



## **INSTRUCTIONAL PACKAGE**

Phlebotomy Capstone  
AHS 167

Effective Term  
Fall 2025/Spring 2026/Summer 2026

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2025/Spring 2026/Summer 2026

COURSE PREFIX: AHS 167 251

COURSE TITLE: Phlebotomy Capstone

CONTACT HOURS: 1-6-3

CREDIT HOURS: 3

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

AHS 167 is intended to build upon the principles and foundations encountered in AHS 141. This course allows the student to do clinical rotations at medical facilities, which prepares them for employment. This course also prepares the student for the national certification exam.

### **COURSE DESCRIPTION:**

This course provides the opportunity for the student to function as a team member during a phlebotomy clinical experience and provides the knowledge and skills needed to pass the national certification exam.

### **PREREQUISITES/CO-REQUISITES:**

*BIO 112 or BIO 210 or BIO 211, or BIO 110, AHS 106, AHS 141*

### **REQUIRED MATERIALS:**

Please visit the [BOOKSTORE](#) online site for most current textbook information.

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

### **ADDITIONAL REQUIREMENTS:**

Students will be required to purchase the NHA Practice Modules and Exams for \$84. This must be purchased by the beginning of the semester. Students will also need to purchase the NHA certification exam for \$129. This must be purchased before the exam can be taken. Students must pass the AHS 167 before they can take the NHA Exam.

### **TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's learning management system (LMS) used for course materials.

Access to myHGTC portal for student self-services.

College email access – this is the college's primary official form of communication.

**CLASSROOM ETIQUETTE:**

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 an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

**Part II: Student Learning Outcomes****COURSE LEARNING OUTCOMES and ASSESSMENTS\*:****Module #1 Test #1**

Chapters 7, 15, 16, 17

**Chapter 7 Cardiovascular and Lymphatic Systems**

1. Define the functions of the cardiovascular and lymphatic systems.
2. Identify and describe the structures and functions of the heart.
3. List pathologic conditions and common laboratory tests associated with the cardiovascular and lymphatic systems.
4. Trace the flow of blood through the cardiovascular system.
5. Describe different types of blood vessels, the properties of arterial blood, venous blood, and capillary blood.
6. Identify and describe the cellular and noncellular components of blood.
7. Describe the differences and similarities between whole blood, serum, and plasma.
8. Locate and name the veins most commonly used for phlebotomy procedures.
9. Define hemostasis and describe the basic process of coagulation and fibrinolysis.

**Chapter 15 Blood Cultures, Arterial, Intravenous, and Special Collection Procedures**

1. List the steps and equipment in blood culture collections.
2. Discuss the requirements for the glucose and lactose tolerance tests.
3. Explain the special precautions and types of equipment needed to collect arterial blood gases.
4. Differentiate cannulas from fistulas.
5. List the special requirements for collecting blood through intravenous (IV) catheters.
6. Differentiate therapeutic phlebotomy from autologous transfusion.
7. Describe the special precautions needed to collect blood in therapeutic drug monitoring (TDM) procedures.
8. List the types of patient specimens that are needed for trace metal analyses.
9. Discuss the use of infrared light to locate veins.
10. Describe the use of ultrasound for arterial and venous blood vessel location, assessment, and puncture.
11. List the steps and equipment required for use of ultrasound.

## **Chapter 16 Urinalysis, Body Fluids, and other Specimens**

1. Identify body fluid specimens, other than blood, that are analyzed in the clinical laboratory, and identify the correct containers and procedures for collecting and/or transporting these specimens to the laboratory.
2. Describe the correct methodology for labeling urine specimens.
3. Explain the procedural steps for collecting a urine specimen from an infant.
4. Identify specimens collected for microbiological, throat, sputum, and nasopharyngeal cultures and the protocol that must be followed when transporting these specimens.
5. List the types of patient specimens that are needed for gastric and sweat chloride analyses.
6. List three types of urine specimen collections and differentiate the uses of the urine specimens obtained from these collections.
7. Instruct a patient in the correct procedure for collecting a timed urine specimen and a midstream clean-catch specimen.

