



# **INSTRUCTIONAL PACKAGE**

PNR 120

Medical Surgical Nursing I

Effective Term

Fall 2025/Spring 2026/Summer 2026

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2025/Spring 2026/Summer 2026

COURSE PREFIX: PNR 120      COURSE TITLE: Medical Surgical Nursing I

CONTACT HOURS: 9.0      CREDIT HOURS: 5.0

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

This course is an introduction to care of the adult patient. Basic nursing principles previously taught will be incorporated. The focus of study will be to examine factors affecting and/or producing disease and illness and common problems of ill adults. The course integrates the nursing process to meet physiologic, psychosocial, and safety needs of the patient. Major content areas are: The adult life cycle in health and illness, assisting with spiritual care, activity and comfort measures, meeting nutritional needs, medication administration, the digestive system, gastro-intestinal disorders, the urinary system, wound healing, care of the surgical patient, vision, and hearing.

### **COURSE DESCRIPTION:**

This course is a beginning study utilizing the nursing process. Concepts include physiological, psychosocial, nutritional, and health and safety needs of the adult. Clinical experiences address selected commonly occurring health problems having predictable outcomes.

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

(Credit level [BIO 210](#) Minimum Grade of C or Credit level [BIO 210](#) Minimum Grade of TC) and (Credit level [MAT 155](#) Minimum Grade of C or Credit level [MAT 155](#) Minimum Grade of TC or Credit level [MAT 110](#) Minimum Grade of C or Credit level [MAT 110](#) Minimum Grade of TC or Credit level [MAT 120](#) Minimum Grade of C or Credit level [MAT 120](#) Minimum Grade of TC) and (Credit level [PNR 110](#) Minimum Grade of C)

### **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:**

HGTC Nursing Uniform (see Nursing Department Handbook for specifications)  
Current CPR for the Health Care Provider Certification (must remain current for the duration of enrollment in the nursing program)  
Professional liability insurance (included in tuition)  
Current South Carolina State Law Enforcement Division background check  
Complete compliance with the current Student Health Report, including all required documentation in Student Tracker (must remain current throughout enrollment in the Practical Nursing Program)  
Stethoscope of good quality  
Wristwatch (with second hand)  
HGTC Student picture ID badge  
HGTC library card  
Nurse Pack (available at HGTC bookstore)  
Calculator

**TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's learning management system (LMS) used for course materials.  
Access to myHGTC portal for student self-services.  
College email access – this is the college's primary official form of communication.

**STUDENT IDENTIFICATION VERIFICATION**

Students enrolled in online courses will be required to complete identity 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 an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

**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 One: Physiological integrity related to medication administration**

### **Materials Covered:**

Williams (Fundamentals): Ch's 34, 35, 36

Stromberg (Med-Surg): Ch 3 (p. 50 – 60 IV Therapy only)

Morris (Calculate with Confidence): Chapters: 6, 8, 16, 21, 22

Kaplan Basics

**Assessment(s):** Module examinations, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, standardized examinations, reflective journal entries, simulation activities, and clinical performance.

### **Learning Outcomes:**

1. Identify the principles of medication administration
2. Discuss the nursing process in relationship to medication administration
3. Discuss the physiological and emotional needs for adequate pain control
4. Identify and demonstrate the methods for administering medications by the following routes: Oral, topical, inhaled, intradermal, subcutaneous, intramuscular and intravenous.
5. Describe and demonstrate recommended techniques for administering parenteral medications by the following methods: subcutaneous, intramuscular, intravenous, intradermal.
6. Identify indications for IV therapy
7. Review types of IV fluids and indications for use
8. Describe types of venous access devices for IV therapy
9. Explain causes, signs, symptoms, and nursing implications of IV therapy.
10. Demonstrate the administration of oral, liquid, rectal, topical agents, administering eye

drops and ointments, eardrops, nose drops, nasal sprays, inhalants, sublingual medications, buccal medications, withdrawing medication from a vial, withdrawing medication from an ampule, reconstituting a powdered dosage form, placing two medications into one syringe, giving an intramuscular injection, administering a Z-track injection, giving an intradermal injection, and giving a subcutaneous injection.

## **Module Two: Physiological, sociological, and psychological integrity related to the digestive system/Intake and Output Monitoring**

### **Materials Covered:**

Stromberg (Med-Surg): Ch's 27, 28, 29, 30

Williams (Fundamentals): Ch's 25, 26

Clayton (Pharmacology): Ch's 31, 32, 34

Kaplan Basics

**Assessment(s):** Unit examinations, in class assignments, content-based worksheets, hands on activities, group discussions, reflective journal entries, standardized examinations, simulation activities and clinical performance.

