

INSTRUCTIONAL PACKAGE



NUR 161

Basic Concepts of Pharmacology

Fall 2025/Spring 2026/Summer 2026

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2025/Spring 2026/Summer 2026

COURSE PREFIX: NUR 161

COURSE TITLE: Basic Concepts of Pharmacology

CONTACT HOURS: 2.0

CREDIT HOURS: 2.0

RATIONALE FOR THE COURSE:

This course is an integral component of the ADN curriculum and is designed to expand the nursing student's knowledge and application of basic pharmacology concepts within contemporary nursing practice.

COURSE DESCRIPTION:

This course is an introductory study of pharmacotherapeutics, including drug classifications and clinical implications for clients.

PREREQUISITES/CO-REQUISITES:

Corequisites: NUR 101, NUR 150, BIO 210, ENG 101, MAT 110, MAT 120

REQUIRED MATERIALS:

Textbook:

Tucker, R. & Schweighardt, A. (2023). *Karch's Focus on Nursing Pharmacology (9th Ed.)*. Wolters Kluwer

Online Program

Student Resources on the CoursePoint website - see directions for access in D2L

Kaplan Student Resources- if applicable

Please visit the bookstore's online site for the 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.
myHGTC and college 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:

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 before class and switch your cell phone ringer to vibrate.

Refer to Student Code, I, General Rights of Students, F. Classroom Behavior in the Academic Catalog & Student Handbook

NETIQUETTE: THIS 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**LEARNING OUTCOMES:**

Upon completion of the course, the student should be able to

1. SAFETY

Apply knowledge of pharmacotherapeutics to promote a safe healthcare environment.

2. CLINICAL DECISION-MAKING

Explore the process for effective clinical decision-making related to pharmacotherapeutics by considering multiple factors such as physical assessment findings and laboratory values.

3. TEAMWORK AND COLLABORATION

Discuss the impact of collaborative professional relationships on positive patient outcomes related to pharmacotherapeutics.

4. PROFESSIONAL BEHAVIORS

Explain the importance of ethical and regulatory standards for handling and administering pharmacotherapeutics.

5. PATIENT-CENTERED CARE

- Recognize the effect that age, gender, race, and weight have on pharmacotherapeutics within the human body.
- Formulate effective drug education information appropriate for diverse patient populations that address age, level of education and development, language, and cultural considerations.

AI-Generated Assignments:

As part of your learning journey, it's important to engage with your assignments and projects in an authentic and meaningful way. While AI can be a useful tool for research or inspiration, using AI-generated assignments is not an appropriate way to complete your work. Submitting AI-generated content as your own is considered academic dishonesty and undermines your ability to truly grasp the material.

Your personal effort, critical thinking, and creativity are essential to your development. By completing assignments yourself, you gain the skills and knowledge necessary for success in both school and life. Remember that the process of learning is just as important as the final product.

Let's keep our academic integrity strong and continue to take pride in our own work!

Module # 1

Materials Covered: Instructional Package & Instructor Course Information Sheet
Course Calendar & Assignments
Course Point – online resources
Chapter 1: Introduction to Drugs
Chapter 2: Drugs and the Body
Chapter 3: Toxic Effects of Drugs

***Assessment(s):** Case study, Assignments, Quizzes, Exams

Learning Outcomes:

1. Define the word pharmacology
2. Outline the steps involved in developing and approving a new drug in the United States.
3. Describe the federal controls on drugs that have abuse potential.
4. Differentiate between generic and brand-name drugs and over-the-counter and prescription drugs.
5. Explain the benefits and risks associated with the use of over-the-counter drugs.
6. Describe how body cells respond to the presence of drugs that can alter their function.
7. Explain the meaning of the half-life of a drug and calculate the half-life of given drugs.
8. List at least six factors that influence the actual effectiveness of a drug in the body.
9. Outline the dynamic equilibrium process that determines the drug concentration in the body.
10. Define the term adverse drug reaction and explain the clinical significance of this reaction.
11. List four types of allergic responses to drug therapy.
12. Define the term poison.
13. Outline the important factors to consider when applying the nursing process to selected situations of drug toxicity.