## **Chapter 17 Drug Use, Forensic Toxicology, Workplace Testing, Sports Medicine, and Related Areas**

1. Define toxicology and forensic toxicology.
2. Give five examples of forensic specimens and the role of the health care worker in handling, transporting, or processing them.
3. Describe the two-part process for testing drug abuse.
4. Describe why drug testing is valuable and explain the role of the health care worker in drug-testing programs.
5. Describe the role of paternity testing in legal cases and the role that the health care worker has in specimen collection for these cases.
6. Define and describe the function of a chain of custody.
7. Describe how to detect adulteration of urine specimens.
8. List two methods of measuring blood alcohol and at least three factors that affect testing.

### **Module #2 Test #2**

Materials Covered

Chapters 11, 12, 13, 14

### **Chapter 11 Capillary Blood Specimens**

1. Describe the reasons for acquiring capillary blood specimens for adults, children, and infants.
2. List common laboratory tests for which capillary specimens may be collected.
3. Explain why capillary blood from a skin puncture is different from blood taken by venipuncture and the impact on laboratory tests.
4. Identify the proper sites for performing a skin puncture procedure and explain why it is necessary to control the depth of the incision.
5. Describe the procedure for performing a skin puncture.
6. Describe the purpose and procedure for making blood smears and the characteristics of an acceptable blood smear.

### **Chapter 12 Specimen Handling, Transportation, and Processing**

1. Describe at least three sources of preexamination error that can occur during blood specimen handling.

2. Describe at least three sources of preexamination error that can occur during blood specimen transportation.
3. Describe at least three sources of preexamination error that can occur during specimen processing or storage.
4. Name three methods commonly used to transport specimens.
5. Describe at least three basic shipping requirements for the safe transportation of infectious substances.

### **Chapter 13 Pediatric and Geriatric Procedures**

1. Describe fears or concerns that children in different developmental stages might have toward the blood collection process.
2. List suggestions that might be appropriate for parental and health care worker behavior during a venipuncture or skin puncture.
3. Identify puncture sites for a heelstick on an infant and describe the procedure.
4. Describe the venipuncture sites for infants and young children.
5. Discuss the types of equipment and supplies that must be used during microcollection and venipuncture of infants and children.
6. Discuss the use of assistive devices in phlebotomy such as ultrasound and infrared light.
7. Explain the special precautions and types of equipment needed to collect capillary blood gases.
8. Describe the procedure for specimen collection for neonatal screening.
9. Define five physical and/or emotional changes that are associated with the aging process.
10. Describe how a health care worker should react to physical and emotional changes associated with older adults.

### **Chapter 14 Point-of-Care Collections**

1. List two other terms that are synonymous with point-of-care testing.
2. Identify four analytes whose levels can be determined through point-of-care testing.
3. Describe the most widely used application of point-of-care testing.
4. Define quality assurance and its requirements in point-of-care testing.

### **Module #3 Test 3**

Materials Covered

Chapters 5, 6, 8, 9, 10

### **Chapter 5 Safety and First Aid**

1. Discuss safety awareness for health care workers.
2. Explain the measures that should be taken for fire, electrical, radiation, mechanical, and chemical safety in a health care facility.
3. Describe the essential elements of a disaster emergency plan for a health care facility.
4. Explain the safety policies and procedures that must be followed in specimen collection and transportation.
5. Describe the safe use of equipment in health care facilities.
6. List three precautions that can reduce the risk of injury to patients.

### **Chapter 6 Medical Terminology, Anatomy, and Physiology of Organ Systems**

1. Define medical terminology using word elements such as roots, prefixes, and suffixes.

2. Define words commonly used in the clinical laboratory.
3. Describe how laboratory testing is used to assess body functions and disease.
4. Define the differences among the terms *anatomy*, *physiology*, and *pathology*.
5. Describe the directional terms, anatomic surface regions, and cavities of the body.
6. Describe the role of homeostasis in normal body functioning.
7. Describe the purpose, function, and structural components of the major body systems.
8. Identify examples of pathologic conditions associated with each organ system.
9. Describe the types of specimens that are analyzed in the clinical laboratory.
10. List common diagnostic tests associated with each organ system.

