



# **INSTRUCTIONAL PACKAGE**

BIO 101  
Biological Sciences I

Effective Term  
Fall 2025/Spring 2026/Summer 2026

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2025/Spring 2026/Summer 2026

COURSE PREFIX: BIO 101

COURSE TITLE: Biological Sciences I

CONTACT HOURS: 3-3

CREDIT HOURS: 4

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

BIO 101 is the first course in a sequence that introduces students to concepts in Biology and helps relate this information to real-world applications. This course is intended for students pursuing more advanced scientific courses and through guided classroom and laboratory experiences, students will develop a deeper appreciation of the biological world.

### **COURSE DESCRIPTION:**

This course is a study of the scientific method, basic biochemistry, cell structure and function, cell physiology, cell reproduction and development, Mendelian genetics, population genetics, natural selection, evolution, and ecology. This course is transferable to public senior institutions as part of the South Carolina Commission on Higher Education Statewide Articulation Agreement.

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

( SAT Critical Reading 480 or ( ACT Reading 19 or ACT English 19) or ( Multiple Measures English 1) or ( Writing Sample ENG101 1 or WS ENG101 with Lab 1) or (Credit level [ENG 101](#) Minimum Grade of C or Credit level [ENG 101](#) Minimum Grade of TC or Credit level [ENG 155](#) Minimum Grade of C or Credit level [ENG 155](#) Minimum Grade of TC) )

### **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:**

For Hybrid/Online Students Only: Each student will be required to view an orientation PowerPoint presentation during the first week of class. This presentation can be found on the course homepage in D2L under News. After viewing the presentation, all online students must complete the orientation quiz, which can be found under the dropdown assignment menu. A

student will not be considered officially enrolled in the course until the presentation has been viewed and the quiz completed with a 100% score. Any submitted work from the student including discussion posts, assignments, etc. will not be given a grade until the presentation has been viewed and the quiz has been submitted.

### **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.

### **STUDENT IDENTIFICATION VERIFICATION**

Students enrolled in online courses will be required to complete identity verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

### **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 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](#).

### **ACADEMIC DISHONESTY:**

All forms of academic dishonesty, as outlined in the Student Code in the HGTC catalog, will NOT be tolerated and will result in disciplinary action. Anyone caught cheating (Defined in the code as: "a. Copying from another student's test or answer sheet. b. Using materials or equipment during a test not authorized by the person giving the test. c. Collaborating with any other person during a test without permission. d. Knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or in part the contents of a test prior to its administration. e. Bribing or coercing any other person to obtain tests or information about tests. f. Substituting for another student or permitting any other person to substitute for oneself. g. Cooperating or aiding in any of the above.") or committing plagiarism (Defined in the code as: "(1) the appropriation of any other person's work and the unacknowledged incorporation of that work in one's own work or (2) submitting content for academic purposes that are created by artificial intelligence, technology platforms, or writing services and representing that such content is the person's own work product.") will be given a grade of a zero for that assignment and reported to the Senior VP of Academic Affairs, in accordance with the student handbook. If a zero is awarded due to academic misconduct and the lowest exam grade is dropped, that zero will NOT be eligible to be the dropped grade, it will count within the final average. A second

offense will result in the student being withdrawn from the course with a W and charges being filed with the Chief Student Services Officer. Alternatively, at the professor's discretion, a student can be assigned a failing grade for the course.

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

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

#### **Lecture Student Learning Outcomes:**

##### **Chapter 1: The Study of Life**

Summarize the steps of the scientific method.

Identify and describe the properties of life.

Explain the relationship between the process of natural selection and evolutionary change.

Describe the levels of organization among living things.

##### **Chapter 2: The Chemical Foundation of Life**

Define matter and elements.

Describe the interrelationship between protons, neutrons, and electrons.

Compare covalent, ionic, and hydrogen bonds.

Explain the ways in which naturally occurring elements combine to create molecules, cells, tissues, organ systems, and organisms.

Describe the properties of water critical to maintaining life.

Discuss the role of acids, bases, and buffers in homeostasis.

