



INSTRUCTIONAL PACKAGE

BIO 102
Biological Sciences II

Effective Term
Fall 2024/Spring 2025/Summer 2025

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2024/Spring 2025/Summer 2025

COURSE PREFIX: BIO 102

COURSE TITLE: Biological Sciences II

CONTACT HOURS: 3-3

CREDIT HOURS: 4

RATIONALE FOR THE COURSE:

BIO 102 is the second 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 classification of organisms and structural and functional considerations of all kingdoms (particularly major phyla as well as viruses). Vertebrate animals and vascular plants are emphasized. This course is transferable to public senior institutions as part of the South Carolina Commission on Higher Education Statewide Articulation Agreement.

PREREQUISITES/CO-REQUISITES:

Credit level BIO 101 Minimum Grade of C or Credit level BIO 101 Minimum Grade of TC

***Online/Hybrid** courses require students to complete the [Distance Learning Orientation Video](#) prior to enrolling in an online course.

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:

A Connect access code from McGraw Hill is a required component of this course.

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. Failure to view the presentation and take the quiz before midnight on the last day to add/drop classes will result in the student being automatically dropped from the course.

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 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:

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. A second offense will result in the student being withdrawn from the course with a W or WF at the professor's discretion and charges being filed with the Chief Student Services Officer.

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Lecture Student Learning Outcomes:

Chapter 21: Viruses

- Describe how viruses were first discovered and how they are detected.
- Discuss three hypotheses about how viruses evolved.
- Describe the general structure of a virus.
- Recognize the basic shapes of viruses.
- Understand past and emerging classification systems for viruses.
- Describe the basis for the Baltimore classification system.
- List the steps of replication and explain what occurs at each step.
- Describe the lytic and lysogenic cycles of virus replication.
- Explain the transmission of plant and animal viruses.
- Discuss some of the diseases caused by plant and animal viruses.
- Discuss the economic impact of plant and animal viruses.
- Identify major viral illnesses that affect humans.
- Compare vaccinations and anti-viral drugs as medical approaches to viruses.
- Describe prions and their basic properties.
- Define viroids and their targets of infection.

Chapter 22: Prokaryotes: Bacteria and Archaea

- Describe the evolutionary history of prokaryotes.
- Discuss the distinguishing features of extremophiles.
- Explain why it is difficult to culture prokaryotes.
- Describe the basic structure of a typical prokaryote.
- Describe important differences in structure between Archaea and Bacteria.
- Identify the macronutrients needed by prokaryotes and explain their importance.
- Describe the ways in which prokaryotes get energy and carbon for life processes.
- Describe the roles of prokaryotes in the carbon and nitrogen cycles.
- Identify bacterial diseases that caused historically important plagues and epidemics.
- Describe the link between biofilms and foodborne diseases.
- Explain how overuse of antibiotics may be creating "super bugs".
- Explain the importance of MRSA with respect to the problems of antibiotic resistance.
- Explain the need for nitrogen fixation and how it is accomplished.
- Describe the beneficial effects of bacteria that colonize our skin and digestive tracts.
- Identify prokaryotes used during the processing of food.
- Describe the use of prokaryotes in bioremediation.

Chapter 23: Protists

List the unifying characteristics of eukaryotes.

Describe what scientists know about the origins of eukaryotes based on the last common ancestor.

Explain the endosymbiotic theory.

Describe the cell structure characteristics of protists.

Describe the metabolic diversity of protists.

Describe the life cycle diversity of protists.

Describe representative protist organisms from each of the six presently recognized supergroups of eukaryotes.

Identify the evolutionary relationships of plants, animals, and fungi within the six presently recognized supergroups of eukaryotes.

Identify defining features of protists in each of the six supergroups of eukaryotes.

Describe the role that protists play in the ecosystem.

Describe important pathogenic species of protists.

Chapter 24: Fungi

List the characteristics of fungi.

Describe the composition of the mycelium.

Describe the mode of nutrition of fungi.

Explain sexual and asexual reproduction in fungi.

Identify fungi and place them into the five major phyla according to current classification.

Describe each phylum in terms of major representative species and patterns of reproduction.

Describe the role of fungi in various ecosystems.

Describe mutualistic relationships of fungi with plant roots and photosynthetic organisms.

Describe the beneficial relationship between some fungi and insects.