### **Chapter 8 Blood Collection Equipment**

1. Describe the latest phlebotomy safety supplies and equipment and evaluate their effectiveness in blood collection.
2. List the various types of anticoagulants and additives used in blood collection, their mechanisms of action on collected blood, examples of tests performed on collected blood, and the vacuum collection tube color codes for these anticoagulants and additives.
3. Identify the various supplies that should be carried on a specimen collection tray when collecting blood by venipuncture or skin puncture.
4. Identify the types of safety equipment needed to collect blood by venipuncture and skin puncture.
5. List substances that can interfere in clinical testing of blood analytes.

### **Chapter 9 Preexamination/Preanalytical Complications Causing Medical Errors in Blood Collection**

1. Describe preanalytical (preexamination) complications related to phlebotomy procedures and impacting patient safety.
2. Explain how to prevent and/or handle complications in blood collection.
3. List at least five factors about a patient's physical disposition (i.e., makeup) that can affect blood collection.
4. List examples of substances that can interfere in clinical analysis of blood constituents, and describe methods used to prevent these interferences.
5. Describe how allergies, a mastectomy, edema, and thrombosis can affect blood collection.
6. List preanalytical complications that can arise with test requests and identification.
7. Describe complications associated with tourniquet pressure and fist pumping.
8. Identify how the preanalytical factors of syncope, petechiae, neurological complications, hemoconcentration, hemolysis, and intravenous therapy affect blood collection.
9. Describe methods used to prevent these interferences.

### **Chapter 10 Venipuncture Procedures**

1. Describe the steps a health care worker should take in preparing him- or herself for a venipuncture procedure.
2. List supplies and equipment used in a typical venipuncture procedure.
3. Describe detailed steps in the patient identification process and what to do if information is missing.
4. Describe methods for hand hygiene.

5. Identify the most appropriate sites for venipuncture and situations when these sites might not be acceptable.
6. Identify alternative sites for the venipuncture procedure.
7. Describe the process and time limits for applying a tourniquet to a patient's arm.
8. Describe the decontamination process and the agents used to decontaminate skin for routine blood tests and blood cultures.
9. Describe the steps of a venipuncture procedure using the evacuated tube method, syringe method, and butterfly method according to the CLSI Approved Standard.
10. Describe the "order of draw" for collection tubes.
11. Describe how to react when the patient has fainted or experiences nausea, vomiting, or convulsions.
12. Define and explain the clinical reason for the terms *fasting*, *STAT*, and *timed specimens*.

#### Module #4 Test #4

#### Materials Covered

Chapters 1, 2, 3, 4

### **Chapter 1 Phlebotomy Practice and Quality Assessment**

1. Define phlebotomy and identify health professionals who perform phlebotomy procedures.
2. Identify the importance of phlebotomy procedures to the overall care of the patient.
3. List professional competencies for phlebotomists, the role in delivering, collecting and/or transporting specimens the laboratory, and key elements of a performance assessment.
4. List members of a health care team who interact with phlebotomists.
5. Describe the roles and qualifications of clinical laboratory personnel and common laboratory departments/sections.
6. Describe the health care delivery system and settings in which phlebotomy services are routinely performed.
7. Describe the clinical laboratory workflow pathway, or testing cycle, from beginning laboratory requests to reporting laboratory test results.
8. Explain components of professionalism and desired character traits for phlebotomists.
9. Describe coping skills that are used to reduce stress in the workplace.
10. List the basic tools used in quality improvement activities and give examples of how a phlebotomist can participate in quality improvement activities.
11. Define the difference between quality improvement and quality control procedures.

### **Chapter 2 Communication, Computer Essentials, and Documentation**

1. Outline the basic communication loop.
2. Describe methods for effective verbal and nonverbal communication, active listening, and written communication.
3. List examples of positive and negative body language.
4. Describe methods to achieve cultural competence and sensitivity in the workplace.
5. Describe the basic components of the medical record and provide examples of how to maintain confidentiality and privacy related to patient information.
6. Describe essential elements of laboratory test requisitions, specimen labels, and test results.

