



# **INSTRUCTIONAL PACKAGE**

NUR 120  
Basic Nursing Concepts

Effective Term  
Fall 2024/Spring 2025/Summer 2025

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2024/Spring 2025/Summer 2025

COURSE PREFIX: NUR 120

COURSE TITLE: Basic Nursing Concepts

CONTACT HOURS: 6.0

CREDIT HOURS: 7.0

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

The purpose of this course is to continue the foundational and sequential preparation of the associate degree nursing student by integrating knowledge, skills, and attitudes into a format that prepares the nursing student to competently administer nursing care. The course builds upon the concepts introduced in NUR 101 while increasing in complexity. The course focuses on continuing development, application, and integration of the concepts of safety, clinical decision making, teamwork and collaboration, professional behavior, and patient-centered care into nursing practice concentrating on nursing care of patients with selected common health problems.

### **COURSE DESCRIPTION:**

This course introduces the application of the nursing process in the care of persons throughout the lifespan who are experiencing selected common health problems.

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

Prerequisites: NUR 101, NUR 161, MAT 110 or MAT 120, BIO 210, and ENG 101

Co-requisites: BIO 211, ENG 102, and PSY 201

\***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:**

Designated student uniform, HGTC student ID badge, Lab supplies (NUR 120 supply kit available in College bookstore), Bandage scissors, Hemostat, Wristwatch with a second hand, Stethoscope, Penlight.

### **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](#).

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

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

1. SAFETY
  - a. Demonstrate the application of safety concepts when administering nursing care.
2. CLINICAL DECISION MAKING
  - a. Implement nursing care that reflects critical thinking and application of the nursing process for patients with selected common health problems within the peri-operative environment.
3. TEAMWORK AND COLLABORATION
  - a. Demonstrate the integration of active teamwork, collaborative processes, and the effective use of appropriate communication in order to facilitate positive patient outcomes.

4. PROFESSIONAL BEHAVIOR
  - a. Model behaviors that demonstrate accountability and reflect standards of the profession.
  
5. PATIENT-CENTERED CARE
  - a. Respect the rights of individual patients while establishing a caring and empathetic connection with diverse patient populations.

### **Module 1 – Concepts in Nursing Practice**

Materials Covered: Lewis’s Medical Surgical Nursing: Chapters 1, 3, and 4

\*Assessments: Module test, case studies, quizzes, Kaplan

Learning Outcomes

1. Explain how the nurse applies the concepts of safety; clinical decision-making; teamwork and collaboration; professional behaviors; and patient-centered care when administering nursing care to the client.
2. Discuss the role of integrating safety and quality improvement processes into nursing practice and apply concepts of evidence-based practice to nursing practice.
3. Evaluate nursing responsibilities, assessment considerations and list the Nursing diagnoses/ problems related to supporting sociological, psychological, and spiritual integrities of the client.
4. Distinguish among emergency, comprehensive, and focused types of assessment.
5. Assess the client for the presence of surgical risk factors and describe preoperative nursing measures that decrease the risk for infection and other postoperative complications.
6. Decide how a client’s stage of psychosocial development, culture, age, level of education, and coping skills will influence the nurse’s approach to patient teaching.
7. Develop a teaching plan designed to promote adaptive responses and recovery and to prevent complications.

### **Module 2 – Preoperative and Intraoperative Care and Related Concepts**

Materials Covered: Lewis’s Medical Surgical Nursing: Chapters 18 and 19

\*Assessments: Module test, case studies, quizzes, Kaplan

Learning Outcomes

1. List the Nursing diagnoses/problems related to sociological and psychological integrities of the client.
2. Explain how culture and ethnicity may affect a person’s physical and psychologic health.

3. Critically examine the collaborative and interdisciplinary approach to care of the client during surgery.
4. Describe the immediate preoperative preparation of the client and identify legal and ethical considerations related to the operative permit and informed consent.
5. Describe the basic principles of surgical asepsis.
6. Identify risk factors related to surgery of the elderly client and nursing interventions to reduce these risks.
7. Critically evaluate nursing responsibilities for the client with regard to various types of anesthesia and examine the collaborative roles of the nurse and anesthesiologist.
8. Explore how culture, ethnicity, age, and gender are variables which affect a client's interpretation of and response to the pain experience.
9. Identify the nurse's responsibility in assisting the client and family to cope during the operative phases of the client's surgical experience.
10. Identify pharmacological therapies including indications, and common adverse reactions.