Module #2

Materials Covered: Chapter 4: The Nursing Process in Drug Therapy and Patient Safety
Chapter 6: Challenges to Effective Drug Therapy
Chapter 60: Vitamins and Alternative Therapies

***Assessment(s):** Case study, Assignments, Quizzes, Exams

Learning Outcomes:

1. List the responsibilities of the nurse in drug therapy.
2. Explain each step of the nursing process as it relates to drug therapy.
3. Describe key points to incorporate into the assessment of a patient receiving drug therapy.

4. Describe types of nursing interventions involved in drug therapy.
5. Outline the key points to assess and consider before administering a drug, combining knowledge about the drug with an understanding of the patient and their environment.
6. Describe the role of the nurse and the patient in preventing medication errors.
7. Explain the growing use of over-the-counter drugs and the impact it has on safe medical care.
8. Discuss the lack of controls on herbal or alternative therapies and the impact this has on safe drug therapy.
9. Describe the therapeutic actions, indications, interactions, and cautions associated with various vitamins, minerals, and alternative supplements.
10. Outline the nursing considerations, including important teaching points, for patients receiving vitamins, minerals, alternative medications, and complementary therapies.

Module #3

Material Covered: Chapter 15: Introduction to the Immune Response and Inflammation
Chapter 16: Anti-inflammatory, Anti-arthritis, and Related Agents.
Chapter 19: Intro to Nerves and the Nervous System
Chapter 20: Anxiolytic and Hypnotic Agents

***Assessment(s):** Case study, Assignments, Quizzes, Exams

Learning Outcomes:

1. List four natural body defenses against infection.
2. Describe the cells associated with the body's fight against infection and their basic function.
3. Outline the sequence of events in the inflammatory response.
4. Correlate the events in the inflammatory response with the clinical picture of inflammation.
5. Outline the sequence of events in an antibody-related immune reaction and correlate these events with the clinical presentation of such a reaction.
6. Describe the sites of action of the various anti-inflammatory agents.
7. Describe the therapeutic actions, indications, pharmacokinetics, contraindications, most common adverse reactions, and important drug-drug interactions associated with each class of anti-inflammatory drug.
8. Discuss the use of anti-inflammatory drugs across the lifespan.
9. Outline the nursing considerations and teaching needs for patients receiving each class of anti-inflammatory agent.
10. Compare and contrast the prototype drugs for each class of anti-inflammatory drugs with the other drugs in that class.
11. Describe the function of the cerebral cortex, cerebellum, hypothalamus, thalamus, midbrain, medulla, spinal cord, neurons, and reticular activating system.

12. Explain what a neurotransmitter is, including its origins and functions at the synapse.
13. Discuss what is known about learning and the impact of emotion on the learning process.
14. Define the states that are affected by anxiolytic agents.
15. Discuss the use of anxiolytic or hypnotic agents across the lifespan.
16. Describe the therapeutic actions, indications, pharmacokinetics, contraindications, most common adverse effects, and important drug-drug interactions associated with each class of anxiolytic and hypnotic agents.
17. Outline the nursing considerations and teaching needs for the patients receiving each class of anxiolytic and hypnotic agents.

Module #4

Material Covered: Chapter 23: Antiseizure Agents
Chapter 25: Muscle Relaxants
Chapter 26: Opioid Agonists, Opioid Antagonists, and Antimigraine Agents

***Assessment(s):** Case Studies, Assignments, Quizzes, Exams

Learning Outcomes:

1. Discuss the use of antiepileptic drugs across the lifespan.
2. Define the terms generalized seizure, tonic-clonic seizures, absence seizure, focal seizure, and status epilepticus.
3. Describe the therapeutic actions, indications, pharmacokinetics, contraindications, most common adverse effects, and important drug-drug interactions associated with each class of antiseizure agents.
4. Outline the nursing considerations and teaching needs for patients receiving each class of antiepileptic agents.
5. Describe a spinal reflex and discuss the pathophysiology of muscle spasms and muscle spasticity.
6. Discuss the use of muscle relaxants across the lifespan.
7. Describe the therapeutic actions, indications, pharmacokinetics, contraindications, most common adverse effects, and important drug-drug interactions associated with the centrally acting and the direct-acting skeletal muscle relaxants.
8. Outline the nursing considerations, including important teaching points for patients receiving muscle relaxants as adjuncts to anesthesia.
9. Discuss the gate theory of pain and explain therapeutic ways to block pain using the gate theory.
10. Discuss the use of the different classes of opioid agonists, opioid antagonists, and antimigraine agents across the lifespan.