Explain why carbon is important for life.

Describe the role of functional groups in biological molecules.

##### **Chapter 3: Biological Macromolecules**

Explain dehydration synthesis (or condensation) and hydrolysis reactions.

Discuss the role of carbohydrates in cells and in the extracellular materials of animals and plants.

List common monosaccharides, disaccharides, and polysaccharides.

Describe the four major types of lipids.

Explain the role of fats in storing energy.

Differentiate between saturated and unsaturated fatty acids.

Describe phospholipids and their role in cells.

Define the basic structure of a steroid and some steroid functions.

Describe the functions proteins perform in cells and tissues.

Discuss the relationship between amino acids and proteins.

Explain the four levels of protein organization.

Describe the ways in which protein shape and function are linked.

Describe nucleic acids' structure and define the two types of nucleic acids.  
Explain the role of DNA and RNA.

### **Chapter 4: The Cell**

Describe the role of cells in organisms.

Summarize cell theory.

Name examples of prokaryotic and eukaryotic organisms.

Compare and contrast prokaryotic and eukaryotic cells.

Describe the relative sizes of different cells.

Explain why cells must be small.

Describe the structure of eukaryotic cells.

Compare animal cells with plant cells.

State the role of the plasma membrane.

Summarize the functions of the major cell organelles.

List the components and functions of the endomembrane system.

Describe the cytoskeleton and compare the roles of microfilaments, intermediate filaments, and microtubules.

Compare and contrast cilia and flagella.

Summarize the differences among the components of prokaryotic cells, animal cells, and plant cells.

Describe the extracellular matrix.

List examples of the ways that plant cells and animal cells communicate with adjacent cells.

Summarize the roles of tight junctions, desmosomes, gap junctions, and plasmodesmata.

### **Chapter 5: The Structure and Function of Plasma Membranes**

Describe the cell membrane fluid mosaic model.

Describe phospholipid, protein, and carbohydrate functions in membranes.

Discuss membrane fluidity.

Explain why and how passive transport occurs.

Define the osmosis and diffusion processes.

Define tonicity and its relevance to passive transport osmosis.

Describe how ion concentration can generate an electrochemical gradient.

Distinguish between primary active transport and secondary active transport.

Describe endocytosis, including phagocytosis, pinocytosis, and receptor-mediated endocytosis.

Describe the process of exocytosis.

### **Chapter 6: Metabolism**

Explain metabolic pathways and describe the two major types (anabolic and catabolic).

Discuss how chemical reactions play a role in energy transfer.

Define "energy".

Explain the difference between kinetic and potential energy.

Discuss the concepts of free energy and activation energy.

Describe endergonic and exergonic reactions.  
Discuss the concept of entropy.  
Explain the first and second laws of thermodynamics.  
Explain ATP's role as the cellular energy currency.  
Describe how energy is released through ATP hydrolysis.  
Describe the role of enzymes in metabolic pathways.  
Explain how enzymes function as molecular catalysts.  
Discuss enzyme regulation by various factors including competitive inhibition, non-competitive inhibition, allosteric inhibition, cofactors and coenzymes, feedback inhibition, and enzyme compartmentalization.

## **Chapter 7 - Cellular Respiration**

Discuss the importance of electrons in the transfer of energy in living systems through redox reactions.  
Explain how ATP is used by cells as an energy source.  
Describe the overall result in terms of molecules produced during the chemical breakdown of glucose by glycolysis.  
Compare the output of glycolysis in terms of ATP molecules and NADH molecules produced.  
Describe how pyruvate, the product of glycolysis, is prepared for entry into the citric acid cycle.  
Explain how the reactions of the citric acid cycle produce ATP, NADH, FADH<sub>2</sub>, and CO<sub>2</sub>.  
Describe how electrons move through the electron transport chain and explain what happens to their energy levels during this process.  
Explain how a proton (H<sup>+</sup>) gradient is established and maintained by the electron transport chain.  
Determine how the events of glycolysis, the oxidation of pyruvate, and the citric acid cycle provide the electrons needed for the events of the electron transport chain.  
Discuss the fundamental difference between anaerobic cellular respiration and fermentation.  
Describe lactic acid and alcohol fermentation and the conditions that initiate them.  
Compare and contrast the efficiency of aerobic and anaerobic cellular respiration pathways with regards to the amount of ATP produced per molecule of glucose.  
Discuss the ways in which carbohydrate metabolic pathways, glycolysis, and the citric acid cycle interrelate with protein and lipid metabolic pathways.