### **Module 3 - Post-operative Care and Related Concepts**

Materials Covered: Lewis's Medical Surgical Nursing: Chapters 9, and 20

\*Assessments: Module test, case studies, quizzes, Kaplan

#### Learning Outcomes

1. Discuss how the nurse would prioritize physiological needs for the client in the immediate postoperative period.
2. Describe the Gerontologic considerations and the purpose of palliative care related to in relation to nursing management of the client.
3. Identify assessment parameters appropriate for the early detection of postoperative complications.
4. Using appropriate interviewing and physical assessment skills, obtain a pain assessment.
5. Explain how knowledge of wound classification, the physiology of wound healing, and wound complications may be used as a basis for making decisions and employing therapeutic nursing interventions to promote effective adaptive responses in the client with safety needs.
6. Administer selected analgesic agents safely by monitoring for the desired level of analgesia and minimizing undesirable side effects.
7. Collaborate with the members of other health care disciplines concerning using different treatment modalities to promote pain relief and use teaching and counseling skills to empower clients to manage their own pain.

8. Descriptively and accurately document pain assessment findings, therapeutic interventions and outcomes on the client record and summarize nursing responsibilities related to client-controlled analgesic.
9. Critically review the nurse's legal responsibilities associated with the administration of narcotic analgesics.
10. Identify pharmacological therapies including indications, and common adverse reactions.

#### **Module 4 -Introduction to Infection, Inflammation, and Immunity Concepts**

Materials Covered: Lewis's Medical Surgical Nursing: Chapters 12, 14 and 15

\*Assessments: Module test, case studies, quizzes, Kaplan

Learning Outcomes

1. Identify nursing responsibilities related to management of selected infection problems.
2. Define inflammation and describe nursing responsibilities related to inflammation.
3. Define immunity concepts and describe nursing responsibilities related to immunity concepts.
4. Identify pharmacological therapies including indications, and common adverse reactions.

#### **Module 5- Introduction to Nursing Care of the Client with Cancer**

Materials Covered: Lewis's Medical Surgical Nursing: Chapters 14, 16 and 34

\*Assessments: Module test, case studies, quizzes, Kaplan

Learning Outcomes

1. Describe epidemiological factors related to cancer development.
2. Identify the nurse's role in cancer prevention.
3. Describe the pathophysiology of cancer, including the characteristics of malignant cells, growth of neoplasms, and nature of metastases.
4. Apply the nursing process to care of the client in the diagnostic and treatment phases of cancer.
5. Explain the symptomatic effects of bone marrow suppression secondary to chemotherapy and the resulting client needs.
6. Discuss the major nursing care concerns for clients undergoing surgery, radiation therapy, chemotherapy, or biotherapy for treatment of cancer.
7. Identify the types of rejections after transplantation.
8. Identify pharmacological therapies including indications, and common adverse reactions.

## **Module 6 - Integumentary Problems and Related Concepts**

Materials Covered: Lewis's Medical Surgical Nursing: Chapters 24 and 25

\*Assessments: Module test, case studies, quizzes, Kaplan

Learning Outcomes

1. Describe a complete skin assessment.
2. Identify types of diagnostic evaluations for skin conditions.
3. Describe the treatments used for surgical wounds.
4. Using the nursing process as a framework, care for the client with skin cancer.
5. Summarize teaching points for the prevention of skin cancer.
6. Explain the ABCDs of mole assessment.
7. Discuss the major nursing care concerns for clients with fungal, bacterial or viral infections, infestations and insect bites.
8. Describe the nursing management for the client with Steven Johnson Syndrome.
9. Identify pharmacological therapies including indications, and common adverse reactions.

## **Module 7 - Urinary Elimination problems and Related Concepts**

Materials Covered: Lewis's Medical Surgical Nursing: Chapters 49, 50 and 51

\*Assessments: Module test, case studies, quizzes, Kaplan

Learning Outcomes

1. Assess the adult for signs and symptoms of ineffective urinary elimination functioning.
2. Compare the pathophysiologic processes of selected urinary elimination problems with clinical manifestations and assessment findings.
3. Identify nursing responsibilities related to diagnostic testing for selected urinary elimination problems.
4. Review the nursing care of the client with a urinary catheter.
5. Prioritize comprehensive nursing diagnoses for the adult with a urinary elimination problem.
6. Summarize nursing responsibilities related to the pharmacological management of selected urinary tract disorders with sulfonamides and other urinary agents.
7. Apply the nursing process to the care of the client undergoing kidney and bladder surgery.
8. Apply the nursing process to the care of the client with renal impairment.

