



## INSTRUCTIONAL PACKAGE

HIM 135

Medical Pathology

Effective Term

Fall 2018

# INSTRUCTIONAL PACKAGE

Effective Term: 201810-

COURSE PREFIX: HIM 135

COURSE TITLE: MEDICAL PATHOLOGY

CONTACT HOURS: 3 LECTURE

CREDIT HOURS: 3

## **RATIONALE FOR THE COURSE:**

This course contains the essential theory, skills and special coding procedures required to meet the medical pathology needs in hospitals, clinics and other health care settings..

## **COURSE DESCRIPTION:**

This course is a study of disease processes, general classification of disease, including signs and symptoms, systems affected by disease, diagnostic measures, types of treatment, including surgical and/or chemical intervention, and terminology.

## **PREREQUISITES:**

(Credit level AHS 102 Minimum Grade of C or Credit level AHS 102 Minimum Grade of TC) and (Credit level BIO 112 Minimum Grade of C or Credit level BIO 112 Minimum Grade of TC) or (Credit level BIO 210 Minimum Grade of C or Credit level BIO 210 Minimum Grade of TC) or (Credit level BIO 211 Minimum Grade of C or Credit level BIO 211 Minimum Grade of TC) and ( On-Line Orientation 1)

## **REQUIRED MATERIALS:**

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE.](#)

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

## **TECHNICAL REQUIREMENTS:**

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

## **STUDENT IDENTIFICATION VERIFICATION**

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

## **CLASSROOM ETIQUETTE:**

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

## **PART II: STUDENT LEARNING OUTCOMES**

### **STUDENT LEARNING OBJECTIVES**

- 1) Students will be introduced to common clinical disorders and general principles of pathophysiology encountered in health care settings.
- 2) Students will be provided basic disease entities, presenting symptoms and signs experienced by patients and etiologic factors, diagnosis, treatment options, prognosis, prevention, and patient education.
- 3) Students will be provided a correlation of diseases to diagnostic ICD-9-CM (ICD-10-CM) codes.
- 4) Students will understand diagnostic testing, pharmacologic, and resource agencies for disease management.

### **Module 1**

Materials Covered: Chapter 1 – Mechanisms of Disease, Diagnosis, and Treatment

Assessment(s): Discussions, Assignments, Quizzes, & Exams

Learning Outcomes:

- Explain how a pathologic condition affects the homeostasis of the body.
- Describe the difference between
  - Signs and symptoms of disease.
  - Acute and chronic disease.
  - Benign and malignant neoplasms.
- Identify the predisposing factors of disease.
- Describe the ways in which pathogens may cause disease.
- Track the essential steps in the diagnosis of disease.
- List the prevention guidelines for cancer.
- Explain the inflammation response to disease.
- Describe the hospice concept of care.
- Name two ways an individual can practice positive health care behavior.
- Describe (a) the physiology of pain, (b) how pain may be treated, and (c) what is meant by referred pain.
- Define the holistic approach to medical care.

- Describe examples of alternative medical therapies.
- Discuss the principals and goals of patient teaching.

## **Module 2**

Materials Covered: Chapter 2- Developmental, Congenital, and Childhood Diseases and Disorders

Assessment(s): Discussions, Assignments, Quizzes, & Exams

Learning Outcomes:

