HORRY GEORGETOWN TECHNICAL COLLEGE

INSTRUCTIONAL PACKAGE

PNR 111

Basic Nutrition and Diet Therapies Across the Lifespan

Effective Term
Fall 2023/Spring 2024

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2023/Spring 2023

COURSE PREFIX: PNR 111

COURSE TITLE: Basic Nutrition and Diet Therapies Across the Lifespan

CONTACT HOURS: 1.0

CREDIT HOURS: 1.0

RATIONALE FOR THE COURSE:

This course is a study of nutrition and diet therapy as related to healthcare. This course may serve as a required nutrition course in the HGTC Diploma in Health Science with a major in Practical Nursing.

COURSE DESCRIPTION:

This course is a study of basic nutrition and diet therapies related to common health problems experienced by health care clients across the lifespan, including diabetes, coronary artery disease, obesity, osteoporosis, cognitive, renal and gastrointestinal disorders and some forms of cancer.

PREREQUISITES/CO-REQUISITES:

Prerequisites: PNR 110
Corequisites: BIO 211

*Online/Hybrid courses require students to complete the DLi Orientation Video prior to enrolling in an online course.

REQUIRED MATERIALS:

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

ADDITIONAL REQUIREMENTS:

The Basics: A comprehensive Outline of Nursing School Content, 9th edition, Kaplan.

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.

Kaplan 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 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*:

Upon completion of this course, the student will be able to:

1. **Safety:** Apply basic concepts of safety when administering nursing care to clients with nutritional problems/disorders.

2. **Clinical Decision Making**: Apply clinical decision-making skills when administering nursing care to clients with nutritional problems/disorders

3. **Teamwork & Collaboration:** Apply the principles of teamwork and collaboration when administering nursing care to clients with nutritional problems/disorders

4. **Professional Behaviors:** Apply professional behaviors when administering nursing care to clients with nutritional problems/disorders

5. **Patient-Centered Care:** Apply the concepts of patient-centered care when administering nursing care to clients with nutritional problems/disorders.

Module 1
Materials Covered: Chapters 1,13, 14 in course textbook
***Assessment(s): Exam 1**

1. Define key terms.
2. State the purpose of Healthy People 2030
3. Identify the six nutrient categories and functions of essential nutrients.
4. Identify energy sources and the associated energy content of each.
5. Identify the acceptable macronutrient distribution range (AMDR) for energy sources.
6. Compare and contrast nutrient standards (Dietary Reference Intakes) and food guides and recommendations (Dietary Guidelines for Americans, MyPlate, and others)
7. Identify agencies involved in food safety regulation in the U.S.
8. List the information required on the nutrition facts label.
9. Identify FDA-approved descriptive terms and health claims for nutrition facts labels.
10. Interpret/calculate information from a given nutrition facts label.
11. Explain the purpose of food label descriptors and health claim.
12. Discuss the use of food technologies: organic, biotechnology, and irradiation.
13. Discuss food additives' purposes and identify commonly used additives.
14. Discuss actions and conditions required for food safety.
15. Distinguish bacterial food infections from bacterial food poisoning.
16. Discuss viral and parasitic food-borne illnesses.
17. Discuss environmental food contaminants and associated disorders.
18. Identify food assistance programs that may be utilized to mitigate malnutrition and hunger in the U.S.
19. Identify factors that influence personal and cultural food choices and habits.
20. Describe regional, ethnic, cultural, and religious dietary patterns for select groups.
21. Discuss changing food/dietary patterns in the U.S.

Module 2
Materials Covered: Chapters 2, 3, 4, 5 in course textbook
***Assessment: Exam 1**

Carbohydrates

1. Identify the classes, composition, functions, energy yield, and sources of dietary carbohydrates.
2. Identify dietary fiber classes, functions, sources, and health benefits.
3. Compare nutritive sweeteners and nonnutritive sweeteners.
4. Compare the nutrient content of refined versus unrefined grains.
5. Discuss digestion, absorption, transportation, and metabolism of carbohydrates.
6. Identify and apply Dietary Reference Intakes (DRI) and Dietary Guidelines for Americans (DGA) recommendations regarding carbohydrate intake.
7. Evaluate kilocalories and acceptable macronutrient distribution range (AMDR) for carbohydrates.
8. Identify foods high and low in dietary carbohydrates.