## **Chapter 8: Photosynthesis**

Describe the main structures involved in photosynthesis.  
Identify the substrates and products of photosynthesis.  
Explain how plants absorb energy from sunlight.  
Compare and contrast short and long wavelengths of light.  
Describe how and where the light reactions of photosynthesis take place within a plant.  
Describe the Calvin cycle.  
Define carbon fixation.  
Explain how photosynthesis works in the energy cycle of all living organisms.

## **Chapter 10: Cell Reproduction**

Describe the structure of prokaryotic and eukaryotic genomes.

Distinguish between chromosomes, genes, and traits.

Describe the mechanisms of chromosome compaction.

Describe the three stages of interphase.

Discuss the behavior of chromosomes during karyokinesis/mitosis.

Explain how the cytoplasmic content is divided during cytokinesis.

Define the quiescent  $G_0$  phase.

Describe the internal and external mechanisms that control the cell cycle.

Describe how cancer is caused by uncontrolled cell growth.

Understand how proto-oncogenes are normal cell genes that, when mutated, become oncogenes.

Describe how tumor suppressor proteins function.

Explain how mutant tumor suppressor genes cause cancer.

Describe the process of binary fission in prokaryotes.

## **Chapter 11: Meiosis and Sexual Reproduction**

Describe the behavior of chromosomes during meiosis, and the differences between the first and second meiotic divisions.

Describe the cellular events that take place during meiosis.

Explain the process of homologous recombination or crossing over.

Explain the differences between meiosis and mitosis.

Explain the mechanisms within the meiotic process that produce genetic variation among the haploid gametes.

Identify variation among offspring as a potential evolutionary advantage of sexual reproduction.

Describe the three different life-cycle types among sexually reproducing multicellular organisms.

## **Chapter 12: Mendel's Experiments and Heredity**

Describe the scientific reasons for the success of Mendel's experimental work.

Describe the expected outcomes of monohybrid and dihybrid crosses involving dominant and recessive alleles.

Explain the relationship between genotypes and phenotypes in dominant and recessive gene systems.

Develop a Punnett square to calculate the expected proportions of genotypes and phenotypes in a monohybrid cross.

Explain the purpose and methods of a test cross.

Identify non-Mendelian inheritance patterns such as incomplete dominance, codominance, recessive lethal alleles, multiple alleles, and sex linkage.

Explain Mendel's law of segregation and independent assortment in terms of genetics and the events of meiosis.

Explain the phenotypic outcomes of epistatic effects between genes.

### **Chapter 13: Modern Understandings of Inheritance**

Discuss Sutton's Chromosomal Theory of Inheritance.

Describe genetic linkage.

Describe how a karyogram is created.

Explain how nondisjunction leads to disorders in chromosome number.

Compare disorders that aneuploidy causes.

Describe how errors in chromosome structure occur through inversions and translocations.

### **Chapter 14: DNA Structure and Function**

Explain transformation of DNA.

Describe the key experiments that helped identify that DNA is the genetic material.

State and explain Chargaff's rules.

Describe the structure of DNA.

Discuss the similarities and differences between eukaryotic and prokaryotic DNA.

Explain how the structure of DNA reveals the replication process.

Explain the process of DNA replication in prokaryotes.

Discuss the similarities and differences between DNA replication in eukaryotes and prokaryotes.

State the role of telomerase in DNA replication.

Discuss the different types of mutations in DNA.

Explain DNA repair mechanisms.

### **Chapter 15: Genes and Proteins**

Explain the "central dogma" of DNA-protein synthesis.

