



# **INSTRUCTIONAL PACKAGE**

PSY 201  
General Psychology

Effective Term  
Fall 2020; Spring 2021; Summer 2021

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2020; Spring 2021; Summer 2021

COURSE PREFIX: PSY 201

COURSE TITLE: General Psychology

CONTACT HOURS: 3.0

CREDIT HOURS: 3.0

### **RATIONALE FOR THE COURSE:**

General Psychology is a foundational course for the study of the social sciences, and an important part of the social science curriculum. In the General Psychology course, the student will be introduced to the basic concepts and vocabulary of psychology, and the philosophical perspectives that govern the study of behavior and mental processes. In this way, the student will learn to recognize intellectual traditions and to apply critical thinking with the goal of replacing psychology's popular image with a more accurate picture of its nature and content areas.

### **COURSE DESCRIPTION:**

This course includes the following topics and concepts in the science of behavior: scientific method, biological bases for behavior, perception, motivation, learning, memory, development, personality, abnormal behavior, therapeutic techniques, and social psychology

### **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 English 19 and ACT Reading 19) or (Credit level ENG 100 Minimum Grade of C\* or Credit level ENG 155 Minimum Grade of C or Credit level ENG 155 Minimum Grade of TC or Credit level ENG 101 Minimum Grade of C or Credit level ENG 101 Minimum Grade of TC))

\***Online/Hybrid** courses require students to complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found in WaveNet, under the My Student tab.

### **REQUIRED MATERIALS:**

Please visit the [BOOKSTORE](#) online site for most current textbook information. Use the direct link below to find textbooks.

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

Hockenbury, Sandra E. and Nolan, Sandra A. (2019). *Discovering Psychology* (8<sup>th</sup> ed.) New York, NY: Worth Publishers. MacMillan Learning.

April 2020

ISBN-13: 978-1-319-13639-0

### **ADDITIONAL REQUIREMENTS:**

None.

### **TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's student portal for course materials.  
WaveNet and D2L 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:**

Students are required to read the textbook assignments. The text will introduce you to key concepts, principles, and methods devised to describe and explain behavior, development, and psychological disorders. Students are also encouraged to take notes. This course is designed to foster interaction, active learning, and the sharing of ideas and information. Therefore, as a student, you are encouraged to participate and to be respectful of other students and the instructor. (Please be respectful when others are presenting, and asking questions. Therefore, do not engage in disruptive behavior and/or talking during class presentations and lectures). This directive is part of the standard of acceptable behavior for this class. Students in violation of this directive may be asked to leave the class for the remainder of the class period, and subsequently referred to the Chief Student Services Officer for further disciplinary action. For a detailed explanation of The Student Code for The South Carolina Technical College System, please refer to the College Catalog (available Online). The faculty and administration of HGTC are committed to enhancing your learning experience at the College through improved methods of instruction and support services.

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

**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](#).

**Classroom conduct:** It is the responsibility of faculty to clearly communicate classroom expectations early in the semester. If, after that communication, students are unwilling to comply with expectations and have been notified of the unacceptability of such conduct, faculty should:

- First offense of disruptive behavior -Dismiss student from class "for a period" until discussion concerning acceptable conduct and next steps can occur between faculty and student. Student should not be readmitted to class until such discussion occurs.
- Second offense of disruptive behavior -Dismiss student from class (or request Public Safety assistance for removal) for written referral to Chief Student Services Officer for disciplinary follow up.

**Academic Misconduct: Cheating, plagiarism, collusion, et al.**

- Professor must meet with student to discuss allegation and evidence upon which it is based. The student must be given the opportunity to refute the allegation.
- If academic misconduct is substantiated to the Professor's satisfaction, the Professor notifies the student of the sanction to be imposed, consisting of one of the following:
  - Assign a grade of zero to the test, assignment, etc. involved in the academic misconduct.
  - Assign a failing grade for the course (with consultation on student academic options including the appeal process)
  - Require the student to withdraw from the course
  - Within five (5) working days of the meeting with the student, the Professor must provide a written explanation of the incident and any sanction imposed to the Chief Instructional Office. Please also notify the CSSO, as the CSSO serves as the CIO designee for appeal processing.

\*Horry-Georgetown Technical College Policy: No eating, drinking or smoking is permitted in the classroom.

## **Part II: Student Learning Outcomes**

### **COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

Instructors are encouraged to cover a minimum of fourteen chapters. The inclusion of the first two chapters is a must. As time allows, instructors may include additional chapters and Student Learning Outcomes. Specific chapters, depth of coverage, organization of the units, and assessment tools may vary from instructor to instructor.