9. Identify pharmacological therapies including indications, and common adverse reactions.

## **Module 8 - Application of Fundamental Concepts of Fluids and Electrolytes to Nursing Practice**

Materials Covered: Lewis's Medical Surgical Nursing: Chapter 17

\*Assessments: Module test, case studies, quizzes, Kaplan

Learning Outcomes

1. Assess the client for evidence of fluid and electrolyte imbalances and plan effective care for clients with fluid and electrolyte imbalances.
2. Identify the effects of aging on fluid and electrolyte regulation.
3. Examine the relationship of osmosis and osmolality to fluid and electrolyte balance and imbalance.
4. Make appropriate clinical decisions based on the interpretation of assessment findings and diagnostic results related to fluids and electrolytes.
5. Use appropriate nursing diagnoses to describe ineffective responses to fluid and electrolyte problems.
6. Critically examine the significance of intravenous therapy in preventing or correcting fluid/electrolyte problems and compare the therapeutic benefits of isotonic, hypotonic, and hypertonic intravenous solutions.
7. Plan nursing care to focus on the assessment and prevention of complications associated with IV therapy.

## **Module 9- Bowel Elimination Problems and Related Concepts**

Materials Covered: Lewis's Medical Surgical Nursing: Chapters 43, 47 and 48

\*Assessments: Module test, case studies, quizzes, Kaplan

Learning Outcomes

1. Assess the adult for signs and symptoms of ineffective bowel elimination functioning.
2. Compare the pathophysiologic processes of bowel obstructions with clinical manifestations and assessment findings.
3. Identify nursing responsibilities related to diagnostic testing for bowel obstructions.
4. Review nursing care for the client undergoing intestinal decompression.
5. Apply the nursing process to the care of the client undergoing small and large bowel resection.
6. Use the nursing process as a framework for care of clients with cholelithiasis and those undergoing cholecystectomy.



7. Use the nursing process as a framework for care of clients with lower gastrointestinal problems.
7. Specify the post-operative nursing care of the client undergoing liver transplantation and explain liver function tests, and the clinical manifestations of liver dysfunction in relation to pathophysiologic alterations of the liver.
8. Identify pharmacological therapies including indications, and common adverse reactions.

## **Module 10- Nutrition and Upper Gastrointestinal Problems and Related Concepts**

Materials Covered: Lewis's Medical Surgical Nursing: Chapters 44, 45 (Gastric Surgery) and 46

\*Assessments: Module test, case studies, quizzes, Kaplan

### Learning Outcomes

1. Compare the pathophysiologic processes with manifestations of symptoms associated with common esophageal, gastric, and duodenal disorders affecting nutrition needs.
2. Describe nursing responsibilities related to client preparation for diagnostic studies of the esophagus, stomach, and duodenum.
3. Using the nursing process as a framework, plan care for the client with altered nutritional needs as the result of specific pathophysiological processes affecting gastric, duodenal, and esophageal functioning.
4. Describe nursing responsibilities and expected outcomes of bariatric surgery, surgery to the gastrointestinal tract, oral cancer, and radical neck dissection.
5. Examine the benefits and deficiencies of a bland diet.
6. Explain nursing assessments and interventions, as well as the rationale for each, when caring for the client receiving total (central) parenteral nutrition.
7. Use the nursing process as a framework for care of clients with upper gastrointestinal problems.
8. Explain the nursing management and plan of care for the client undergoing gastric surgery and bariatric surgery, including addressing the development of short-term and long-term complications.

## **Module 11- Endocrine Problems and Related Concepts**

Materials Covered: Lewis's Medical Surgical Nursing: Chapters 52 and 54

\*Assessments: Module test, case studies, quizzes, Kaplan

1. Describe the clinical manifestations, and interprofessional nursing management of the client with a thyroid, parathyroid or adrenal cortex problem.
2. Assess the adult for signs and symptoms of selected thyroid disorders and describe nursing responsibilities related to diagnostic tests for thyroid disorders.
3. Using the nursing process as a framework, plan care for the client with alterations in thyroid functioning and undergoing thyroid surgery.
4. Critically evaluate the expected outcomes of pharmacological therapy for the treatment of selected thyroid disorders.
5. Identify the side effects of corticosteroid therapy.

## **Module 12- Oxygenation Problems and Related Concepts**

Materials Covered: Lewis's Medical Surgical Nursing: Chapters 27, 28, 29 and 30

\*Assessments: Module test, case studies, quizzes, Kaplan

Learning Outcomes

1. Explain the concepts of perfusion and ventilation and the relationship to oxygenation.
2. Apply the nursing process to the client experiencing selected problems with ventilation or perfusion.
3. Explore the process of clinical decision-making related to the client with selected oxygenation or perfusion problems.
4. Determine appropriate nursing interventions based on the interpretation of selected oxygenation assessment findings.
5. Safely implement designated nursing interventions to promote oxygenation.
6. Describe the purpose, function, and nursing responsibilities related to tracheostomies, chest tubes and chest drainage systems.
7. Explain various diagnostic tests and the nurses' role related to the peri-operative environment.
8. Identify pharmacological therapies including indications, and common adverse reactions.

