



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

PSYC 2314: Lifespan Growth and Development

| 39631 – Fall, 2017

Room 231 Northline campus | 8:00AM - 10:50AM | Fridays |

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

Instructor: | Dr. Saira Rab |

Instructor Contact Information: | saira.rab@hccs.edu |

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

Office Location and Hours | Fridays 11 am – 12 pm in room 310 |

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 your email within 24 hours on weekends. |

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.

1.1.1. 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

1.3.3. Stages of prenatal development

1.3.4. Teratogens

1.3.5. Prenatal Abnormalities

1.3.6. Preterm and low birth weight

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. 2.1 CORE DOMAIN 1: THE SCIENCE OF LIFESPAN PSYCHOLOGY

Define and identify

2.1.1. Cross-sectional research method

2.1.2. 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. 3.1. CORE DOMAIN 1: THE SCIENCE OF LIFESPAN PSYCHOLOGY

Explain

3.1.1. 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.

4.2. 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

4.3. 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

4.4. 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.

Eagle Online Canvas Learning Management System

This section of PSYC 2314 will use Eagle Online Canvas to supplement in-class assignments, exams, and activities. Insert more specific information about how you expect students to use Eagle Online Canvas here. 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

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

Temporary Free Access to E-Book

Follow these steps to get temporary free access to a digital version of the text for fourteen days:

- Visit MyPsychLab.com
- Click “Student”
- Click “Ok, register now”
- Select “Yes, I have a Course ID”
 - Enter [rab19023,]
- Click “Next”
- Enter Pearson log-in credentials or create a new account
- Click “Get temporary access without payment for 14 days” near the bottom of the page
- Follow on-screen instructions from there.

Exams and Assignments

In Class Attendance

There will be sign-in sheets at the start of class. Each sign in sheet is worth 5 points, please sign in and if you forget, please email me as soon as possible. Total points for the class attendance is 100 points.

Exams

There is a total of 9 exams that are available on Eagle Online Canvas, you must complete the exam before the deadline, no late exams are accepted. Please use either Firefox or IE to take the exams and give yourselves plenty of time as the exams are lengthy. Each exam is worth 100 points and they are all 100 multiple choice questions each (1 point per question). |

Written Assignment

There is a one to two-page written assignment that is due by the end of the semester, please download the paper prompt from Eagle Online Canvas – Written Assignment, make sure you address all parts of the paper and include APA style citations and a reference page. If you do not know how to cite in APA style, please contact me or the tutoring center, any paper that is plagiarized with no citations will receive an F on the paper. You can only submit your paper via eagle online submission, no hard copies please. |

Final Exam

The Final Exam is the last exam posted on Eagle Online Canvas, please complete all Chapter exams before the deadline. No makeup exams are allowed, unless it was a case of emergency with documentation. |

Grading Formula

Exams (Online)	900 points
Written Assignment(s)	100 points
In-class Attendance	100 points

Total Points without Extra Credit: 1100 points

Grade	Total Points
A	1000+
B	900-999
C	800-899
D	600-799
F	<599

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

I have a strict no makeup policy since the exams are available on eagle online canvas for more than a couple of days. Please note that a makeup exam is not a retake. That is, makeup exams are only allowed for missed exams in the case of an emergency. You can makeup only one exam with documentation of your emergency (i.e., pregnancy labor, death of a family member, etc.).

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]	Sept. 1 - Sept. 8th	Class canceled/All HCC campuses closed.
[2]	Sept. 15	Syllabus Review + Chapter 1: Foundations Chapter 2: Theories of Development Ch 1 and 2 Exam due Sept. 19th on eagle online canvas
[3]	Sept. 22	Chapter 3: Prenatal Development Chapter 4: Physical & Perceptual Development in Infancy Ch 3 and 4 Exam due Sept. 26th on eagle online canvas
[4]	Sept. 29	Chapter 5: Cognitive Development in Infancy Chapter 6: Social/Emotional Development in Infancy
[5]	Oct. 6	Chapter 6: Social/Emotional Development in Infancy cont. Chapter 7: Physical & Cognitive Development in Early Childhood Ch 5 and 6 Exam due Oct. 10th on eagle online canvas
[6]	Oct. 13	Chapter 7: Physical & Cognitive Development in Early Childhood Chapter 8: Social/Emotional Development in Early Childhood
[7]	Oct. 20	Chapter 9: Physical & Cognitive Development in Middle Childhood Ch 7 and 8 Exam due Oct. 24th on eagle online canvas
[8]	Oct. 27	Chapter 9: Physical & Cognitive Development in Middle Childhood Chapter 10: Social/Emotional Development in Middle Childhood Ch 9 and 10 Exam due Oct. 31st on eagle online canvas
[9]	Nov. 3	Chapter 11: Physical & Cognitive Development in Adolescence Chapter 12: Social/Emotional Development in Adolescence <i>Last Day to Withdraw – Nov. 3rd</i> Ch 11 and 12 Exam due Nov. 7th on eagle online canvas
[10]	Nov. 10	Chapter 12: Social/Emotional Development in Adolescence cont. Chapter 13: Physical & Cognitive Development in Early Adulthood
[11]	Nov. 17	Chapter 13: Physical & Cognitive Development in Early Adulthood Chapter 14: Social/Emotional Development in Early Adulthood Ch 13 and 14 Exam due Nov. 21st on eagle online canvas
	Nov. 24	<i>Thanksgiving Holiday (No Class). Work on Written Assignment</i>
[12]	Nov. 28-30	Chapter 15: Physical & Cognitive Development in Middle Adulthood Chapter 16: Social/Emotional Development in Middle Adulthood
[13]	Dec. 1	Chapter 17: Physical & Cognitive Development in Late Adulthood Chapter 18: Social/Emotional Development in Late Adulthood Ch 15 and 16 Exam due Dec. 5th on eagle online canvas
[14]	Dec. 8	Chapter 19: Death & Dying – Last day of class Written Assignment Due Dec. 7th on Eagle Online Canvas
[15]	Dec. 15	No Class – Ch. 17, 18, & 19 Online Final Exam due Dec. 15th

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. **There is a sign in sheet available at the beginning of class, please sign in as it is important to your total grade points.**

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.

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

AskOnline provides free, confidential, and convenient academic support to HCC students in an online environment. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate.

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/>

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/>.

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.

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 Houston, TX 77266-7517 or Institutional.Equity@hccs.edu