\*Please see the Instructor's Course Information Sheet for information on how the Instructor will organize the textbook materials, and what assessment methods he/she will use to assess student progress through these established Course Learning Outcomes.

### **COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

Listed below are the Student and Course Learning Outcomes. These Learning Outcomes define what knowledge and skills a student is able to "do" or express after successful completion of this course.

## Module I

Materials Covered: Chapters 1 and 2

\*Assessment(s): Complete class review activity, handout, or quizzes.  
Module Exam

### **Chapter 1: Introduction and Research Methods**

1. Define psychology, and discuss the issues that have shaped psychology's evolution over the past century and a half, including the influence of philosophy and physiology.
2. Describe the roles Wilhelm Wundt and William James played in the establishment of psychology as a separate scientific discipline.
3. Identify the founder of psychoanalysis, and describe the key ideas of this school of thought.
4. List three key figures in the development of behaviorism, and describe behaviorism's basic assumptions and goals.
5. Explain the importance of cross-cultural psychology, and distinguish between individualistic and collectivistic cultures.
6. Describe the scientific method. List the four steps involved, and define empirical evidence. Specify the difference between a hypothesis and a theory, and explain the importance of operational definitions, replication, and statistics. Define and explain how psychologists employ meta-analysis and statistically significant finding.
7. Describe the major provisions of the American Psychological Association's code of ethics for research with human participants and nonhuman animal subjects.

### **Chapter 2: Neuroscience and Behavior**

1. Define biological psychology and neuroscience, and explain why psychologists study the biological basis of behavior.
2. Describe how neurotransmitters affect synaptic transmission. Identify six important neurotransmitters, and explain their effects on behavior.
3. Identify and explain several ways in which drugs can affect brain activity by interfering with synaptic transmission.
4. Describe the functions and divisions of the central nervous system, and the peripheral nervous system, and explain how spinal reflexes work.
5. Identify several structures of the Hindbrain, Midbrain, and Forebrain, and describe their functions.
6. Describe the differences in male and female brains, and explain what these differences do and do not mean.
7. Define cortical localization, and the differing abilities of the left and right hemispheres including the research of Broca and Wernicke toward an understanding of language specialization, and aphasia, as well as, split brain surgery.
8. Describe the research findings from studies on enriched versus impoverished environments using both nonhumans and humans, and list some of the practical implications of this research.

## Module II

Materials Covered: Chapters 3, 4, and 5

\*Assessment(s): Complete class review activity, handout, or quizzes.  
Module Exam

### **Chapter 3: Sensation & Perception**

1. Distinguish between sensation and perception and explain the process of transduction as it relates to sensation and perception.
2. Describe the process of vision, hearing, olfaction, and gustation. Identifying key structures in how this information is transmitted to and processed in the brain.
3. Define pain, and identify the sensory receptors, neurotransmitters, and different types of nerve pathways involved in the sensation of pain.
4. Describe the school of Gestalt psychology, figure-ground relationships, and the Gestalt principles of organization.
5. Discuss perceptual illusions, such as the Müller-Lyer illusion and the moon illusion.
6. Describe the research on the role of culture on the process of perception.

### **Chapter 4: Consciousness and Its Variations**

1. Define consciousness, define attention and include selective and limited in capacity and define circadian rhythms and include the explanation of roles of melatonin and the suprachiasmatic nucleus (SCN).
2. Distinguish between REM sleep and NREM sleep. Describe the typical sequence of sleep stages, including sleep onset, and specify what characterizes each stage.
3. Describe what neuroscientists have discovered about the nature of dreams, and identify the brain areas and neurotransmitters that are active and inactive during REM sleep.
4. Describe the role that REM and NREM sleep seem to play in the formation and consolidation of memory.
5. State what constitutes a sleep disorder, and indicate how prevalent various sleep disorders are in the population as well as strategies and techniques used to treat these disorders and sleep problems.
6. Define hypnosis and list the characteristics of people who are most responsive to hypnosis and define meditation and include the most common techniques utilized.
7. Identify the common properties of psychoactive drugs, and specify the factors that influence the effects, use, and abuse of psychoactive drugs.