7. Identify potential clerical or technical errors that may occur during labeling or documentation of phlebotomy procedures.
8. Identify essential components and functions of computers in health care and list ways that health care workers use them to accomplish job functions.

### **Chapter 3 Professional Ethical, Legal, and Regulatory Issues**

1. Define basic ethical and legal terms and explain how they differ.
2. Differentiate ethics and bioethics.
3. Describe types of consent used in health care settings, including informed consent and implied consent
4. Describe how to avoid litigation as it relates to blood collection.
5. Define standard of care from a legal and a health care provider's perspective.-
6. Identify key elements of the Health Insurance Portability and Accountability Act (HIPAA).
7. List key factors common to health professional liability insurance policies.
8. List common issues in lawsuits against health care providers and prevention tips to avoid lawsuits in phlebotomy.
9. Explain the term liability and what it means for health care providers.

### **Chapter 4 Infection Control**

1. Explain the infection control policies and procedures that must be followed in specimen collection and transportation
2. Define the terms *health care-associated*, *health care-acquired*, and *nosocomial infections*.
3. Identify the basic programs for infection control and isolation procedures.
4. Explain the proper techniques for handwashing, gowning, gloving, masking, double bagging, and entering and exiting the various isolation areas.
5. Identify steps to avoid transmission of blood-borne pathogens.
6. Identify ways to reduce risks for infections and accidental needlesticks.
7. Describe measures that can break each link in the chain of infection.
9. Describe the components for the chain of infection.
10. State the central purpose of hand hygiene.
11. Describe the CDC procedure for collection and transport of specimens for Ebola virus testing.
12. Describe the major organisms responsible for healthcare-associated infections.

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

### **GENERAL EDUCATION OUTCOMES:**

Please delete the section if this course is not part of the Gen Ed PLO assessment artifact process.

This course fulfills the following General Education Outcomes through the (list the appropriate assessment – programs should select which GELO applies). Upon completion of this course, students will be able to:



(Check all that apply.)

- ☒ Communication – Students will be able to communicate effectively, orally and/or in written format.
- ☒ Critical thinking – Students will be able to demonstrate higher order of thinking when problem solving.
- ☒ Career Readiness/Lifelong Learning – Students will be able to effectively engage in the professional world or transition to higher level learning.

## **GELO- Grading Rubric Phlebotomy**

### **COMMUNICATION- GELO**

Indicator

Students will be able to communicate effectively by:

1. Inferring correct or reasonable conclusions through critical reading.
2. Using effective listening skills to be able to respond appropriately

Artifact: Student Clinical Evaluation Form

Scoring System:

Above Average - Overall score of 90% or greater.

Average- Overall score of 80-89%.

Below Average- Overall score of 79% or less.

### **CRITICAL THINKING – GELO**

Indicator

Students will be able to demonstrate higher order of thinking when problem solving by:

1. Utilizing inductive and/or deductive reasoning skills.

Artifact: National Healthcareer Association Exam Results

Scoring System:

Above Average - Overall score of 90% or greater.

Average- Overall score of 80-89%.

Below Average- Overall score of 79% or less.

### **SELF-DEVELOPMENT – GELO**

Indicator

Students will be able to effectively engage in the professional world or transition to higher level of learning by:

1. Responding appropriately to challenging situations.

2. Collaborating well in a team environment.

Artifact: Student Clinical Evaluation Form

Scoring System:

Above Average - Overall score of 90% or greater.

Average- Overall score of 80-89%.

Below Average- Overall score of 79% or less

## 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\*

Tests	55%
Homework - Modules	5%
Clinical	5%
Final Exam	35%
	100%

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

### GRADING SYSTEM:

State the College's or departmental grading system as delineated in the Catalog. 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. **Students must make a 70% to pass this course.**

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 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.

