



HUS 212
Survey of Disabilities and Disorders

Effective Term
Fall 2022/Spring 2023/Summer 2023

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 2022-2023

COURSE PREFIX: HUS 212

COURSE TITLE: Survey of Disabilities and Disorders

CONTACT HOURS: 3.0

CREDIT HOURS: 3.0

RATIONALE FOR THE COURSE:

This course will familiarize the student with developmental and psychological disorders, visual and hearing impairment and physical disabilities resulting from birth defects, injury or disease.

COURSE DESCRIPTION:

This course is a survey of the major categories of disabilities and disorders that they may encounter while working in the helping profession.

PREREQUISITES/CO-REQUISITES:

((ACCUPLACER Reading Comp 075 and ACCUPLACER Sentence Skills 081) or (New ACCUPLACER Reading Comp 250 and New ACCUPLACER Sentence Skills 250) or (COMPANION Reading 075 and COMPANION Sentence Skills 081) or (Multiple Measures English 1) or (SAT Critical Reading 480) or (ACT Reading 19 and ACT English 19) or (Credit level [ENG 100](#) Minimum Grade of C* or Credit level [ENG 155](#) Minimum Grade of C or Credit level [ENG 101](#) Minimum Grade of C or Credit level [ENG 155](#) Minimum Grade of TC or Credit level [ENG 101](#) Minimum Grade of TC)) and (Credit level [HUS 101](#) Minimum Grade of C or Credit level [HUS 101](#) Minimum Grade of TC)

REQUIRED MATERIALS:

Open Educational Resources will be provided within the course in D2L

ADDITIONAL REQUIREMENTS:

Microsoft Office 365 - free

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials. myHGTC and college email access.

STUDENT IDENTIFICATION VERIFICATION:

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

During class discussion questions and other communications online, all students are expected to conduct themselves in a professional and courteous manner at all times, and toward all members of the class.

Inappropriate behavior within the online classroom and/or toward any member of the class will not be tolerated, and may result in a report of Proscribed Conduct under Section IV, which will be handled in accordance with the Student Code (HGTC Catalog, 2020-2021, pp. 32-46).

During class, cell phones are expected to be turned off, and must remain in a pocket or purse. Do not use cell phones during class for any reason, regardless of format (i.e., text messages). All cell phones should be turned off or placed on vibrate upon entering class. If a student is expecting an emergency call or notification, he (she) should notify the professor, and place the cell phone on silent-vibrate. Do not answer any call or text message in the classroom. However, in the case of an emergency, quietly leave class to answer your call or notification. Class discussion is strongly encouraged, and all students are expected to conduct themselves in a professional and courteous manner at all times, and toward all members of the class.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Module # 1

Material's Covered:

Chapters 1-3 and 5

Quizzes

***Assessment(s):**

Complete Assignments and Discussions

Learning Outcomes:

1. To understand the complex history of persons with disabilities and how it affects current human service practice methodology toward disabled people.
2. To understand the ever-developing language used to describe disability
3. To understand how societal perceptions and social policies impact opportunities for and expectations of people with disabilities and other diverse backgrounds.
4. To understand the impact of disability on human development and human behavior
5. To identify general tasks of people with disabilities in the developmental process and through the lifespan
6. To understand how disability and other diversities are understood in social and cultural contexts as well as from the medical and moral models
7. To understand, identify, and compare and contrast Disability laws, policies, and human rights in the United States through history and current.

Module #2

Material's Covered: Chapter 6, Chapter 12, Chapter 7, and Chapter 8

***Assessment(s):** Quizzes
Begin Experiment Assignment Complete
Assignments and Discussions

Learning Outcomes:

1. To understand and identify the many varieties of disabilities related to mobility, and health-related conditions and illnesses
 2. To understand and identify elements of the Deaf culture and how Deaf culture contrasts with mainstream American culture
 3. To understand issues around defining blindness and visual impairment
- To understand the impacts of stigma, discrimination, personal and social factors of all of the above

Module #3

Material's Covered: Chapters 9-11

***Assessment(s):** Quizzes
Complete Assignments/Discussions

Learning Outcomes:

1. To understand and identify the many varieties of disabilities related to developmental disabilities, mental health disabilities, and cognitive disabilities.

Module #4

Material's Covered: Chapters 14-15

***Assessment(s):** - Quizzes
Complete Experiment

Learning Outcomes:

1. To understand functions and human service roles in working with people with disabilities
 2. To understand and apply interventions at all levels of practice: micro, meso, and macro
- To develop intervention skills with persons with disabilities based on strengths, self-management, independent living, and empowerment approaches.

****Students - please refer to the Instructor's Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

Quizzes and Tests	36.3%	200 points
Research Project/Experiment	38.2%	210 points
Discussion Board Participation	25.5%	140 points
Total Points	100%	550 points

****Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

GRADING SYSTEM:

Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean's approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over

20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, and if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

The SSTC offers to all students the following **free** resources:

1. **Academic tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC at ssc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email ssc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.



STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option #1.

STUDENT TESTING:

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

DISABILITY SERVICES:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

TITLE IX REQUIREMENTS:

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:

Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.

Dr. Melissa Batten, VP Student Affairs

Title IX Coordinator

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

Melissa.Batten@hgtc.edu

Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

Jacquelyne Snyder, VP Human Resources

EEO and Title IX Coordinator

Building 200, Room 212A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

Jacquelyne.Snyder@hgtc.edu