Describe the genetic code and how the nucleotide sequence prescribes the amino acid and the protein sequence.

List the different steps in prokaryotic transcription.

Discuss the role of promoters in prokaryotic transcription.

Describe how and when transcription is terminated.

List the steps in eukaryotic transcription.

Discuss the role of RNA polymerases in transcription.

Explain the significance of transcription factors.

Describe the different steps in RNA processing.

Describe the different steps in protein synthesis.

Discuss the role of ribosomes in protein synthesis.

### **Chapter 16: Gene Expression**

Discuss why every cell does not express all its genes all of the time.

Describe the steps involved in prokaryotic gene regulation.

Discuss how eukaryotic gene regulation occurs at the epigenetic, transcriptional, post-



transcriptional, translational, and post-translational levels.  
 Explain the roles of activators, inducers, and repressors in gene regulation.  
 Explain how chromatin remodeling controls transcriptional access.  
 Describe how access to DNA is controlled by histone modification.  
 Describe how DNA methylation is related to epigenetic gene changes.  
 Discuss the role of transcription factors in gene regulation.  
 Explain how enhancers and repressors regulate gene expression.  
 Understand RNA splicing and explain its role in regulating gene expression.  
 Describe the importance of RNA stability in gene regulation.  
 Understand the process of translation and discuss its key factors.  
 Explain the different ways in which the post-translational control of gene expression takes place.  
 Describe how changes to gene expression can cause cancer.  
 Explain how changes to gene expression at different levels can disrupt the cell cycle.

## **Chapter 17: Biotechnology and Genomics**

Describe gel electrophoresis.  
 Explain molecular and reproductive cloning.  
 Describe biotechnology uses in medicine and agriculture.  
 Define genomics.  
 Define whole-genome sequencing.  
 Describe the purpose and process of a DNA microarray.  
 Define polygenic.  
 Explain systems biology.  
 Describe a proteome.

## **Lab Student Learning Outcomes:**

Learning outcomes for the lab portion of this course are the Objectives given for each lab in the manual and can be found at the start of each lab. They include hands-on items such as identification of lab equipment, models, and specimens on slides, and the use of microscopes and lab equipment. In addition, students will be required to design and carry out scientific investigations, collect data and draw conclusions resulting in the submission of lab reports.

***\*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.

### **EVALUATION\***

Lecture	75%
Lab	25%
	100%

***\*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.

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.

### **Science Department Attendance Policies**

For a 15-week course (fall and spring) or a 10-week course (summer), the allowed number of absences for a MW or TR class is as follows: 4 absences are allowed for lecture and 2 are allowed for lab, regardless of reason. For a lecture class that meets once a week, the allowed

number of absences is 2.

For a 7-week fast-paced course (fall and spring) or a 5-week fast-paced course (summer), the allowed number of absences is as follows: 1 absence is allowed for lecture and 1 for lab, regardless of reason.

When a student surpasses the allowed number of absences, the student will be dropped automatically from the course with a W or a WF. Remember, an absence is an absence, no matter if it is excused or not!

### **Online/Hybrid Attendance:**

Students enrolled in distance learning courses (hybrid and online) are required to maintain contact with the instructor on a regular basis to be counted as "in attendance" for the course. All distance learning students must participate weekly in an Attendance activity in order to demonstrate course participation. Students showing no activity in the course for two weeks (these weeks do not need to be consecutive) will be withdrawn due to lack of attendance.

### **Lab Attendance for Hybrid Courses:**

Students in hybrid classes in which labs meet weekly, are allowed two (2) lab absences. Students in hybrid labs that only meet 5 or 6 times during the semester, must attend all lab sessions for its entirety. When a student surpasses the allowed number of absences, the student will be dropped automatically from the course with a W or a WF.

### **Tardiness:**

Students are expected to arrive on time and remain for the entire class session. Repetitive tardiness that results in a significant loss of instructional time may be counted as an absence at the instructor's discretion. Students are encouraged to communicate with their instructor in advance if they anticipate being late or need to leave early due to extenuating circumstances.

## **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*  
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)

## **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](#).