### **Chapter 5: Learning**

1. Define learning and conditioning, and name the forms of conditioning.
2. Describe the background that led to Ivan Pavlov's discovery of classical conditioning and the procedures he developed to produce a classically conditioned response.
3. Describe Watson and Rayner's famous "Little Albert" study, and explain how emotional responses can be classically conditioned.
4. Discuss John Garcia's research on taste aversions, and explain how taste aversions appeared to violate key aspects of the classical conditioning model.
5. Discuss B. F. Skinner's views about behaviorism, including his beliefs about the proper subject matter of psychology.
6. Explain the phenomenon of learned helplessness, noting how it provided evidence for the role of cognitive factors in learning, and describe how learned helplessness can be overcome.
7. Describe Albert Bandura's classic studies on observational learning, and identify factors that increase the likelihood of imitation occurring.

### Module III

Materials Covered: Chapters 6, 7, and 8

\*Assessment(s): Complete class review activity, handout, or quizzes.  
Module Exam

### **Chapter 6: Memory**

1. Define memory, and explain the processes, types, and stages of memory including the duration, and capacity of short-term, long-term memory (the stage model of memory.)
2. Compare and contrast working memory and short-term memory.
3. Describe usefulness of chunking, and other encoding strategies, and provide examples of maintenance rehearsal and elaborative rehearsal.
4. Describe the types of information in long-term memory, and compare and contrast implicit and explicit memory.
5. Define retrieval, retrieval cues, the serial position effect, and illustrate how retrieval cues work and what happens when they fail.
6. Discuss Hermann Ebbinghaus's studies of forgetting, and compare the following explanations that account for forgetting: encoding failure, decay theory, interference theory, and motivated forgetting, and explain *déjà vu*.
7. Explain how the misinformation effect and source confusion can contribute to distorted or false memories.
8. Define memory consolidation, amnesia, retrograde amnesia, and anterograde amnesia.
9. Describe the roles of various brain structures in normal memory and explain the physical changes associated with forming a new long-term memory.
10. Describe the underlying causes and typical course of Alzheimer's disease (Neurocognitive Disorder), including the progressive destruction of brain tissue.

### **Chapter 7: Thinking, Language, and Intelligence**

1. Define cognition, concept formation, thinking, and how functional fixedness can impact problem solving.
2. Compare three major problem-solving strategies, and compare three cognitive decision making strategies, along with the use of Availability and Representative Heuristics in decision making.
3. Identify and describe the characteristics of language, Benjamin Whorf's Linguistic Relativity Hypothesis, and the advantages of being bilingual.
4. Define intelligence, and discuss the history of intelligence testing, noting the contributions of Binet, Wechsler, and Terman.
5. Discuss the purposes of aptitude and achievement tests, and explain the importance of standardization, reliability, validity, and the normal curve in intelligence testing.
6. Compare and contrast the intelligence theories of Spearman, Thurstone, Gardner, and Sternberg.
7. Define and discuss Autism Spectrum Disorder, and Intellectual Disability.
8. Discuss the interaction of genetic and environmental factors in intelligence, and the results of cross-cultural studies on the effect of social discrimination on IQ, and how social, psychological, and cultural stereotypes impact intelligence test results.
9. Discuss Define creativity, and formulate several strategies that encourage creative thinking.

## **Chapter 8: Motivation and Emotion**

1. Define motivation, and describe the three characteristics associated with it.
2. Discuss the major theories of motivation, and specify the limitations of each theory.
3. Discuss research on factors associated with sexual orientation, including genetics, brain structure, and patterns of childhood behavior.
4. Explain how Abraham Maslow's hierarchy of needs accounts for motivation. Describe the qualities that characterize self-actualized people.
5. Identify the basic emotions, and discuss individual and cultural differences in the subjective experience of emotions including the idea that facial expressions of emotions are innate, and explain how cultural display rules affect facial expressions.
6. Define self-efficacy, and identify ways to strengthen your sense of self-efficacy.

### Module IV

Materials Covered: Chapters 9, 10, and 11

\*Assessment(s): Complete class review activity, handout, or quizzes.  
Module Exam

## **Chapter 9: Lifespan Development**

1. Define the terms zygote, chromosomes, genes, DNA, genotype, phenotype, and epigenetics. Discuss the concept of genetic predisposition as it relates to these terms.
2. Describe the characteristics of the stages of prenatal development, discussing the role of stem cells and how teratogens affect the fetus.
3. Discuss the physical, social, cognitive, and other major developmental milestones during infancy, the stages of childhood, adolescence, and the stages of adulthood.
4. Discuss the attachment theory and the behavioral differences that characterize secure and insecure attachment.
5. Compare and contrast Piaget's theory, with Lev Vygotsky's theory, and the information processing model of cognitive development.
6. Describe each stage of Erikson's psychosocial theory of development.
7. Describe Kohlberg's theory of moral development, and characterize each level and stage of his theory.
8. Describe Elisabeth Kübler-Ross's stage theory of dying.
9. Explain the effects of authoritarian, permissive, and authoritative parenting styles on children, and imagine ways to promote authoritative parenting.