11. Describe the therapeutic actions, indications, pharmacokinetics, contraindications, most common adverse reactions, and critical drug-drug interactions associated with opioids and antimigraine agents.
12. Compare and contrast each class of opioid medications.
13. Discuss the nursing considerations, including important teaching points, for patients receiving opioid agonists, opioid antagonists, and antimigraine drugs.

Module #5

Material Covered: Chapter 42: Introduction to the Cardiovascular System
Chapter 43: Drugs Affecting Blood Pressure
Chapter 44: Agents for Treating Heart Failure
Chapter 45: Antiarrhythmic Agents

***Assessment(s):** Case studies, Assignments, Quizzes, Exams

Learning Outcomes:

1. Label a diagram of the heart, including all chambers, valves, great vessels, coronary vessels, and the conduction system.
2. Describe the flow of blood during the cardiac cycle, including flow to the cardiac muscle.
3. Outline the conduction system of the heart, correlating the normal electrocardiogram (ECG) pattern with the underlying electrical activity in the heart.
4. Discuss four normal controls of blood pressure.
5. Describe the capillary fluid shift, including factors that influence the movement of fluid in clinical situations.
6. Outline the normal controls of blood pressure and explain how the various drugs used to treat hypertension or hypotension affect these controls.
7. Discuss the use of drugs that affect blood pressure across the lifespan.
8. Describe the therapeutic actions, indications, pharmacokinetics, contraindications, most common adverse effects, and important drug–drug interactions associated with drugs affecting blood pressure.
9. Compare and contrast the various classifications of drugs affecting blood pressure.
10. Outline the nursing considerations, including important teaching points, for patients receiving drugs used to affect blood pressure.
11. Describe the pathophysiologic process of heart failure and the resultant clinical signs.
12. Explain the body's compensatory mechanisms that occur in response to heart failure.
13. Discuss the use of digoxin across the lifespan.

14. Describe the therapeutic actions, indications, pharmacokinetics, contraindications and cautions, most common adverse effects, and important drug–drug interactions associated with digoxin.
15. Outline the nursing considerations, including important teaching points for patients receiving digoxin.
16. Describe the cardiac action potential and its phases to explain the changes made by each class of antiarrhythmic agents.
17. Discuss the use of antiarrhythmic agents across the lifespan.
18. Describe the therapeutic actions, indications, pharmacokinetics, contraindications and cautions, most common adverse effects, and important drug–drug interactions associated with antiarrhythmic agents.
19. Compare and contrast the prototype antiarrhythmic drugs lidocaine, propranolol, amiodarone, and diltiazem with other agents in their class and with other classes of antiarrhythmics.
20. Outline the nursing considerations, including important teaching points, for patients receiving antiarrhythmic agents

Module #6

Material Covered: Chapter 46: Antianginal Agents
Chapter 47: Lipid-Lowering Agents
Chapter 48: Drugs Affecting Blood Coagulation

***Assessment(s):** Case studies, Assignments, Quizzes, Exams

Learning Outcomes:

1. Outline the mechanisms of fat metabolism in the body and discuss the role of hyperlipidemia as a risk factor for atherosclerotic cardiovascular disease.
2. Discuss the use of drugs that lower lipid levels across the lifespan.
3. Describe the therapeutic actions, indications, pharmacokinetics, contraindications and cautions, most common adverse effects, and important drug–drug interactions associated with bile acid sequestrants, HMG–CoA inhibitors (statins), cholesterol absorption inhibitors, PCSK9 inhibitors, and other agents used to lower lipid levels.
4. Compare and contrast the various drugs used to lower lipid levels.
5. Outline the nursing considerations, including important teaching points, for patients receiving drugs used to lower lipid levels.
6. Outline the mechanisms by which blood clots form and dissolve in the body, correlating this information with the actions of drugs used to affect blood clotting.
7. Discuss the use of drugs that affect blood coagulation across the lifespan.
8. Describe the therapeutic actions, indications, pharmacokinetics, contraindications, most common adverse effects, and important drug–drug interactions associated with drugs affecting blood coagulation.