### **All Clinical Classroom hours will be on the Grand Strand Campus**

**If a student has an unexcused absence for one clinical rotation, their grade will be decreased by 15 points for the clinical rotation grade. If a student has two unexcused absences for clinical rotations, their grade will then be decreased by 30 points for the clinical rotation grade. If a student has three unexcused absences for clinical rotations, they will be withdrawn from the phlebotomy program with a "WF".**

**If a student leaves early from their site, or is late during clinical rotations, their clinical rotation grade will be decreased by 15 points.**

**If the clinical coordinator for the program goes to a site to do an evaluation, and the student is not there, they will be counted absent for the day and will incur the penalty for unexcused absences.**

**If it is brought to the attention of the professor that the student is not in uniform, they will be sent home for the day and it will be counted as an absence.**

**If a student knows they are going to be late or absent for a clinical rotation, they must email the instructor and also call their site to let them know. If the site is not open when they call and they leave a message, they must call back during business hours and talk to the supervisor of the site. If prior approval is not given, it will count as an unexcused absence and the above penalty will incur.**

**Clinical Rotations end at the end of the semester. Rotations will continue until the week before finals.**

**If the student has any infraction that results in an absence, they will incur the penalty as explained above of a decrease of 15 points for the clinical rotation, for the first offense, 30 for the second and dismissal from the program for the third infraction.**

**If the student is removed from a site for any reason, they will also be removed from the program with a grade of WF.**

**PHLEBOTOMY DRESS CODE POLICY:**

The personal appearance and demeanor of Phlebotomy students at HGTC reflects both the College and Program standards and are indicative of the student's interest and pride in the profession. There is no place for fashion trends in Phlebotomy, especially with the fairly conservative area our patient population will come from. Appearance of the phlebotomist is the first impression of your skills that your patients will have. Use it to your advantage. Each student is expected to following these general guidelines:

- 1) Male and female students will purchase a program-approved uniform
- 2) Uniforms should be clean, properly fitted, have the appearance of being pressed, and **display proper identification.**
- 3) Shoes must be clean and polished at all times. Low-top, athletic shoe-type, all-white, all-leather uniform shoes are allowed. They must not display stripes or prominent brand-name labels. Clogs or sandal-type shoes without a back are not allowed for safety reasons.
- 4) A white or navy long sleeve shirt may be worn under the uniform top if needed. It should not be of thin "tee shirt" type material and should be the type of shirt that could be worn alone without the top. Thermal underwear type shirts are not allowed.
- 5) Scrub-style uniforms will be worn during clinical rotations. Navy scrubs must be worn.
  - 6) Hair will be neat, clean, and dry at all times. Long hair must be kept tied back and out of the face. Mustaches and/or beards must be kept neatly trimmed. Scarves and other hair ornaments are unacceptable, except for discreet clasps or barrettes. Make-up should be discrete and well applied. Perfumes, scented (perfumed) lotions, scented (perfumed) powders, or after-shaves are not allowed. Hair coloring and styling should be of a conservative nature. Only natural color hair will be allowed. No unnatural colorings.
- 7) Students may wear wedding, class, or other small rings, but for reasons of practicality, rings with a set may not be worn. Rings will be limited to one per hand. No necklaces, bracelets, or medallions are allowed for reasons of personal safety
- 8) **Only one pair of small, stud-type earrings that do not extend below the earlobe may be worn.** No other visible type of body piercing is acceptable. No tongue piercing is acceptable. All visible tattoos must be adequately concealed while performing clinical rotations.
- 9) Fingernails must be kept short, clean, and neat for reasons of proper hand washing and patient safety. Fingernails must not extend beyond the tip of the finger. No tips and their equivalent, as well as nail polish are allowed.
- 10) Gum chewing is NOT allowed during clinical rotations.
- 11) **Cell phones will not be allowed on site. If anyone is caught with their cell phone at any time, they will be sent home and that day will be counted as an absence.**
- 12) **The smell of alcohol is reason for immediate dismissal!**

**13) If anyone is out of uniform when the clinical coordinator for the program visits for an evaluation, or if I get a call from the site supervisor, the student will be sent home, and that day will count as an absence and will incur the penalty for absences.**

**Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

## **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 Academic Coaching for 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 or coaching, contact the SSTC at [sstc@hgtc.edu](mailto:sstc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). 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 SSTC [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. In-person and remote assistance are available for Desire2Learn, Student Portal, Degree Works, and Office 365.
3. 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.