- List the possible causes of congenital anomalies.
- Discuss the purpose and procedure of amniocentesis.
- Discuss genetic disorders and syndromes.
- Trace fetal circulation.
- Describe the condition of prematurity and associated disorders: the causes and treatment.
- List possible risk factors of retinopathy of prematurity.
- List symptoms and signs of Down syndrome.
- List and discuss diseases of the pediatric nervous system.
- Distinguish between muscular dystrophy and cerebral palsy.
- Describe patent ductus arteriosus.
- Name and describe the most common congenital cyanotic cardiac defect.
- List and discuss musculoskeletal conditions of newborns and young children.
- List and discuss pediatric genitourinary conditions.
- List and discuss pediatric diseases of the digestive system.
- List the major clinical manifestations of cystic fibrosis.
- Distinguish between Klinefelter's syndrome and Turner's syndrome.
- Describe the clinical condition of congenital rubella syndrome.
- List and discuss contagious diseases of children.
- Discuss possible causes and prevention of AIDS.
- Distinguish between croup and epiglottitis.
- Describe the symptoms, signs, and treatment for tonsillitis.
- Discuss the treatment of asthma.
- List types of worms that may infest the GI tract.
- List the symptoms and signs of anemia; describe the pathology of leukemia.
- Explain the etiology of erythroblastosis fetalis.
- Name some warning signs of lead poisoning.
- Describe the infant born with fetal alcohol syndrome.
- Discuss causes and treatment of bronchiolitis.

## **Module 3**

Materials Covered: Chapter 3-Immunologic Diseases and Conditions

Assessment(s): Discussions, Assignments, Quizzes, & Exams

Learning Outcomes:

- Name the functional components of the immune system.
- Characterize the three major functions of the immune system.
- List examples of inappropriate responses of the immune system.
- Explain the difference between natural and acquired immunity.

- Trace the formation of T cells and B cells from stem cells.
- Explain how T cells and B cells specifically protect the body against disease.
- List the five immunoglobulins and explain complement fixation.
- Explain the ways that human immunodeficiency virus (HIV) is transmitted.
- List the guidelines for Universal Precautions and infection control.
- Describe the primary absent or inadequate response of the immune system in the following diseases:
  - Common variable immunodeficiency
  - Selective immunoglobulin A deficiency
  - Severe combined immunodeficiency disease (SCID)
- Explain the destructive mechanisms in autoimmune diseases.
- Describe the symptoms and signs of pernicious anemia. Name the primary treatment.
- Recite the systemic features of systemic lupus erythematosus (SLE). Recall the diagnostic criteria.
- Detail the pathologic signs and symptoms of rheumatoid arthritis (RA).
- Specify the primary objectives of the treatment for RA.
- Compare the pathologic signs and symptoms of multiple sclerosis (MS) to that of myasthenia gravis.
- List the distinguishing diagnostic features of ankylosing spondylitis.
- Describe the pathologic signs and symptoms of vasculitis in general terms.

#### **Module 4**

Materials Covered: Chapter 4- Diseases and Conditions of the Endocrine System

Assessment(s): Discussions, Assignments, Quizzes, & Exams

Learning Outcomes:

- List the major glands of the endocrine system.
- Describe the importance of hormones, and explain some of the critical body functions that they control.
- Explain the importance of normal pituitary function.
- Compare gigantism to acromegaly.
- Describe the condition of dwarfism and its causes.
- Explain the cause of diabetes insipidus.
- Explain the treatment of a simple goiter.
- List the signs and symptoms of Graves disease.
- Distinguish between cretinism and myxedema.
- Explain the pathogenesis involved in diabetes mellitus (DM).
- Classify the two major types of DM.
- Distinguish between diabetic coma and insulin shock.
- Explain the medical management of all three types of DM.
- Explain why hypoglycemia can be a serious medical condition.
- Compare the signs and symptoms of thyroid hypofunction to thyroid hyperfunction.
- Describe the signs and symptoms of thyroid malignancy. Discuss the most important prognostic factors.

## Module 5

Materials Covered: Chapter 5- Disease and Disorders of the Eye and Ear

Assessment(s): Discussions, Assignments, Quizzes, & Exams

Learning Outcomes:

- Describe the processes of vision and hearing.
- Recall and define the four main refractive errors of vision.
- Compare the pathology and etiology of nystagmus with that of strabismus.
- Explain the importance of early treatment of glaucoma.
- Name the possible causes of conjunctivitis.
- List the causes of cataracts.
- Explain the susceptibility of diabetics to diabetic retinopathy.
- Characterize the visual disturbance caused by macular degeneration.
- Explain why early diagnosis and treatment are important in retinal detachment.
- Compare conductive hearing loss with sensorineural hearing loss.
- List the symptoms of otitis externa.
- Describe the treatment of otitis media.
- Explain the signs and symptoms of Ménière's disease.
- Describe the symptoms of benign positional vertigo.
- Discuss the importance of preventing sensorineural hearing loss.