Fats

9. Identify the classes/types, composition, physical characteristics, functions, energy yield, and sources of dietary fats.
10. Discuss digestion, absorption, transportation, and metabolism of dietary fats/fatty acids.
11. Identify and apply DRI and DGA recommendations regarding dietary fat intake.
12. Evaluate kilocalories and ADMR for fats.
13. Describe the potential health concerns related to dietary fat intake.
14. List the major functions of triglycerides in food and physiologically in the body.
15. State the functions of phospholipids and cholesterol.
16. Discuss the function and sources of linolenic and linoleic essential fatty acids.
17. Identify the 3 different types of lipoproteins and their functions.
18. Identify food high and low in dietary saturated, mono/polyunsaturated, and trans fats.

Proteins

19. Identify the classes, composition, functions, energy yield, and sources of proteins.
20. Discuss protein balance and nitrogen balance.
21. Compare complete, incomplete, and complementary proteins.
22. Identify the types, benefits, and risks of vegetarian diets.
23. Discuss digestion, absorption, transportation, and metabolism of dietary proteins.

24. Identify and apply DRI and DGA recommendations regarding protein intake.
25. Evaluate kilocalories and AMDR for proteins.
26. Discuss dietary protein deficiency and excess.
27. Identify foods high and low in dietary protein.

Digestion, Absorption, Transport, Metabolism

28. Identify the two types of digestion.
29. Compare and contrast digestion and absorption in the stomach, small intestine, and large intestine.
30. Differentiate nutrient transport via the vascular system and the lymphatic system.
31. Define and explain the function of metabolism.
32. Identify causes of and dietary interventions for PKU and lactose intolerance.

Module 3

Materials Covered: Chapters 6, 7, 8, 9 in course textbook
***Assessment: Exam 2**

Energy

1. Define key terms regarding dietary energy balance.
2. Identify components used to calculate basal energy expenditure for adults and identify factors that affect basal energy expenditure.
3. Identify the 3 components of total energy expenditure/daily energy requirements.
4. Discuss the effects of physical activity on an individual's estimated energy requirement.
5. Identify the DGA recommendations regarding energy needs.

Vitamins

6. Define and discuss the nature, functions, and metabolism of vitamins.
7. Identify and compare water-soluble and fat-soluble vitamins.
8. List the water-soluble and fat-soluble vitamins, their functions, and how they are absorbed.
9. Identify the best food sources for specific vitamins.
10. Explain the level of risk from consuming an excess of water-soluble vitamins and fat-soluble vitamins from food and from supplements.

Minerals

11. Define and discuss the classes, functions, and metabolism of minerals.
12. Identify major minerals and trace minerals, their functions, and effects of deficiency and toxicity.

13. Explain the various levels of bioavailability of the food sources of minerals, comparing animal and plant sources.
14. Identify the best food sources for specific minerals.
15. Discuss mineral supplementation regarding life cycle needs.
16. Summarize nutrition strategies to reduce the risk of osteoporosis (vitamin(s) and mineral(s).

Water

17. Identify the functions of water in the body.
18. State the DRI for water and factors that affect that requirement.
19. Define dehydration and water intoxication and identify associated symptoms.
20. Identify special populations at risk for dehydration and water intoxication.
21. Identify the three main ways in which water enters the body.
22. Describe dietary sources of water.
23. Identify approximate volumes of total body fluid for infant and adult male/female.
24. Identify the routes by which water leaves the body.
25. Identify electrolytes, plasma proteins, and small organic compounds that help maintain water balance in the body.
26. Identify hormones that maintain body water balance.

Module 4

Materials Covered: Chapters 10, 11, 12, 15, 16, 17, 18 in course textbook

***Assessment: Exam 2**

Nutrition Care

1. Identify the roles of the nurse and the dietitian in nutrition.
2. List the five categories of nutrition data collection.
3. Identify the strengths and limitations of techniques used to measure dietary intake.
4. Identify common biochemical data (labs) helpful in the nutritional status evaluation.
5. Identify and interpret nutrition-focused physical findings that suggest a nutrient imbalance.
6. Discuss the benefits and risks of dietary supplementation.
7. Identify anthropometric measurements.
8. Apply problem, etiology, and sign/symptom (PES) statements in the nursing care of patients with nutritional problems.

9. Summarize potential diet-drug, drug-food, drug-nutrient, and drug-herb interactions.

Across the Lifespan

10. Discuss nutrient needs during pregnancy.
11. Explain the process of lactation and the benefits of breastfeeding for mother and infant.
12. Identify sound nutrition practices during the first year of life.
13. Compare and contrast the nutrient requirements, eating styles, food choices, and community supports for childhood, adolescence, and adulthood.
14. Describe approaches to prevent food asphyxiation, lead poisoning, overweight/diabetes, and iron deficiency during childhood and adolescence.
15. Discuss nutritional concerns for elderly adults.
16. Identify components of the Mini Nutritional Assessment.

