



Horry-Georgetown
Technical College

COURSE INSTRUCTIONAL PACKAGE

PNR 111

Basic Nutrition and Diet Therapies
Across the Lifespan

Effective Term
Fall 2026/Spring 2027/Summer 2027

Part I: Course Information

Effective Term: Fall 2026/Spring 2027/Summer 2027

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 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 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:

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.

ATTENDANCE VERIFICATION:

The Add/Drop Period is the first 7 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format classes. Please refer to the [academic calendar](#) for deadlines for add/drop. 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

IDENTIFICATION VERIFICATION:

Students enrolled in online courses will be required to complete identity verification. Please refer to your Instructor's Course Information Sheet for information regarding this requirement.

STUDENT COURSE EVALUATIONS:

Each semester, students are provided with an opportunity to participate in course evaluation surveys. These evaluations offer crucial feedback to instructors and the College, leading to enhancement of educational quality. By completing these surveys, you play a key role in the ongoing improvement of teaching methods and course content, ensuring future students enjoy a better learning experience. Students are encouraged to complete these surveys as your active participation in this process reflects your dedication to your education and drives positive change.

CLASSROOM ETIQUETTE AND STUDENT RIGHTS AND RESPONSIBILITIES:

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 an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

To ensure a positive College experience, guidelines exist in numerous areas of campus life. The Student Code for The South Carolina Technical College System “The Student Code” (3-2-106.1) applies to all HGTC students. The Student Code sets forth rights and responsibilities of the individual student, identifies behaviors that are not consistent with the values of college communities, and describes the procedures that will be followed to adjudicate cases of alleged misconduct. Students are expected to conduct themselves in a civil manner, that is respectful of the rights of others, and that is compatible with the college’s educational mission. Students are expected to comply with all of the college’s duly established rules and regulations regarding student behavior while on campus; while participating in off-campus college sponsored activities; and while participating in off-campus clinical, field, internship, or in-service experiences. Students are expected to comply with all course requirements as specified by instructors in course syllabi and to meet the standards of acceptable classroom behavior set by instructors. For more information, login to your myHGTC account under “Student Rights and Responsibilities” card then select “Student Code of Conduct” or the “Student Catalog and Handbook.”

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 in the PN curriculum, the student will be able to:

- 1. SAFETY** - Promote safe practices in contemporary health care environments.
- 2. CLINICAL DECISION-MAKING** - Promote efficient clinical decision making in contemporary health care environments.
- 3. TEAMWORK AND COLLABORATION** - Promote teamwork and collaboration practices in contemporary health care environments.
- 4. PROFESSIONAL BEHAVIOR** - Promote professional behaviors in contemporary health care environments.
- 5. PATIENT CENTERED CARE** - Promote patient centered care practices in contemporary health care environments.

Module 1

Materials Covered: Basic Nutrition Book, Ch's 1, 13, & 14.

Assessment(s): Module Exams, In-class Assignments, Case Studies, Content Based Worksheets, Group Discussions, Kaplan Integrated Testing.

Learning Outcomes – At the end of the lesson the student will be able to:

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: Basic Nutrition Book, Ch's 2, 3, 4, & 5.

Assessment(s): Module Exams, In-class Assignments, Case Studies, Content Based Worksheets, Group Discussions, Kaplan Integrated Testing.

Learning Outcomes – At the end of the lesson the student will be able to:

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 AMDR 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: Basic Nutrition Book, Ch's 6, 7, 8, & 9.

Assessment(s): Module Exams, In-class Assignments, Case Studies, Content Based Worksheets, Group Discussions, Kaplan Integrated Testing.

Learning Outcomes – At the end of the lesson the student will be able to:

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 various levels of bioavailability of the food sources of minerals, comparing animal & 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, & small organic compounds that help maintain water balance in the body.
26. Identify hormones that maintain body water balance.

Module 4

Materials Covered: Basic Nutrition Book, Ch's 10, 11, 12, 15, 16, 17, & 18.

Assessment(s): Module Exams, In-class Assignments, Case Studies, Content Based Worksheets, Group Discussions, Kaplan Integrated Testing.

Learning Outcomes – At the end of the lesson the student will be able to:

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 mothers and infants.
12. Identify sound nutrition practices during the first year of life.
13. Compare and contrast the nutrient requirements, eating styles, food choices, and community support 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: Basic Nutrition Book, Ch's 22 & 18.

Assessment(s): Module Exams, In-class Assignments, Case Studies, Content Based Worksheets, Group Discussions, Kaplan Integrated Testing.

Learning Outcomes – At the end of the lesson the student will be able to:

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 for 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: Basic Nutrition Book, Ch's 19, 20, 21, & 23.

Assessment(s): Module Exams, In-class Assignments, Case Studies, Content Based Worksheets, Group Discussions, Kaplan Integrated Testing.

Learning Outcomes – At the end of the lesson the student will be able to:

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/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 & 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 key indicators for effective nutrition support and related medical therapies for cancer & 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) & 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.

Tests	80%
Final Exam	10%
Quizzes/Assignments:	10%
Total =	100%

Students must achieve a minimum of a 77 weighted average on the unit tests and final exam (90% of grade) to progress. The grade is calculated as follows: Unit test average X percentage and Final exam test grade X percentage divided by 90.

As an example:

Unit test average: $77.54 \times .80 = 62.03$

Final exam grade: $81.04 \times .10 = 8.1$

Total points: $70.13 / 90 = 77.9$

The remaining points from other assignments will be added once the grade of 77 or greater is achieved to calculate the overall theory grade. There is no rounding of any grades. Grades are calculated to the hundredth decimal place.