## Module 6

Materials Covered: Chapter 6- Diseases and Conditions of the Integumentary System

Assessment(s): Discussions, Assignments, Quizzes, & Exams

Learning Outcomes:

- Explain the functions of the skin.
- Recognize common skin lesions.
- Describe how seborrheic dermatitis affects the skin.
- Discuss the possible causes of contact dermatitis, atopic dermatitis, and psoriasis.
- Describe the treatment of acne vulgaris.
- Explain the pathologic course of herpes zoster.
- Name the etiology of impetigo.
- Explain why the treatment of cellulitis is important.
- Cite examples of classifications of fungal infections of the skin.
- List preventive measures for decubitus ulcers.
- Name the two most common parasitic insects to infect man. Describe how infestation can occur.
- Name two common premalignant tumors.
- Differentiate the three types of skin cancer.
- Describe the guidelines for avoiding excessive sun exposure.
- List some conditions that are caused by the abnormal development or distribution of melanocytes.
- Name some possible causes of alopecia.
- State the cause of warts.

- List some of the likely causes of deformed or discolored nails.

## **Module 7**

Materials Covered: Chapter 7- Diseases and Conditions of the Musculoskeletal System

Assessment(s): Discussions, Assignments, Quizzes, & Exams

Learning Outcomes:

- List the functions of the normal skeletal system.
- Distinguish among the pathologic features of lordosis, kyphosis, and scoliosis.
- Relate the signs and symptoms of the most common form of arthritis.
- Explain the importance of early recognition and treatment of Lyme disease.
- Describe the treatment of bone tumors, both benign and malignant.
- Discuss the specifics of a physical examination when fibromyalgia is suggested.
- Explain why joint disability results from gout.
- Describe the clinical picture of osteomyelitis and explain how it is treated.
- Describe the disability that results from advanced osteoporosis.
- Explain why osteomalacia is considered a metabolic bone disease.
- Distinguish between hallux valgus and hallux rigidus.
- Differentiate between a strain and a sprain.
- Relate the importance of proper treatment of dislocations.
- Relate the cause of shin splints.
- List some contributing factors to the development of plantar fasciitis.
- Explain how torn meniscus is treated.
- Characterize the signs and symptoms of rotator cuff tears.

## **Module 8**

Materials Covered: Chapter 8- Diseases and Conditions of the Digestive System

Assessment(s): Discussions, Assignments, Quizzes, & Exams

Learning Outcomes:

- Trace the process of normal digestion and absorption.
- Discuss the importance of normal teeth and a normal bite.
- Describe the presenting symptoms of temporomandibular joint (TMJ) syndrome.
- Compare the causes of herpes simplex to the cause of thrush.
- Name a serious complication of esophageal varices.
- Explain the clinical significance of Barrett's esophagus.
- Describe the pathologic signs of peptic ulcers, and identify the cause.
- Explain the diagnosis of gastric cancer.
- Describe a hiatal hernia.
- Distinguish among the types of abdominal hernias.
- Explain the differences between the pathologic signs and symptoms involved in Crohn disease and ulcerative colitis.
- Describe the cause of gastroenteritis.
- Explain the difference between a functional and a mechanical obstruction of the bowel.
- Discuss the pathologic conditions that may result in intestinal obstruction.
- Distinguish between diverticulosis and diverticulitis.