Describe some fungal parasites and pathogens of plants.

Describe the different types of fungal infections in humans.

Explain why antifungal therapy is hampered by the similarity between fungal and animal cells.

Describe the importance of fungi to the balance of the environment.

Summarize the role of fungi in agriculture and food and beverage preparation.

Describe the importance of fungi in the chemical and pharmaceutical industries.

Discuss the role of fungi as model organisms.

Chapter 25: Seedless Plants

Discuss the challenges to plant life on land.

Describe the adaptations that allowed plants to colonize the land.

Describe the timeline of plant evolution and the impact of land plants on other living things.

Describe the traits shared by green algae and land plants.

Explain why charophytes are considered the closest algal relative to land plants.

Explain how current phylogenetic relationships are reshaped by comparative analysis of DNA sequences.

Identify the main characteristics of bryophytes.

Describe the distinguishing traits of liverworts, hornworts, and mosses.
Chart the development of land adaptations in the bryophytes.
Describe the events in the bryophyte lifecycle.
Identify the new traits that first appear in seedless tracheophytes.
Discuss how each trait is important for adaptation to life on land.
Identify the classes of seedless tracheophytes.
Describe the life cycle of a fern.
Explain the role of seedless plants in the ecosystem.

Chapter 26: Seed Plants

Describe the two major innovations that allowed seed plants to reproduce in the absence of water.
Explain when seed plants first appeared and when gymnosperms became the dominant plant group.
Discuss the purpose of pollen grains and seeds.
Describe the significance of angiosperms bearing both flowers and fruit.
Discuss the type of seeds produced by gymnosperms, as well as other characteristics of gymnosperms.
Identify the geological era dominated by the gymnosperms and describe the conditions to which they were adapted.
List the four groups of modern-day gymnosperms and provide examples of each.
Describe the life cycle of a typical gymnosperm.
Explain why angiosperms are the dominant form of plant life in most terrestrial ecosystems.
Describe the main parts of a flower and their functions.
Detail the life cycle of a typical gymnosperm and angiosperm.
Discuss the similarities and differences between the two main groups of flowering plants.
Explain how angiosperm diversity is due, in part, to multiple complex interactions with animals.
Describe ways in which pollination occurs.
Discuss the roles that plants play in ecosystems and how deforestation threatens plant biodiversity.

Chapter 27: Introduction to Animal Diversity

List the features that distinguish the kingdom Animalia from other kingdoms.
Explain the processes of animal reproduction and embryonic development.
Describe the roles that Hox genes play in development.
Explain the differences in animal body plans that support basic animal classification.
Compare and contrast the embryonic development of protostomes and deuterostomes.
Interpret the metazoan phylogenetic tree.
Describe the types of data that scientists use to construct and revise animal phylogeny.
List some of the relationships within the modern phylogenetic tree that have been discovered as a result of modern molecular data.
Describe the features that characterized the earliest animals and approximately when they

appeared on earth.

Explain the significance of the Cambrian period for animal evolution and the changes in animal diversity that took place during that time.

Describe some of the unresolved questions surrounding the Cambrian explosion.

Discuss the implications of mass animal extinctions that have occurred in evolutionary history.

Chapter 28: Invertebrates

Describe the organizational features of the simplest multicellular organisms.

Explain the various body forms and bodily functions of sponges.

Compare structural and organization characteristics of Porifera and Cnidaria.

Describe the progressive development of tissues and their relevance to animal complexity.

Identify the two general body forms found in the Cnidaria.

Describe the identifying features of the major cnidarian classes.

Describe the unique anatomical and morphological features of flatworms, rotifers, and Nemertea.

Identify an important extracoelomic cavity found in Nemertea.

Explain the key features of Platyhelminthes and their importance as parasites.

Describe the unique anatomical and morphological features of molluscs and annelids.

Describe the formation of the coelom.

Identify an important extracoelomic cavity in molluscs.

Describe the major body regions of Mollusca and how they vary in different molluscan classes.

Discuss the advantages of true body segmentation.

Describe the features of animals classified in phylum Annelida.

Describe the structural organization of nematodes.

Describe the importance of *Caenorhabditis elegans* in research.

Describe the features of Tardigrades.

Compare the internal systems and appendage specializations of phylum Arthropoda.

