success
3.5.18 Divorce
3.5.19 Work and family issues in dual-income families, including role overload and role buffering
3.5.20 Role of work in adult development
3.5.21 Midlife crisis
3.5.22 Sandwich generation
3.5.23 partner abuse
3.5.24. violent behavior of males
3.5.25 Activity theory vs. disengagement theory

4. Apply lifespan psychological concepts to the solutions of current issues and problems, such as, ethics, parenting, discipline, divorce, midlife crisis, dual-income families, aging and /or evaluation of presentations.

1. CORE DOMAIN 1: THE SCIENCE OF LIFESPAN PSYCHOLOGY
   Students will interpret

   4.1.1. Psychological research on the basis of ethical standards.

2. CORE DOMAIN 2: BIOSOCIAL DEVELOPMENT
   Students will apply

   4.2.1. Principles of Lifespan Psychology to relate to problems of biosocial development, such as, factors that contribute to drug use and addiction

3. CORE DOMAIN 3: COGNITIVE DEVELOPMENT
   Students will apply

   4.3.1. Postformal thought to address the problem of a moral dilemma, such as, cheating in schools

4. CORE DOMAIN 4: PSYCHOSOCIAL DEVELOPMENT
   Students will apply

   4.4.1. Principles of Lifespan Psychology to interpreting social problems (including rejection, peer pressure & bullying)

**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.
The Learning Web
Course materials will be posted to the Learning Web at the beginning of the course and will gradually migrate to Canvas [below]. Lecture Power Points will be posted here as well as Test Study Guidelines.

Eagle Online Canvas Learning Management System
This section of PSYC 2314 will use Eagle Online Canvas to supplement in-class assignments, exams, and activities. Lecture Power Points will be posted here as well as Test Study Guidelines. 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

Temporary Free Access to E-Book
MOST STUDENTS WILL PURCHASE THE BOOK IN PAPER FORMAT. YOUR CHOICE. ITEM BELOW IS NOT-NOT-NOT REQUIRED. Follow these steps to get free access to a digital version of the text for twenty-one days:

- Visit http://www.macmillanhighered.com/launchpad/bergerls9e/735021
- Click “I need to pay later.”
- Enter your email address.
- Agree to terms.
- Follow the on-screen instructions to complete the registration process

Exams and Assignments

Exams
There will be three tests and a final comprehensive examination in the course. Each of these is worth 20% of your final grade. If your final exam is higher than you lowest test, I will replace your lowest test with your final exam score – provided that you have taken all the tests. If you are absent from one or more tests, I replace those zeros with your final exam score instead of giving make-up tests.

The first two tests are 20% essay and 80% multiple choice [the third test is all multiple choice.] A large number of possible essay questions will be posted prior to the test day. I will put three on the test and you can choose two of them to write on. Each of the two is worth 10%.

Please bring the LARGE Scantron answer sheets to the first two tests. Bring the SMALL skinny one to the last test and final examination.

You may make notes before the test on a 3 inch by 5 inch card [or piece of paper of same size] and look at the notes during the test.
Written Assignment
A five page written paper is required for this course. It should be done in APA format. A separate handout will give more details. It is worth 20% of your course grade.

In-Class Activities
Occasionally there will be surprise extra credit pop quizzes based on the prior lecture AND the material to be studied for the class meeting at which the quiz is given.

Final Exam
[The Final Exam is comprehensive. It is given on the day and at the time specified in the HCC Final Exam Schedule.]

EXTRA CREDIT - Method One - Good Attendance
If you have perfect attendance beginning the second week of class through the end of the course I will add two points to your final course average. If you miss once, I will add one point to your final course average. There are no excused absences regarding extra credit [exception – religious holidays if you bring a note or letter from your religious leader]. Three late arrivals count as one absence. If you come to class late, you must see me that same day after class and ensure that I mark you present. I do not change attendance rolls for prior days. If you arrive late and also leave early I will count you absent that day.

EXTRA CREDIT - Method Two – Optional Writing Assignment OR participation in Psychology Club OR some combination of the two-

Writing - Due at the Time of Each Regular Test Internet Assignment: Go to the websites I recommend on my learning web page. Pick out an article of interest to you. Then PRINT OUT the article that you are summarizing or critiquing and TYPE about 200 words describing the link and your assessment of what you read. Use good grammar and writing skills. For each ‘successful paper’ [good expression – content and grammar] I will add one point to the next regular test grade. You can add up to 4 points to EACH TEST this way. For four points credit on each test, write four successful papers. This extra credit is not available on the Final Examination. CAUTION: do NOT 'simply copy' the material from the internet article which you read to your own paper or from some other work. If you do -- I will consider it plagiarism, and you will lose ALL extra credit for that test and you will not be allowed to submit extra credit papers on future tests.