- Discuss the screening program for and the treatment of colorectal cancer.
- Explain the relationship between broad-spectrum antibiotics and pseudomembranous enterocolitis.
- List the causes of inflammation of the peritoneum.
- Explain the pathologic signs and symptoms of cirrhosis of the liver.
- Name the most important etiologic factor for hepatocellular carcinoma and other additional risk factors.
- Contrast hepatitis A with hepatitis C in cause and prevention measures. Recall how health care providers are at special risk for hepatitis B.
- Name the most common blood-borne infection in the United States.
- Describe the clinical picture of an individual with biliary colic and acute pancreatitis.
- State the prognosis of pancreatic cancer.
- Describe the clinical manifestations of malnutrition and malabsorption.
- Explain the diagnostic criteria for celiac disease.
- List some ways an individual can lower the risk of food poisoning.
- Distinguish between the clinical picture of the patient with anorexia and the patient with bulimia.
- State the components of a successful weight loss program.

## **Module 9**

Materials Covered: Chapter 9- Diseases and Conditions of the Respiratory System

Assessment(s): Discussions, Assignments, Quizzes, & Exams

Learning Outcomes:

- Explain the process of respiration.
- Discuss the causes and medical treatment for the common cold, sinusitis, and pharyngitis.
- Name the treatment of choice for nasal polyps.
- Comment on the prognosis of cancer of the larynx.
- Define atelectasis, and discuss some possible causes.
- Name some systemic disorders that might cause epistaxis.
- Compare the clinical picture of a patient with pulmonary embolism and one with pneumonia.
- List some possible causes of pulmonary abscess.
- Compare legionellosis with Pontiac fever.
- Explain who is at greatest risk for respiratory syncytial virus pneumonia and histoplasmosis.
- List the groups recommended for prophylactic use of influenza vaccines.
- Contrast the pathologic course of acute bronchitis with that of chronic bronchitis.
- Compare the pathologic signs and symptoms involved in bronchiectasis with that of pulmonary emphysema.
- Name and describe three causes of pneumoconiosis.
- Explain the difference between pneumothorax and hemothorax.
- Describe the presenting symptoms of pleurisy.
- Discuss contributing factors to and concern about the rising prevalence of pulmonary tuberculosis.
- Describe the clinical course of infectious mononucleosis.



- Explain the pathologic changes of the lungs in adult respiratory distress syndrome (ARDS).
- Name the leading cause of cancer deaths worldwide for both men and women.
- Discuss the early findings concerning the threat of a severe acute respiratory syndrome (SARS) epidemic.
- List some health hazards of common molds.

## **Module 10**

Materials Covered: Chapter 10- Diseases and Conditions of the Circulatory System

Assessment(s): Discussions, Assignments, Quizzes, & Exams

Learning Outcomes:

- Name the common presenting symptoms in patients with cardiovascular disease.
- Describe the pathologic signs and symptoms of coronary artery disease.
- Name the contributing factors for coronary heart disease.
- Explain what causes the pain of angina pectoris.
- Explain the difference between myocardial infarction (MI) and angina pectoris.
- Describe the treatment of MI.
- Name and describe the symptoms of the most prevalent cardiovascular disorder in the United States.
- Explain what happens when the pumping action of the heart fails.
- Compare right-sided heart failure with left-sided heart failure.
- Name some causes of cardiomyopathy.
- Distinguish among pericarditis, myocarditis, and endocarditis.
- Explain why rheumatic fever is considered a systemic disease.
- Recall the cardiac manifestations of rheumatic heart disease.
- Explain the pathophysiologic signs of valvular heart disease.
- Name the causes of cardiac arrhythmias.
- Describe the signs and symptoms of shock.
- Explain the possible consequences of emboli.
- Compare arteriosclerosis with atherosclerosis.
- Describe an aneurysm, and explain how it is diagnosed.
- Explain the treatment for thrombophlebitis and varicose veins.
- Describe the vascular pathologic signs of Raynaud disease.
- Define anemia, and list the presenting symptoms.
- Describe how anemias are classified, and state some examples.
- State the causes of agranulocytosis.
- Describe the typical symptoms in all types of leukemias.
- Distinguish between lymphedema and lymphangitis.
- Explain the diagnostic significance of Reed-Sternberg cells in lymphoma.
- Name the signs and symptoms of transfusion incompatibility reaction.
- Explain the cause of classic hemophilia.