## **Module 13 – Sensory Problems and Related Concepts**

Materials Covered: Lewis's Medical Surgical Nursing: Chapters 22 and 23

\*Assessments: Module test, case studies, quizzes, Kaplan

Learning Outcomes

1. Using appropriate interviewing and physical assessment skills, complete an assessment of a client experiencing alterations in vision or auditory sensation.

2. Critically examine the impact of altered vision/auditory sensation on other areas of human functioning.
3. Using the nursing process as a framework, care for the client with sensory problems.
4. Describe nursing responsibilities related to care of the client with retinal detachment, orbital trauma, and enucleation.
5. Describe perioperative nursing responsibilities related to care of the client with vision and auditory surgery.
6. Identify common medications used for auditory and visual disturbances.

## **Module 14 - Selected mobility Problems and Related Concepts**

Materials Covered: Lewis's Medical Surgical Nursing: Chapters 65, 66, 67 and 68

\*Assessments: Module test, case studies, quizzes, Kaplan

### Learning Outcomes

1. Using the nursing process as a framework, administer nursing care to the client with the following selected mobility problems:
  - a. Fractures
  - b. Surgical correction of herniated lumbar/cervical disks
  - c. Hip fractures treated with total hip replacement or open reduction with internal fixation
  - d. Total knee replacement
  - e. Spinal Cord Injury
2. Describe complications associated with fractures and related nursing measures to prevent complications.
3. Explain nursing care issues related to the treatment modalities of traction and casts.
4. Complete a neurovascular assessment.
5. Collaborate as indicated with the appropriate health care professionals to address rehabilitation, discharge planning, and home care needs.
6. Identify pharmacological therapies including indications, and common adverse reactions.

## **Module 15 - Male Reproductive Problems and Related Concepts**

Materials Covered: Lewis's Medical Surgical Nursing: Chapter 55 and 59

\*Assessments: Module test, case studies, quizzes, Kaplan

### Learning Outcomes

1. Apply the nursing process to care of the client with benign prostatic hyperplasia, erectile dysfunction, prostate cancer, testicular cancer and sexually transmitted infections (STIs).

2. Critically evaluate nursing responsibilities related to care of the client with CBI.
3. Apply the nursing process to the client with prostate cancer and testicular cancer, including the diagnostic and treatment phases.
4. Develop a teaching plan for early detection of testicular cancer.
5. Formulate nursing judgments regarding the selection of appropriate nursing interventions which promote adaptation in the adult who has selected disorders affecting reproduction.
6. Communicate appropriately with the adult client relevant data regarding the status and progress toward expected goals.
7. Identify pharmacological therapies including indications, and common adverse reactions.

## **Module 16 - Female Reproductive Problems and Related Concepts**

Materials Covered: Lewis's Medical Surgical Nursing: Chapters 55, 56 and 58

\*Assessments: Module test, case studies, quizzes, Kaplan

### Learning Outcomes

1. Evaluate nursing responsibilities related to diagnostic testing for selected reproductive disorders.
2. Critically apply the nursing process to care of the client with cervical cancer undergoing surgery or radiation therapy.
3. Apply the nursing process to the client undergoing surgical procedures.
4. Develop a teaching plan for the client needing instructions on self-breast examination.
5. Describe diagnostic tests used to detect breast cancer and cervical cancer.
6. Use the nursing process as a framework for care of the client with cancer of the breast.
7. Compare the therapeutic usefulness of chemotherapy, surgery, and radiation in treating breast cancer.
8. Describe the physical, psychosocial, and rehabilitative needs of the client who has had a mastectomy or hysterectomy.
9. Identify pharmacological therapies including indications, and common adverse reactions.

***\*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\***

Unit Tests	80%
Quizzes (lowest score will be dropped)	10%
Final Exam	10%
	Total 100%

**Students must achieve a weighted exam average of 77 or greater on the theory components of the course in order to pass the course. The theory components are the unit exams and the final exam. The weighted average for all other assignments will be added after the weighted average of 77 is achieved on the unit exam and final exams to generate the final calculated grade.**

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

### **GRADING SYSTEM:**

90-100 = A

80-89 = B

77-79 = C

69-76 = D

Less than 69 = F

A grade of "C" is required in all courses in the Associate Degree Nursing Program. Grades below "C" are considered course failures.

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.

## 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](mailto:ssc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). Email [ssc@hgtc.edu](mailto: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.



## 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 school work; 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](mailto: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](mailto:tamatha.sells@hgtc.edu) or to the US Department of Education Office of Civil Rights. (Telephone: 800-421-3481/Email: [OCR@ed.gov](mailto: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](mailto: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](mailto: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](mailto: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](#)