Weight Management

17. Define a healthy weight.
18. Identify the body mass index classifications for adults.
19. Describe methods for assessing body fat composition and body weight.
20. Identify factors that influence body fat levels and may contribute to obesity.
21. Identify components of a sound food plan for weight management for obese patients.
22. Identify the causes of and dietary treatment for extremes in underweight.
23. Differentiate features and signs/symptoms of anorexia nervosa and bulimia nervosa.
24. Identify treatment of eating disorders

Nutrition and Physical Fitness

25. Discuss physical activity guidelines and recommendations.
26. Differentiate physical activity from exercise.
27. Identify the health benefits of exercising regularly.
28. Discuss the physical activity pyramid.
29. Discuss the use of fuel sources during exercise.
30. Discuss macronutrient and micronutrient needs for exercise.
31. Discuss the recommendations for hydration before, during, and after exercise and the factors that affect fluid needs.

Module 5
Materials Covered: Chapters 22, 18 in course textbook

***Assessment: Exam 3**

Surgery and Nutrition Support

1. Explain how the nutrition status of patients may be compromised by illness and the impact of nutrition status on recovery.
2. Identify the 3 methods of nutritional support.
3. Discuss assisted oral feeding guidelines.
4. Describe the nutritional therapy rationale for modified diets, including qualitative and quantitative changes.
5. Compare and contrast enteral nutrition (EN) and parenteral nutrition (TPN).
6. Compare and contrast continuous and bolus EN administration.
7. Discuss the indications for, risks/complications of, and problem-solving tips for EN therapy.
8. Discuss the assessment of EN feeding tube placement and patency.
9. Distinguish peripheral and central parenteral feedings and describe possible associated complications.

GI and Accessory Organ Problems

10. Apply knowledge of the postoperative medical nutrition therapy for esophageal disorders
11. Evaluate nutritional therapy for GERD.
12. Evaluate nutritional therapy for hiatal hernia.
13. Evaluate nutritional recommendations for peptic ulcer disease.
14. Compare and contrast disorders caused by inability to produce digestive enzymes and those caused by the inability to metabolize substances.
15. Evaluate nutritional therapy for cystic fibrosis.
16. Differentiate Crohn's disease from ulcerative colitis.
17. Identify risk factors for inflammatory bowel diseases.
18. Compare and contrast nutritional therapy for inflammatory bowel diseases during periods of remission and during periods of acute inflammation.
19. Define acute and chronic diarrhea, identify common causes of acute and chronic diarrhea, and suggest nutritional therapy for diarrhea.
20. Differentiate diverticulosis from diverticulitis and discuss nutritional therapy for each.
21. Define IBS, identify the three major types of symptoms, and suggest nutritional therapy for IBS.
22. Suggest nutritional therapy for constipation.

23. Differentiate food intolerances from food allergies and explain nutritional recommendations for food intolerances.
24. Identify risk factors for developing food allergies, common food allergens, and the signs and symptoms of food allergy.
25. Identify the importance of the liver, the gallbladder, and the pancreas for proper digestion.
26. Review the potential need for enteral or parenteral nutrition support during treatment of pancreatitis.
27. Outline the specific nutrition therapy needed of each stage of liver transplantation.
28. Discuss the nutrition approaches to reduce the symptoms of gallbladder disorders.
29. Explain how pancreatitis alters digestion and absorption of dietary fats and protein.
30. Evaluate nutritional therapy for celiac disease.
31. Evaluate nutritional therapy for fatty liver disease.
32. Evaluate nutritional therapy for hepatitis.
33. Evaluate nutritional therapy for cirrhosis.
34. Evaluate nutritional therapy for gallbladder disease.
35. Evaluate nutritional therapy for pancreatitis.

Module 6

Materials Covered: **Chapters 19, 20, 21, 23 in course textbook**
***Assessment:** **Exam 3**
Assignment: **Next-Generation NCLEX-Style Case Study**

Nutrition: Coronary Heart Disease and Hypertension

1. Discuss the disease process of atherosclerosis in coronary heart disease.
2. Discuss cholesterol/lipoproteins and the relationship between serum lipids and cardiovascular disease.
3. Identify diagnostic criteria for metabolic syndrome.
4. Identify modifiable and nonmodifiable risk factors for cardiovascular disease and future atherosclerotic cardiovascular disease events.
5. Identify interventions to reduce risk of cardiovascular disease.
6. Discuss nutritional therapy for acute cardiovascular disease and subsequent long-term dietary modifications.
7. Discuss the components and associated benefits of a Mediterranean diet.