## **Module 11**

Materials Covered: Chapter 11- Diseases and Conditions of the Urinary System

Assessment(s): Discussions, Assignments, Quizzes, & Exams

Learning Outcomes:

- Explain how pathologic conditions of the urinary system threaten homeostasis and result in illness.
- Explain the diagnostic value of urinalysis.
- Relate the symptoms and signs of acute glomerulonephritis.
- Describe how immune mechanisms are suggested to be a causative factor of acute and chronic glomerulonephritis.
- Distinguish between hemodialysis and peritoneal dialysis.
- Identify the hallmark sign of nephrosis.
- List some nephrotoxic agents.
- Explain why acute renal failure is considered a clinical emergency.
- Discuss treatment measures available to prolong life for the patient with chronic renal failure.
- Identify the etiology and diagnosis of pyelonephritis.
- Describe hydronephrosis.
- Describe the common symptoms of renal calculi, and list possible complications.
- List causes of infectious cystitis and urethritis.
- Describe diabetic nephropathy.
- Contrast neurogenic bladder with stress incontinence.
- Describe the polycystic kidney, and discuss the treatment options.
- Identify individuals who are most at risk for renal cell carcinoma and bladder tumors.
- List and describe symptoms of renal cell and bladder carcinoma.

## **Module 12**

Materials Covered: Chapter 12- Diseases and Conditions of the Reproductive System

Assessment(s): Discussions, Assignments, Quizzes, & Exams

Learning Outcomes:

- Identify risk factors for STDs.
- Explain what is meant by a silent STD, and state an example.
- Name the complications of untreated gonorrhea.
- Recall how trichomoniasis is diagnosed.
- Explain how genital herpes is transmitted.
- Explain why women with genital herpes are advised to have regular Papanicolaou (Pap) smears.
- Describe the stages of untreated syphilis.
- Explain why hepatitis B is classified as an STD.
- List the possible causes of dyspareunia in men and women.
- Name drugs that can contribute to impotence.
- Name a common causative factor in male and female infertility.
- Explain the value of prostate-specific antigen (PSA) as a screening test.
- Discuss the medical interventions for prostatic cancer.
- Explain how varicocele may contribute to male infertility.
- Relate the reason that physicians encourage monthly testicular self-examinations for younger men.
- Explain what causes the dysmenorrhea associated with endometriosis.
- Discuss the importance of early diagnosis and prompt treatment of pelvic inflammatory disease (PID).

- Discuss the advantages and possible risks of hormone replacement therapy (HRT) for the postmenopausal woman.
- Explain how uterine prolapse, cystocele, and rectocele may be surgically corrected.
- List the risk factors for cervical cancer.
- Name the leading cause of deaths attributed to female reproductive system disorders.
- List some possible causes of ectopic pregnancy.
- Explain how a pregnant woman is monitored for toxemia.
- Describe abruptio placentae.
- List factors that place women at high risk for cancer of the breast.

### **Module 13**

Materials Covered: Chapter 13 Neurologic Diseases and Conditions

Assessment(s): Discussions, Assignments, Quizzes, & Exams

Learning Outcomes:

- Name the main components of the nervous system.
- List some of the problems to which the nervous system is susceptible.
- Describe how data are collected during a neurologic assessment.
- Name the common symptoms and signs of a cerebrovascular accident (CVA).
- Name the three vascular disorders that may cause a CVA.
- Define a transient ischemic attack (TIA).
- Distinguish between epidural and subdural hematomas and cerebral concussion and cerebral contusion.
- Describe three mechanisms of spinal injuries.
- Name the goals of treatment of spinal cord injuries.
- Explain the neurologic consequences of the deterioration or rupture of an intervertebral disk.
- Describe the symptoms of migraine.
- Explain why cephalalgia is sometimes considered a symptom of underlying disease.
- Describe first aid for seizures.
- Explain how the symptoms of Parkinson disease are controlled.
- Describe the progression of amyotrophic lateral sclerosis (ALS).
- Discuss transient global amnesia.
- Distinguish between trigeminal neuralgia and Bell's palsy.
- List the diagnostic tests used for meningitis, and explain how the causative organism is identified.
- Name the common causes of encephalitis.
- Explain the pathologic course of Guillain-Barré syndrome.
- Explain what is meant by postpolio syndrome.