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

GRADING SYSTEM:

The student 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. 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.

A = 100 – 90

B = 89 – 80

C = 79 – 77

D = 76 – 69

F = Less than 69

KAPLAN TESTING FOR PROGRESSION:

Kaplan is a requirement for progression. There is not a Kaplan Integrated Test (KIT) required for this course.

There is 1 Kaplan Focused Review (KFR) that is required for progression in this course. The KFR for this course is PN FR Nutrition A, NGN. To pass this KFR you must obtain a benchmark score of at least 80% and complete remediation. You may attempt KFR's as many times as needed to obtain the benchmark. Remediation for KFR's is for the 1st attempt only and is defined as one (1) minute per question (right and wrong) on Kaplan website and a complete Kaplan Focused Review Remediation Sheet with explanation of each Incorrect answer. This KFR is not proctored but has a due date.

ACADEMIC DISHONESTY:

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! Refer to the Horry-Georgetown Technical College's Student Handbook for additional Information.

CHAIN OF COMMAND:

Please refer to the diagram below regarding the appropriate process to address issues which arise during the semester.

Step 1: Clinical Instructor or Lecturer	Step 2: Course Coordinator	Step 3: Assistant Dept. Chair then Dept. Chair
- Initial issues or concerns are addressed with the clinical instructor or lecturer. This is an opportunity to resolve the issue. - Concerns which affect the class (not an individual) are to be addressed by the class representative using the same chain of command.	If the problem or concern remains unresolved, an appointment is made with the Course Coordinator. The student (or class rep) presents the concern and provides the course coordinator with an opportunity to investigate and respond to the issue.	If the response of the Course Coordinator is unsatisfactory, the student (or class rep) makes an appointment with the Assistant Department Chair. If the issue remains unresolved, the student (or class rep) makes an appointment with the Department Chair to address the concern.

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 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 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, refer to your Instructor's Course Information Sheet for any required on-site meeting times. In online courses, attendance is fulfilled through the submission of academic work. Please be aware that instructors may require exams to be proctored either online or at an approved testing site. If you choose to use a testing center other than those provided by HGTC, that center may charge a fee for its services.

Part V: Student Resources

THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):



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

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

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring or coaching, 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 SSTC [Online Resource Center](#) to access on-demand resources.

STUDENT INFORMATION CENTER – TECH Central:



TECH Central offers all students the following free resources:

1. Getting around HGTC: General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. In-person and remote assistance are available for Desire2Learn, Student Portal, Degree Works, and Office 365.
3. 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. You may also call (843) 349-5199.



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 have librarians and staff who can aid with research, computers to support academic research and related school-work, and individual/group study rooms. Printing is available as well at each location. Visit the [Library](#) website for more information or call (843) 349-5268.

STUDENT TESTING:

Testing in HGTC courses may occur during regularly scheduled class time or online, with or without proctoring. Tests may be delivered in the following formats:

- Digitally through D2L
- In writing on paper
- Through a publisher platform (note: some publisher platforms carry an associated fee)

Tests may include time limits and may require proctoring depending on the course.

When proctoring is required and is not provided by the course instructor in the classroom, students may complete their test face-to-face at an [HGTC Testing Center](#) or another approved testing site, or online using HGTC's online proctoring provider. For more information about available proctoring options, visit the [Online](#)

[Testing](#) section of the HGTC Testing Center webpage.

Students testing at an HGTC Testing Center should note the following:

- **Appointments must be scheduled at least 24 hours in advance.**
- **A physical, government-issued photo ID is required to test.**

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. Students seeking accommodations are encouraged to visit HGTC's [Accessibility and Disability Service webpage](#) for detailed information.

It is the student's responsibility to self-identify as needing accommodations and to provide appropriate documentation. Once documentation is submitted, the student will participate in an interactive process with Accessibility and Disability Services staff to determine reasonable accommodations. Students may begin the accommodations process at any time; however, accommodations are **not retroactive** and will only be applied from the point at which they are approved. Students must contact the office **each semester** to renew their accommodations.

For assistance, please contact the Accessibility and Disability Services team at disabilityservices@hgtc.edu or 843-796-8818 (call or text).

COUNSELING SERVICES:

HGTC Counseling Services strives to optimize student success through managing personal and academic concerns that may interfere with achieving educational goals. Staff are available to every student for assistance and guidance on personal matters, academic concerns and other areas of concern. HGTC offers free in-person and telehealth counseling services to students. For more information about counseling services, please reach out to counseling@hgtc.edu or visit the website the [Counseling Services webpage](#).

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Our sincere commitment to both effective business management and equitable treatment of our employees requires that we present this Policy Statement as an embodiment of that commitment to the fullest.

Discrimination is conduct that includes unjust or prejudicial treatment based upon an individual's age, race, color, sex, religion, national origin, disability, and genetic information or any other protected classes deemed unlawful under State or Federal law that excludes an individual from participation in, denies the individual the benefits of, treats the individual differently, or otherwise adversely affects a term or condition of a person's working or learning environment. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Jen Riddei, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 HWY 501 E, PO Box 261966, 843-349-5218, Jenifer.Riddei@hgtc.edu.

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, and Section 504 & Title II Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107A, 2050 HWY 501 E, PO Box 261966-6066, 843-349-5228, Melissa.Batten@hgtc.edu.

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 and 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.

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 sexual harassment, 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).

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Jen Riddei, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 HWY 501 E, PO Box 261966, 843-349-5218, Jenifer.Riddei@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* that can be found [here](#).