### **HGTC LIBRARY:**

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries have librarians and staff who can aid with research, computers to support academic research and related school-work, and individual/group study rooms. Printing is available as well at each location. Visit the [Library](#) website for more information or call (843) 349-5268.

### **STUDENT TESTING:**

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L.
- Test administered in writing on paper.
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, tests may have time limits and/or require a proctor.

Testing candidates must make their appointments 24 hours in advance.

Students must bring a physical ID in order to take a test.

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. Students seeking accommodations are encouraged to visit HGTC's [Accessibility and Disability Service webpage](#) for detailed information.

It is the student's responsibility to self-identify as needing accommodations and to provide appropriate documentation. Once documentation is submitted, the student will participate in an interactive process with Accessibility and Disability Services staff to determine reasonable

accommodations. Students may begin the accommodations process at any time; however, accommodations are **not retroactive** and will only be applied from the point at which they are approved. Students must contact the office **each semester** to renew their accommodations.

For assistance, please contact the Accessibility and Disability Services team at [disabilityservices@hgtc.edu](mailto:disabilityservices@hgtc.edu) or 843-796-8818 (call or text).

### **COUNSELING SERVICES:**

HGTC Counseling Services strives to optimize student success through managing personal and academic concerns that may interfere with achieving educational goals. Staff are available to every student for assistance and guidance on personal matters, academic concerns and other areas of concern. HGTC offers free in-person and telehealth counseling services to students. For more information about counseling services, please reach out to [counseling@hgtc.edu](mailto:counseling@hgtc.edu) or visit the website the [Counseling Services webpage](#).

### **STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:**

Our sincere commitment to both effective business management and equitable treatment of our employees requires that we present this Policy Statement as an embodiment of that commitment to the fullest.

Discrimination is conduct that includes unjust or prejudicial treatment based upon an individual's sex, race/color, religion, national origin, age, disability, service in the uniformed services (as defined in state and federal law), veteran status, political ideas, marital or family status, pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation, genetic information, genetic identity, gender expression, or sexual orientation that excludes an individual from participation in, denies the individual the benefits of, treats the individual differently, or otherwise adversely affects a term or condition of a person's working or learning environment. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

### **INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:**

**Student and prospective student** inquiries concerning Section 504, Title II, Title VII, 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, Section 504, and Title II 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**

*Affirmative Action/Equal Opportunity Officer and Title IX Coordinator*

Building 200, Room 205B, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

[Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu)

### **TITLE IX REQUIREMENTS:**

Title IX of the Education Amendments of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination.

HGTC prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking and will provide students, faculty, and staff with necessary information regarding prevention, policies, procedures, and resources.

Any student, or other member of the college community, who believes that they have been a victim of sexual harassment, domestic violence, dating violence, sexual assault, or stalking may file a report with the college's Title IX Coordinator or campus law enforcement\*.

\*Faculty and Staff are required to report these incidents to the Title IX Coordinator 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).

**Student and prospective student** inquiries concerning Title IX and its 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, Section 504, and Title II 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 Title IX and its application to the College may be directed to the Vice President for Human Resources.

**Jacquelyne Snyder, VP Human Resources**

*Affirmative Action/Equal Opportunity Officer and Title IX Coordinator*

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## **PREGNANCY ACCOMMODATIONS**

Under Title IX, colleges must not exclude a pregnant student from participating in any part of an educational program. Horry-Georgetown Technical College is committed to ensuring that pregnant students receive reasonable accommodations to ensure access to our educational programs.

Students should advise the Title IX Coordinator of a potential need for accommodations as soon as they know they are pregnant. It is extremely important that communication between student, instructors, and the Title IX Coordinator begin as soon as possible. Each situation is unique and will be addressed individually.

Title IX accommodations DO NOT apply to Financial Aid. Financial Aid regulations do not give the College any discretion in terms of Financial Aid eligibility.

Certain educational programs may have strict certification requirements or requirements mandated by outside regulatory agencies. Therefore, in some programs, the application of Title IX accommodations may be limited.

To request pregnancy accommodations, please complete the *Pregnancy Intake Form* that can be found [here](#).