9. Compare and contrast the prototype drugs aspirin, heparin, alteplase, antihemophilic factor, and aminocaproic acid with other agents used to affect blood coagulation.
10. Outline the nursing considerations, including important teaching points, for patients receiving drugs used to affect blood coagulation.
11. Describe atherosclerotic cardiovascular disease and coronary artery disease, including identified risk factors and clinical presentation.
12. Discuss the use of antianginal agents across the lifespan.
13. Describe the therapeutic actions, indications, pharmacokinetics, contraindications and cautions, most common adverse reactions, and important drug–drug interactions associated with the nitrates, beta-blockers, and calcium channel blockers used to treat angina.
14. Compare and contrast the prototype drugs nitroglycerin, metoprolol, and diltiazem with other agents used to treat angina.
15. Outline the nursing considerations, including important teaching points, for patients receiving drugs used to treat angina.

Material Covered: Check on chapter 29-33

***Assessment(s):** Case studies, Mastery quizzing, home assignments, exams

Learning Outcomes:

1. Describe how the autonomic nervous system differs anatomically from the rest of the nervous system.
2. Describe the alpha- and beta-receptors found within the sympathetic nervous system by sites and actions that follow the stimulation of each kind of receptor.
3. Outline the events that occur within the sympathetic nervous system and the parasympathetic nervous system.
4. Discuss the use of adrenergic agents, adrenergic blocking agents, across the lifespan.
5. Describe the therapeutic actions, indications, pharmacokinetics, contraindications, most common adverse reactions, and the important drug-drug interactions associated with adrenergic agonists, adrenergic antagonists, cholinergic and anticholinergic agents.
6. Outline the nursing considerations, including important teaching points, for patients receiving adrenergic agonists, adrenergic antagonists, cholinergic agonists, and anticholinergic agents.

Module #7

Materials Covered: Chapter 34: Introduction to the Endocrine System
 Chapter 36: Adrenocortical Agents
 Chapter 37: Thyroid and Parathyroid Agents
 Chapter 38: Agents to Control Blood Glucose Levels

***Assessment(s):** Case studies, Assignments, Quizzes, Exams

Learning Outcomes:

1. List the glands of the traditional endocrine system and the hormones produced by each.
2. Discuss the role of the hypothalamus as the master gland of the endocrine system, including influences on the actions of the hypothalamus.
3. Explain the ways that this system controls hormone levels in the body.
4. Explain the control of synthesis and secretion and the physiological effects of the adrenocortical agents.
5. Discuss the use of adrenocortical agents across the lifespan.
6. Describe the therapeutic actions, indications, pharmacokinetics, contraindications, most common adverse effects, and important drug–drug interactions associated with the adrenocortical agents.
7. Compare and contrast the prototype drugs prednisone and fludrocortisone with other adrenocortical agents.
8. Outline the nursing considerations, including important teaching points, for patients receiving an adrenocortical agent.
9. Explain the function of the thyroid gland and the hormones it secretes.
10. Discuss the use of thyroid drugs across the lifespan.
11. Describe the therapeutic actions, indications, pharmacokinetics, contraindications, most common adverse effects, and important drug–drug interactions associated with levothyroxine. Include nursing considerations and patient teaching points.
12. Explain how the glands, hormones, and other factors work together to regulate the body's glucose levels.
13. Describe the pathophysiology of diabetes mellitus, including alterations in metabolic pathways and changes to basement membranes.
14. Discuss the use of antidiabetic and glucose-elevating agents across the lifespan.
15. Describe the therapeutic actions, indications, pharmacokinetics, contraindications, most common adverse effects, and important drug–drug interactions associated with insulin and other antidiabetic and glucose-elevating agents.
16. Compare and contrast the prototype drugs insulin, glyburide, metformin, liraglutide, sitagliptin, and canagliflozin with other antidiabetic agents in their classes.
17. Outline the nursing considerations, including important teaching points, for patients receiving an antidiabetic or glucose-elevating agent.