## **Chapter 10: Personality**

1. Define personality, discuss the nature of personality theories, and identify the four basic theoretical perspectives of personality.
2. Distinguish among the three levels of awareness, and describe the nature and development of the three basic structures/divisions of the mind in Freud's psychoanalytic theory.
3. Discuss Freud's notion of ego defense mechanisms, and provide an everyday example of each of the major ego defense mechanisms.
4. Describe the psychosexual stages of development, focusing on the core conflict at each stage (with particular attention to the Oedipal complex), and explain the consequence of fixation.



5. Discuss the key assumptions of the humanistic theory of personality and Carl Rogers, and describe his theory of personality, especially the importance of the actualizing tendency, the self-concept, conditional and unconditional positive regard, and the fully functioning person.
6. Compare and contrast the viewpoints of Sigmund Freud, the Neo-Freudians and the behaviorists with the viewpoints of Carl Rogers on human nature.
7. Discuss the key ideas of Albert Bandura's social cognitive theory of personality, noting the role of self-efficacy beliefs in the development of a person's self-system, and how your "possible selves" can influence your sense of self-efficacy, motivation, behavior, and life decisions.
8. Describe how trait theories differ from the other perspectives on personality, and distinguish between surface traits and source traits using the 5 Factor Theory as a fundamental example.
9. Describe the research strategies used in the field of behavioral genetics, and discuss research findings on the relationship between genetics and personality traits.
10. Compare and contrast the methods projective tests and self-report inventories use to measure personality, including the issues of reliability, validity, standardization, and the use of established norms.

## **Chapter 11: Social Psychology**

1. Define social psychology, and describe the two areas of social cognition and social influence.
2. Define person perception, describe the components of the interpersonal context in which person perception occurs, and explain the basic principles that guide person perception.
3. Define attribution and the fundamental attribution error. Discuss the role of the fundamental attribution error and hindsight bias in people's tendency to "blame the victim" of misfortune, and how this relates to the just-world hypothesis.
4. Define cognitive dissonance, identify how it occurs, discuss how it is typically resolved, and explain how it affects behaviors and attitudes.
5. Define prejudice, stereotypes, and stereotype threat, and discuss the role of social categories, in-groups, and out-groups in stereotype formation.
6. Define social influence and conformity and include factors that explain how culture affects conformity, also discuss the findings and important insights from Solomon Asch's research on conformity.
7. Define obedience and discuss the experimental design, results, and important insights from Milgram's obedience experiments.
8. Define the bystander effect and diffusion of responsibility, and explain how these and other factors played a role in the death of Kitty Genovese.
9. Distinguish between altruism and prosocial behavior, and list the factors that increase the likelihood of a bystander coming to the aid of a stranger.

### Module V

Materials Covered: Chapters 12, 13, and 14

\*Assessment(s): Complete class review activity, handout, or quizzes.  
Module Exam

## **Chapter 12: Stress, Health, and Coping**

1. Define stress, discuss the role of cognitive appraisal in the experience of stress and identify the focus of health psychology, and explain how the biopsychosocial model guides health psychologists.

2. Discuss Walter Cannon's contributions to the understanding of the physical effects of stress, and describe the sequence of physiological changes involved in the fight-or-flight response.
3. Describe the stages of Hans Selye's general adaptation syndrome and the physiological mechanisms involved in prolonged stress.
4. Define psychoneuroimmunology and explain how various processes and systems all work together.
5. Discuss how psychological factors such as feelings of control, explanatory style, positive emotions, and chronic negative emotions can affect our response to stress.