### **Module 14**

Materials Covered: Chapter 14- Mental Disorders

Assessment(s): Discussions, Assignments, Quizzes, & Exams

Learning Outcomes:

- Name some contributing factors to mental disorders.
- List some of the many causes of mental retardation.
- Describe the characteristic manifestations of autism.

- List some examples of tic disorders.
- Describe the progressive degenerative changes in an individual with Alzheimer disease.
- Explain important factors in the treatment of Alzheimer disease.
- Explain the cause of vascular dementia.
- Relate treatment options for alcohol abuse.
- Name the classic signs and symptoms of schizophrenia. Explain what is included in the multidimensional treatment plan.
- Explain why bipolar disorder is considered a major affective disorder. Describe the treatment approach.
- Explain the difference between reactive depression and a major depressive disorder.
- Name the distinguishing characteristics of personality disorders.
- Discuss how each type of anxiety disorder prevents a person from leading a normal life.
- Explain how posttraumatic stress disorder (PTSD) differs from other anxiety disorders.
- Explain how a somatization disorder is diagnosed.
- Discuss the relationship between anxiety and conversion disorder.
- Describe Munchausen syndrome.
- Contrast insomnia to narcolepsy.

### **Module 15**

Materials Covered: Chapter 15- Disorders and Conditions Resulting in Trauma

Assessment(s): Discussions, Assignments, Quizzes, & Exams

Learning Outcomes:

- List the major types of trauma.
- List environmental factors that may result in trauma.
- Name three factors that generally need to be addressed in open trauma.
- Distinguish between an abrasion and an avulsion injury.
- Describe conditions that require prophylaxis with tetanus toxoid.
- Explain the risk to health care workers for puncture wounds.
- Describe management of foreign bodies in the ear, eye, and nose.
- Name the conditions classified as thermal insults.
- Explain the illustration of the rule of nines in adults with burns and how it is used.
- Describe the possible injuries sustained by electrical shock and lightning.
- Define hypothermia, and identify individuals most at risk.
- Describe the guidelines for treating frostbite, insect bites, and snakebites.
- Explain the pathologic signs and symptoms that result in the pain and numbness of carpal tunnel syndrome.
- Name the best treatment of child abuse and elder abuse.
- Explain the importance of immediate intervention in shaken baby syndrome.
- Discuss special concerns in the diagnosis of battered spouse syndrome, sexual abuse, and rape.

## **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

Weekly Discussions	10%
Drop box assignments	15%
Test/Quizzes	25%
Final Exam	50%
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<b>Total</b>	<b>100%</b>

***\*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.

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

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

## Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

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

## Part V: Student Resources

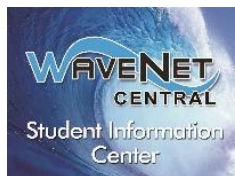


### The Student Success and Tutoring Center (SSTC)

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

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



### Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the **Online Resource Center (ORC)** for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

**Student Testing:** (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

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

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

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

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

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

## Disability Services

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

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

## Statement of Equal Opportunity/Non-Discrimination Statement

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

### ***Title IX Requirements***

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

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

<b>Inquiries regarding the non-discrimination policies:</b>	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
<b>Dr. Melissa Batten, AVP Student Affairs</b> <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 <a href="mailto:Melissa.Batten@hgtc.edu">Melissa.Batten@hgtc.edu</a>	<b>Jacquelyne Snyder, AVP Human Resources</b> <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 <a href="mailto:Jacquelyne.Snyder@hgtc.edu">Jacquelyne.Snyder@hgtc.edu</a>