Module #8

Material Covered: Chapter 50: Introduction to the Renal System
Chapter 51: Diuretic Agents

***Assignment(s):** Case Studies, Assignments, Quizzes, Exams

Learning Outcomes:

1. Review the anatomy of the kidney, including the structure of the nephron.
2. Explain the basic processes of the kidney and where these processes occur.
3. Explain the control of sodium, chloride, potassium, and calcium in the nephron.
4. Discuss the countercurrent mechanism and the control of urine concentration and dilution, applying these effects to various clinical scenarios.
5. Describe the renin–angiotensin–aldosterone system, including controls and clinical situations in which this system is active.
6. Discuss the role of the kidney in acid–base balance, calcium regulation, and red blood cell production, integrating this information to explain the clinical manifestations of renal failure.
7. Describe the anatomy of the urinary tract.
8. Define the term diuretic and list the five classes of diuretics.
9. Discuss the use of diuretic agents across the lifespan.
10. Describe the therapeutic actions, indications, pharmacokinetics, contraindications and cautions, most common adverse reactions, and important drug–drug interactions associated with the various classes of diuretic drugs.
11. Compare and contrast the prototype drugs of each class of diuretic drugs with other agents in their class.
12. Outline the nursing considerations, including important teaching points, for patients receiving diuretic agents.

Module #9

Material Covered: Chapter 56: Introduction to the Gastrointestinal System
Chapter 57: Drugs Affecting Gastrointestinal Secretions
Chapter 58: Drugs Affecting Gastrointestinal Motility
Chapter 59: Antiemetic Agents

***Assignment(s):** Case Studies, Assignments, Quizzes, Exams

Learning Outcomes:

1. Label the parts of the gastrointestinal (GI) tract on a diagram, describing the secretions, absorption, digestion, and type of motility that occurs in each part.
2. Discuss the nervous system control of the GI tract, including the ANS on GI activity.
3. Describe the steps involved in swallowing, including factors that can influence this reflex.
4. Discuss the vomiting reflex, addressing factors that can stimulate the reflex.
5. Describe the current theories on the pathophysiological process responsible for the signs and symptoms of peptic ulcer disease.
6. Discuss the drugs used to affect GI secretions across the lifespan.

7. Describe the therapeutic actions, indications, pharmacokinetics, contraindications and cautions, most common adverse effects, and important drug–drug interactions associated with drugs used to affect gastrointestinal (GI) secretions.
8. Compare and contrast the prototype drugs used to affect GI secretions with other agents in their classes and with other classes of drugs used to affect GI secretions.
9. Outline the nursing considerations, including important teaching points, for patients receiving drugs used to affect GI secretions.
10. Describe the underlying processes in diarrhea and constipation and correlate them with the types of drugs used to treat these conditions.
11. Discuss the use of laxatives and antidiarrheal agents across the lifespan.
12. Describe the therapeutic actions, indications, pharmacokinetics, contraindications and cautions, most common adverse effects, and important drug–drug interactions associated with laxatives and antidiarrheal drugs.
13. Compare and contrast the prototype laxatives and antidiarrheals with other agents in their class and with other classes of laxatives and antidiarrheals.
14. Outline the nursing considerations, including important teaching points, for patients receiving laxatives and anti-diarrheal agents.
15. Explain the vomiting reflex, including factors that stimulate it and mechanisms for measures used to block it.
16. Discuss the use of antiemetics across the lifespan.
17. Describe the therapeutic actions, indications, pharmacokinetics, contraindications and cautions, most common adverse effects, and important drug–drug interactions associated with each of the classes of antiemetic agents.
18. Outline the nursing considerations, including important teaching points, for patients receiving antiemetics.

Module #9

Material Covered: Chapter 7: Introduction to Cell Physiology
Chapter 8: Anti-Infective Agents
Chapter 9: Antibiotics

***Assignment(s):** Case Studies, Assignments, Quizzes, Exams

Learning Outcomes:

1. Identify the parts of the human cell.
2. Describe the role of each organelle found within the cell cytoplasm.
3. Explain the unique properties of the cell membrane.
4. Describe processes used by the cell to move things across the cell membrane.
5. Outline the cell cycle, including the activities occurring within the cell in each phase.
6. Explain selective toxicity and discuss its importance in anti-infective therapies.
7. Differentiate broad-spectrum and narrow-spectrum drugs.
8. Define resistance to anti-infectives and discuss the emergence of resistant strains.
9. Explain ways to minimize resistance.
10. Explain how anti-infective agents are used for both treatment and prophylaxis

11. Describe at least three common adverse reactions associated with using anti-infective agents.
12. Explain how antibiotics are selected for use in a particular clinical situation.
13. Describe therapeutic actions, indications, pharmacokinetics, contraindications, most common adverse reactions, and important drug-drug interactions associated with each of the classes of antibiotics.
14. Discuss the use of antibiotics across the lifespan.
15. Outline nursing considerations for patients receiving each class of anti-infectives.
16. Compare and contrast prototype drugs for each class of antibiotics with other drugs in that class.
17. Outline nursing considerations for patients receiving each class of antibiotic.