### **Chapter 13: Psychological Disorders**

1. Define psychopathology, and discuss some of the issues related to labeling behavior as "abnormal" including how to differentiate between pathological symptoms and normal fluctuations of mood or anxiety.
2. Discuss the social stigma associated with having a mental disorder, including the accuracy of the stereotype that people with a psychological disorder are prone to violence.
3. Define the term psychological disorder, and discuss the development and role of DSM-5 in classifying psychological disorders.
4. Discuss the key findings of the National Comorbidity Survey Replication (NCS-R), including the prevalence of psychological disorders and typical age of onset.
5. Describe the main symptom of anxiety disorders and identify the symptoms of generalized anxiety disorder (GAD), panic disorder, agoraphobia and other common phobias, and social anxiety disorder.
6. Describe the main symptoms of obsessive-compulsive disorder (OCD), identifying common obsessions and compulsions, hoarding disorder, and trichotillomania.
7. List the main symptoms and causes of post-traumatic stress disorder (PTSD) and the factors that influence the likelihood of developing PTSD.
8. Describe the main features of a mood disorder, noting how those features differ from normal mood swings.
9. Discuss the range of symptoms that characterize major depression, as well as its typical course and demographic prevalence.
10. Explain how major depression differs from persistent depressive disorder and mood disruption during bereavement.
11. Define bipolar disorder and cyclothymic disorder, identify the symptoms of each, and discuss the prevalence and course of bipolar disorder.
12. Describe the symptoms, characteristics, and causes of anorexia nervosa, bulimia nervosa, binge-eating disorder, and feeding/eating disorders of childhood such as pica.
13. Identify the key characteristics and symptoms of personality disorders, and note the three categories or "clusters" of personality disorders used in DSM-5.
14. Describe the symptoms, behaviors, and personality characteristics associated with antisocial personality disorder and borderline personality disorder (BPD) including their prevalence and possible causes, precipitating events or biological correlations.
15. Give a formal definition for dissociative disorder, and contrast common dissociative experiences with the symptoms of a dissociative disorder including dissociative fugue and dissociative identity disorder (DID.)
16. Explain the controversy surrounding the diagnosis of dissociative disorders and reports of its prevalence.
17. Define schizophrenia, list and describe its key symptoms, distinguishing between positive and negative symptoms.

18. Summarize the evidence for various factors thought to be involved in the development of schizophrenia, including genetic factors, paternal age, and exposure to a virus.
19. Discuss research on the role the brain plays in schizophrenia, including studies of abnormal brain structures and the dopamine hypothesis.

### **Chapter 14: Therapies**

1. Explain the basic differences between psychotherapy and the biomedical therapies and identify the different types of mental health professionals for each.
2. Discuss the basic assumptions and techniques of the major approaches to psychotherapy, including (but not limited to): psychoanalysis, client-centered therapy, behavior therapy, cognitive therapy, and couple and family therapy.
3. Compare and contrast group therapy with self-help groups.
4. Explain the common factors that contribute to effective psychotherapies and discuss the meaning of eclecticism.
5. Explain how antipsychotic, antidepressant, antianxiety, and other key medications work for treating mental disorders.
6. Describe electroconvulsive therapy (ECT) and the controversy surrounding its use.
7. List and explain the 10 guidelines to help promote realistic expectations about psychotherapy and the therapist–client relationship.

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

### **GENERAL EDUCATION OUTCOMES:**

This course fulfills the following General Education Outcomes through the Motivation Analysis Paper. Upon completion of this course, students will be able to:

- Communicate effectively;
- Think critically;
- Self and professional development.

### **EFFECTIVE PROFESSIONAL AND INTERPERSONAL COMMUNICATION (EPIC):**

This course fulfills HGTC’s Quality Enhancement Plan for Effective Professional and Interpersonal Communication. Upon completion of this course, students will be able to:

(Check all that apply.)

- Utilize appropriate communication formats when conveying professional and interpersonal thoughts and ideas.
- Apply appropriate language when speaking and writing for their chosen field of study or industry.
- Demonstrate appropriate communication techniques when engaging audiences.

## 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.

#### EVALUATION\*

Exams (2 to 5 exams including Final Exam if applicable)	40% to 70%
Quizzes / Assignments	15% to 40%
Papers / Projects / Portfolios / Discussion	15% to 40%
Participation	0% to 10%
	100%

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

#### GRADING SYSTEM:

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.

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 ([ACADEMIC CALENDAR](#)). 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, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

**Any student missing more than two (2) weeks without notification will be withdrawn for excessive absences.**

## 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 appointments using TutorTrac, visit the Student Services tab in WaveNet. Email [sstc@hgtc.edu](mailto:sstc@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.



### CENTRAL 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!
2. Use the [Online Resource Center \(ORC\)](#), including scheduled technology training, Office 365 support, password resets, and username information.

3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.
5. **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).

## **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 RPNOW, 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](mailto: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](mailto:Jacquelyne.Snyder@hgtc.edu)