Discuss the environmental importance of arthropods.

Discuss the reasons for arthropod success and abundance.

Describe the distinguishing characteristics of echinoderms.

Describe the distinguishing characteristics of chordates.

Chapter 29: Vertebrates

Describe the distinguishing characteristics of chordates.

Identify the derived characters of craniates that sets them apart from other chordates.

Describe the developmental fate of the notochord in vertebrates.

Describe the difference between jawless and jawed fishes.

Discuss the distinguishing features of sharks and rays compared to other modern fishes.

Describe the important difference between the life cycle of amphibians and the life cycles of other vertebrates.

Distinguish between the characteristics of Urodela, Anura, and Apoda.

Describe the evolutionary history of amphibians.

Describe the main characteristics of amniotes.

Explain the difference between anapsids, synapsids, and diapsids, and give an example of each.

Identify the characteristics of reptiles.

Discuss the evolution of reptiles.

Describe the evolutionary history of birds.

Describe the derived characteristics in birds that facilitate flight.

Name and describe the distinguishing features of the three main groups of mammals.

Describe the likely line of evolutionary descent that produced mammals.

List some derived features that may have arisen in response to mammals' need for constant, high-level metabolism.

Identify the major clades of eutherian mammals.

Describe the derived features that distinguish primates from other animals.

Describe the defining features of the major groups of primates.

Identify the major hominin precursors to modern humans.

Explain why scientists are having difficulty determining the true lines of descent in hominids.

Chapter 33: The Animal Body: Basic Form and Function

Describe the various types of body plans that occur in animals.

Describe limits on animal size and shape.

Relate bioenergetics to body size, levels of activity, and the environment.

Describe epithelial tissues.

Discuss the different types of connective tissues in animals.

Describe three types of muscle tissues.

Describe nervous tissue.

Define homeostasis.

Describe the factors affecting homeostasis.

Discuss positive and negative feedback mechanisms used in homeostasis.

Describe thermoregulation of endothermic and ectothermic animals.

Chapter 40: The Circulatory System

Describe an open and closed circulatory system.

Describe interstitial fluid and hemolymph.

Compare and contrast the organization and evolution of the vertebrate circulatory system.

List the basic components of the blood.

Compare red and white blood cells.

Describe blood plasma and serum.

Describe the structure of the heart and explain how cardiac muscle is different from other muscles.

Describe the cardiac cycle.

Explain the structure of arteries, veins, and capillaries, and how blood flows through the body.

Describe the system of blood flow through the body.

Describe how blood pressure is regulated.

Chapter 42: The Immune System

Describe physical and chemical immune barriers.

Explain immediate and induced innate immune responses.

Discuss natural killer cells.

Describe major histocompatibility complex I molecules.

Summarize how the proteins in a complement system function to destroy extracellular pathogens.

Explain adaptive immunity.

Compare and contrast adaptive and innate immunity.

Describe cell-mediated immune response and humoral immune response.

Describe immune tolerance.

Explain cross-reactivity.

Describe the structure and function of antibodies.

Discuss antibody production.

Describe hypersensitivity.

Define autoimmunity.

Chapter 34: Animal Nutrition and the Digestive System

Explain the processes of digestion and absorption.

Compare and contrast different types of digestive systems.

Explain the specialized functions of the organs involved in processing food in the body.

Describe the ways in which organs work together to digest food and absorb nutrients.

Explain why an animal's diet should be balanced and meet the needs of the body.

Define the primary components of food.

Describe the essential nutrients required for cellular function that cannot be synthesized by the animal body.

Explain how energy is produced through diet and digestion.

Describe how excess carbohydrates and energy are stored in the body.

Describe the process of digestion.

Detail the steps involved in digestion and absorption.

Define elimination.

Explain the role of both the small and large intestines in absorption.

Discuss the role of neural regulation in digestive processes.

Explain how hormones regulate digestion.

Chapter 39: The Respiratory System

Describe the passage of air from the outside environment to the lungs.

Explain how the lungs are protected from particulate matter.

Name and describe lung volumes and capacities.

Understand how gas pressure influences how gases move into and out of the body.

Describe how the structures of the lungs and thoracic cavity control the mechanics of breathing.
Explain the importance of compliance and resistance in the lungs.
Discuss problems that may arise due to a V/Q mismatch.
Describe how oxygen is bound to hemoglobin and transported to body tissues.
Explain how carbon dioxide is transported from body tissues to the lungs.