Module # 10

Chapter 53: Introduction to the Respiratory System

Chapter 54: Drugs Acting on the Upper Respiratory System

Chapter 55: Drugs Acting on the Lower Respiratory System

***Assignment(s):** Case Studies, Assignments, Quizzes, Exams

Learning Outcomes:

1. Describe the major structures of the respiratory system, including the role of each in respiration.
2. Describe the process of respiration, with clinical examples of problems that can arise with alterations in the respiratory membrane.
3. Differentiate the common respiratory tract infections.
4. Discuss the processes involved in ventilation and gas exchange disorders
5. Outline the underlying physiological events that occur with upper respiratory disorders.
6. Discuss the use of drugs that act on the upper respiratory tract across the lifespan.
7. Describe the therapeutic actions, indications, pharmacokinetics, contraindications, most common adverse effects, and important drug–drug interactions associated with drugs acting on the upper respiratory tract.
8. Compare and contrast the prototype drugs with other agents in their class and with other classes of drugs that act on the upper respiratory tract.
9. Outline the nursing considerations, including important teaching points, for patients receiving drugs acting on the upper respiratory tract.
10. Describe the underlying pathophysiology involved in obstructive pulmonary disease and correlate this information with the presenting signs and symptoms.
11. Discuss the use of drugs used to treat obstructive pulmonary disorders across the lifespan.
12. Describe the therapeutic actions, indications, pharmacokinetics, contraindications, most common adverse effects, and important drug–drug interactions associated with drugs used to treat lower respiratory tract disorders.

13. Compare and contrast the prototype drugs used to treat obstructive pulmonary disorders with other agents in their classes and with other classes of drugs used to treat obstructive pulmonary disorders.
14. Outline the nursing considerations, including important teaching points, for patients receiving drugs used to treat obstructive pulmonary disorders.

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students' performance will be assessed, and the weight associated with the various measures/artifacts are listed below.

| EVALUATION* | |
|---------------------------------|------|
| Tests | 80% |
| Assignments | 10% |
| Case Studies/Assignments (2.5%) | |
| Pharm Map (2.5%) | |
| All Quizzes (5%) | |
| Final Exam (Comprehensive) | 10% |
| | 100% |

Students must achieve a weighted exam average of 77 or greater on the unit exams and the final exam to pass this course.

* Quizzes and assignments will be added to the grade once the 77 average is achieved on the unit and final exams to calculate the overall theory grade.

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

GRADING SYSTEM:

Because competency in nursing theory is a critical component for safe nursing practices, the grading scale for nursing is higher than for some other courses. The grading scale for nursing is:

A = 100 – 90

B = 89 – 80

C = 79 – 77

D = 76 – 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

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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 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 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 re-enroll. **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, that 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 appointments, 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!
2. Use the [Online Resource Center \(ORC\)](#) including scheduled technology training, Office 365 support, password resets, and username information.
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.
5. **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).

STUDENT TESTING:

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

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 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 staff 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 accommodation and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodation 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, 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 educational programs and/or activities.

TITLE IX REQUIREMENTS:

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

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

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

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

Student and prospective student inquiries concerning Title IX and its application to the College or any student decision may be directed to the Vice President for Student Affairs.

Dr. Melissa Batten, VP Student Affairs
Title IX, Section 504, and Title II Coordinator
Building 1100, Room 107A, Conway Campus
PO Box 261966, Conway, SC 29528-6066
843-349-5228 Melissa.Batten@hgtc.edu

Employee and applicant inquiries concerning Title IX and its application to the College may be directed to the Vice President for Human Resources.

Jacquelyne Snyder, VP Human Resources
Affirmative Action/Equal Opportunity Officer and Title IX Coordinator
Building 200, Room 205B, Conway Campus
PO Box 261966, Conway, SC 29528-6066
843-349-5212 Jacquelyne.Snyder@hgtc.edu

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. Communication between the students, instructors, and the Title IX Coordinator must 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 accommodation, please complete the Pregnancy Intake Form that can be found here.

https://www.hgtc.edu/about_hgtc/titleix-pregnant-and-parenting-students.html