Club - Attendance at a Psychology Club meeting or event can be substituted for papers on a 1 meeting for 1 paper basis. See Dr. Morecook at a club meeting to claim credit or if he is not present bring him a note from the club advisor.

EXTRA CREDIT – Method Three – Pop Quizzes.
Sometimes there will be a pop quiz at the start of class. If you get 5 out of 6 questions right I will add 2 points to your next test. If you get 4 of 6 right I will add one point to your next test. Usually these will be fill in the blank questions. The pop quiz may cover the last lecture, the lecture planned for that day [read ahead in your text!], or both. There are no makeups. The quiz will end after five minutes. So be on time and earn the points. You must be in class at the start of class to have the chance to take the pop quiz.
Grading Formula

3 Tests 60%
1 Paper 20%
Final Exam 20%
Any extra credit As allowed

HCC Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points per semester</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>89-80</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>69-60</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
<td>0</td>
</tr>
<tr>
<td>FX</td>
<td>Failure due to non-attendance</td>
<td>0</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>AUD</td>
<td>Audit</td>
<td>0</td>
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</tbody>
</table>

IP (In Progress) is given only in certain developmental courses [not in this course]. 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
I do not give makeup tests. If you are absent from a test I replace the missed test with whatever you make on the final exam. [Exception – if a religious holiday causes you to be absent then it is your choice. You must bring me a note from your religious leader saying you were absent for a religious reason.]

Incomplete Grades
In order to receive a grade of Incomplete in the course (“I”), you must have completed at least 85% if the work in the course. In all cases, the instructor reserves the right to decline a student’s request to receive a grade of Incomplete. Documentation of a major reason for the absence is required [example – if you are in hospital.]

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic/What's due</th>
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<tbody>
<tr>
<td>1</td>
<td>Sept 20</td>
<td>Syllabus + Chap 1</td>
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<td></td>
<td>Sept 22</td>
<td>Chap 2</td>
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<tr>
<td>2</td>
<td>Sept 27</td>
<td>Chap 3</td>
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<td></td>
<td>Sept 29</td>
<td>Chap 4 + Library Assignment</td>
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<td>3</td>
<td>Oct 4</td>
<td>Chap 5</td>
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<td></td>
<td>Oct 6</td>
<td>Chap 6 plus turn in paper topic for approval</td>
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<tr>
<td>4</td>
<td>Oct 11</td>
<td>Chap 7</td>
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<td></td>
<td>Oct 13</td>
<td>Test 1 [first hour] plus Dr. Morecook lectures on Chap 8</td>
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<tr>
<td>5</td>
<td>Oct 18</td>
<td>Chap 9</td>
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<td></td>
<td>Oct 22</td>
<td>Chap 10</td>
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<tr>
<td>6</td>
<td>Oct 25</td>
<td>Chap 11 plus turn in draft of paper</td>
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<td></td>
<td>Oct 27</td>
<td>Chap 12</td>
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<tr>
<td>7</td>
<td>Nov 1</td>
<td>Chap 13</td>
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<tr>
<td></td>
<td>Nov 3</td>
<td>Test 2 [first hour] plus Dr Morecook lectures on Chap 14</td>
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<td>8</td>
<td>Nov 7 Monday</td>
<td>LAST DATE TO WITHDRAW WITH GRADE OF W</td>
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<td></td>
<td>Nov 8</td>
<td>Chap 15</td>
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<td></td>
<td>Nov 10</td>
<td>Chap 16</td>
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<tr>
<td>9</td>
<td>Nov 15</td>
<td>Chap 17 plus turn in final copy of paper</td>
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<td></td>
<td>Nov 17</td>
<td>Chap 18</td>
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<tr>
<td>10</td>
<td>Nov 22</td>
<td>Chap 19</td>
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<tr>
<td></td>
<td>Nov 24</td>
<td>Thanksgiving – No Class</td>
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<tr>
<td>11</td>
<td>Nov 29</td>
<td>Chap 20</td>
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<tr>
<td></td>
<td>Dec 1</td>
<td>Test 3 - this test only will be all multiple choice</td>
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<tr>
<td>12</td>
<td>According to Official Exam Schedule</td>
<td>Final Exam – Comprehensive – Covers chapters - all multiple choice</td>
</tr>
</tbody>
</table>

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
• 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. [You may add more specific information about your criteria for dropping students and/or for tardiness, leaving class early, etc.]

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 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.

Tutoring
Visit this page to find out about HCC tutoring services.
HCCS Student Policies
All students are responsible for reading and understanding the HCCS Student Handbook, which contains policies, information about conduct, and other important information. Access the handbook at http://central.hccs.edu/students/student-handbook/

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.

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

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

Ability Service Contact Information
Southwest College
713-718-5910