Chapter 41: Osmotic Regulation and Excretion

Define osmosis and explain its role within molecules.
Explain why osmoregulation and osmotic balance are important body functions.
Describe active transport mechanisms.
Explain osmolarity and the way in which it is measured.
Describe osmoregulators or osmoconformers and how these tools allow animals to adapt to different environments.
Explain how the kidneys serve as the main osmoregulatory organs in mammalian systems.
Describe the structure of the kidneys and the functions of the parts of the kidney.
Describe how the nephron is the functional unit of the kidney and explain how it actively filters blood and generates urine.
Detail the three steps in the formation of urine: glomerular filtration, tubular reabsorption, and tubular secretion.
Explain how vacuoles, present in microorganisms, work to excrete waste.
Describe the way in which flame cells and nephridia in worms perform excretory functions and maintain osmotic balance.
Explain how insects use Malpighian tubules to excrete wastes and maintain osmotic balance.
Compare and contrast the way in which aquatic animals and terrestrial animals can eliminate toxic ammonia from their systems.
Compare the major byproduct of ammonia metabolism in vertebrate animals to that of birds, insects, and reptiles.
Explain how hormonal cues help the kidneys synchronize the osmotic needs of the body.
Describe how hormones like epinephrine, norepinephrine, renin-angiotensin, aldosterone, anti-diuretic hormone, and atrial natriuretic peptide help regulate waste elimination, maintain correct osmolarity, and perform other osmoregulatory functions.

Chapter 35: The Nervous System

List and describe the functions of the structural components of a neuron.
List and describe the four main types of neurons.
Compare the functions of different types of glial cells.
Describe the basis of the resting membrane potential.
Explain the stages of an action potential and how action potentials are propagated.
Explain the similarities and differences between chemical and electrical synapses.
Describe long-term potentiation and long-term depression.
Identify the spinal cord, cerebral lobes, and other brain areas on a diagram of the brain.
Describe the basic functions of the spinal cord, cerebral lobes, and other brain areas.

Describe the organization and functions of the sympathetic and parasympathetic nervous systems.

Describe the organization and function of the sensory-somatic nervous system.

Describe the symptoms, potential causes, and treatment of several examples of nervous system disorders.

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.***

General Education Outcomes

This course fulfills the following General Education Outcomes through the Digestion Lab Report. Upon completion of this course, students will be able to:

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

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.

Part V: Student Resources



THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

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

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

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



STUDENT INFORMATION CENTER: TECH Central

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

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

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



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 are equipped with computers to support academic research and related schoolwork; printing is available as well. 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.

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

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

DISABILITY SERVICES:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability Services staff will review documentation of the student's disability and, in a confidential setting with the student, engage in an interactive process to 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. Students will need to reach out to the Accessibility and Disability Services staff each semester to renew their accommodations.

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 or visit the website the [Counseling Services webpage](#).

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Horry-Georgetown Technical College shall not discriminate in employment or personnel

decisions or in student admissions or in student decisions, or in all other segments of the College community 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 the educational programs and activities which it operates, and the college is prohibited from discrimination in such manner by applicable laws. Practices and requirements for nondiscrimination extend to the enrollment of students in programs and activities of the College and employment by the College.

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Tamatha Sells, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5218, tamatha.sells@hgtc.edu or to the US Department of Education Office of Civil Rights. (Telephone: 800-421-3481/Email: OCR@ed.gov).

Other employee and applicant inquiries concerning the federal laws and their application to the College may be directed to Jacquelyne Snyder, Vice President, Human Resources and Employee Relations & the College's Affirmative Action/Equal Opportunity Officer, Horry-Georgetown Technical College, Building 200C, Room 205B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, jacquelyne.snyder@hgtc.edu.

Other student and prospective student inquiries concerning the federal laws and their application to the College or any student decision may be directed to Dr. Melissa Batten, Vice President, Student Affairs, Section 504 & Title II Coordinator Horry-Georgetown Technical College, Building 1100C, Room 107A, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, melissa.batten@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).

For more information, contact Tamatha Sells, Title IX Coordinator, Conway Campus, Building 1100C, Room 107B, 843-349-5218, tamatha.sells@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](#).