8. Describe nutritional therapy for heart failure and control of pulmonary edema.
9. Describe nutritional therapy and lifestyle modifications for hypertension.
10. Discuss dietary sodium taste acquisition/reduction and identify the adequate intake for sodium and the maximum intake of sodium for chronic disease risk reduction in adults.
11. Identify common sources of sodium in the U.S. diet.
12. Discuss sodium-restricted diet recommendations for mild/low-sodium and those for no/low sodium.
13. Discuss education on the prevention of cardiovascular disease.

Nutrition: Diabetes Mellitus

14. Identify the contribution of dietary macronutrients and glycogen to blood glucose levels.
15. Discuss the general recommendations for and effects of physical activity in diabetic clients.
16. Describe current nutrition therapy guidelines for diabetes.
17. Explain the main goal of diabetes treatment and how it can be achieved.
18. Evaluate nutritional therapy for prediabetes and diabetes.

Nutrition: Kidney Disease

19. Identify determinates of nutrition needs in acute renal failure (ARF) and apply knowledge of nutritional therapy for acute kidney injury.
20. Describe chronic kidney disease (CKD) stages and recognize nutritional therapy for each stage through stage 5 on hemodialysis and peritoneal dialysis.
21. Summarize the factors and objectives to be considered in the implementation of the National Renal Diet.
22. Explain the composition of renal calculi and apply knowledge of nutritional therapy for nephrolithiasis to reduce risk of stone formation.
23. Identify nutritional therapy for nephritic syndrome (acute glomerulonephritis).
24. Identify nutritional therapy for nephrotic syndrome.
25. Identify special considerations for dialysis patients requiring nutritional support via enteral or parenteral feedings.

Nutrition: Cancer and HIV

26. Identify the basic objectives of the nutrition intervention plan for patients with cancer.

27. List local or systemic effects of cancer that increase risk of malnutrition or cancer cachexia.
28. Describe dietary modification for nutrition-related side effects of disease processes and treatments associated with cancer and HIV/AIDS
29. Discuss guidelines for cancer prevention.
30. Describe nutrition-related complications of HIV.
31. Explain nutritional therapy for clients with cancer and HIV.
32. Discuss the individualized nature of nutrition support in the management of cancer and the benefits that may result.
33. Summarize the multiple factors that lead to malnutrition in HIV/AIDS.
34. Explain the basis of interventions to achieve the goals of HIV nutrition therapy.
35. Identify indicators that are key to effective nutrition support and related medical therapies for cancer and HIV/AIDS.

Nutrition: COPD

36. Identify nutritional risks for patients with COPD and describe the goals of and interventions for nutrition therapy.

Nutrition: Immune System & Hypermetabolism (SIRS and MODS)

37. Outline the responses of the body to simple starvation and stress starvation (hypermetabolic state)
38. Discuss the relationship among functions of the immune system, nutritional status, and metabolic stress.
39. List nutrients that are required for immune system functions.
40. Describe systemic inflammatory response syndrome (SIRS) and identify conditions under which SIRS may occur.
41. Define multiple organ dysfunction syndrome (MODS), including the rationale for close monitoring of nutrition support.
42. Discuss nutritional therapy for patients with SIRS and MODS

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 (Module) Exams	80%^
Assignments	10%)
Final Exam	10%^
	100%

^Students must achieve a weighted exam average of 77 or greater on the theory components of the course to pass the course. The theory components are the unit exams and the final exam. Only after the weighted average of 77 is achieved on the unit and final exams will the weighted average for all other assignments be added to generate the final calculated grade. The final grade will be the theory grade if the theory grade does not meet the minimum requirement of 77. There is no rounding of any grades. Grades are calculated to the hundredth decimal place.

As an example:

Unit test average	77.54 X 0.80 =	62.03
Final exam grade	81.04 X 0.10 =	8.1
Total points	(62.03 + 8.1)/0.9 =	77.9

In this example, the resulting weighted theory average meets the minimum requirement, so the remaining weighted points from the other assignment(s) will be added to calculate the final grade.

Kaplan Testing

Kaplan testing is required for nursing courses. See the Instructor Course Information Sheet for specific course requirements for progression.

GRADING SYSTEM:

A= 90-100
B= 80-89
C= 77-79
D= 70-76
F= 69 and below

A grade of "C" is required in all courses in the Practical Nursing Program. Individual item grades are carried to the 100th place. The final average for the course is not rounded. A grade of 76.9 does not round to a 77 "C"; it remains a 76 "D". 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. Grades of D, F, W, WF, and I 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 re-enroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

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 sstc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email sstc@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

ECH Central offers to all students the following free resources:

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

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

HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries are equipped with computers to support academic research and related 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 Course 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 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, 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:

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator or designee.

> *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).

INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:

Student and prospective student inquiries concerning Section 504, Title II, Title VII, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.

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

Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

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