**Learning Outcomes:**

1. Review the structure and function of the gastrointestinal system.
2. Distinguish major causative factors in the development of disorders of the gastrointestinal system.
3. Summarize measures to prevent disorders of the gastrointestinal system.
4. Discuss management of patients undergoing surgery of the gastrointestinal system.
5. Illustrate the cause, signs and symptoms of gastroesophageal reflux disease (GERD), Barrett's esophagus, and gastritis, irritable bowel syndrome, diverticulitis, incarcerated hernia, intestinal obstruction, ulcerative colitis, Crohn's disease, appendicitis, peritonitis, hemorrhoids, fistulas and pilonidal cysts.
6. Review medications commonly administered for the digestive system.
7. Explain the plan of care for a patient with cholelithiasis, cholecystitis, hepatitis (various types), cirrhosis, ascites, liver failure (acute and chronic), liver transplant patients, liver cancer, and pancreatitis
8. Contrast the difference between the care of a patient with a nasogastric tube for decompression and the care of a patient with a feeding tube.
9. Discuss reasons total parenteral nutrition might be prescribed for a patient.
10. List medical conditions that may occur as a result of protein, calorie, vitamin or mineral deficiency or excess.
11. Identify a variety of factors that influence nutrition.
12. Explore cultural differences on nutritional practices.
13. Identify patients at risk for nutritional deficits.
14. Identify what is measured as fluid intake and output.
15. Discuss methods of recording intake and output
16. Demonstrate correct calculation of intake and output

**Module Three: Care of patients with disorders of the urinary system.**

**Materials Covered:**

Stromberg (Med-Surg): Ch's 33, 34

Williams (Fundamentals): Ch's 29

Clayton (Pharmacology): Ch 41

Kaplan Basics

**Assessment(s):** Unit examinations, in class assignments, content-based worksheets, hands on activities, group discussions, reflective journal entries, standardized examinations, simulation activities and clinical performance.

**Learning Outcomes:**

1. Differentiate the causes of urologic problems and disorders.
2. Perform initial and ongoing nursing assessment of a patient's urologic status including laboratory data.
3. Describe five nursing responsibilities related to the care of a patient with an indwelling urinary catheter.
4. Examine the psychological effects and nursing interventions for urinary incontinence.
5. Examine the signs and symptoms of selected urologic inflammatory disorders and nursing interventions for these patients.
6. Analyze types of patient conditions that create a risk for acute renal failure.
7. Compare the needs of patients on long-term hemodialysis with patients who use peritoneal dialysis.
8. Present the benefits and special problems associated with kidney transplantation.
9. Review medications commonly administered for the urinary system.

### **Module Four: Care of Preoperative, Intraoperative and Postoperative surgical patients.**

#### **Materials Covered:**

Stromberg (Med-Surg): Ch 4, 5, 6 (pp. 117), 7

Williams (Fundamentals): Ch's 37

Clayton (Pharmacology): Ch 19, 33

Kaplan Basics

**Assessment(s):** Unit examinations, in class assignments, content-based worksheets, hands on activities, group discussions, reflective journal entries, standardized examinations, simulation activities and clinical performance.

#### **Learning Outcomes:**

1. Explain the physical, emotional, and psychosocial preparation of patients for surgical procedures.
2. State the nurse's role during the signing of a surgical consent form.
3. Understand the various roles of the nurse during the pre, intra and postoperative phases.
4. Identify types of patients most at risk for surgical complications.
5. Analyze the differences in various types of anesthesia.
6. Describe the care of a patient in the post-anesthesia care unit (PACU).
7. Discuss measures to prevent postoperative infection.
8. Prioritize measures to promote safety for postoperative patients.
9. Analyze the major differences between acute and chronic pain and their management in
10. the postoperative patient.
11. Give examples of the different pharmacologic approaches to pain that include the use of
- adjunctive measures.
12. Review medications commonly administered in perioperative nursing.

## **Module Five: Review complications of wound healing, including pressure ulcers, and the effects on patient's well-being.**

### **Materials Covered:**

Stromberg (Med-Surg): Ch's 42, 43  
 Williams (Fundamentals): Ch's 19, 38, 39  
 Clayton (Pharmacology): As needed  
 Kaplan Basics

**Assessment(s):** Unit examinations, in class assignments, content-based worksheets, hands on activities, group discussions, reflective journal entries, standardized examinations, simulation activities and clinical performance.

### **Learning Outcomes:**

1. Describe the structure and function of the integumentary system.
2. List skin areas most susceptible to pressure injuries.
3. Plan specific measures to prevent skin tears.
4. Analyze the changes that occur with aging that affect the skin.
5. Describe the etiology and interventions for: Dermatitis, acne, fungal infections, bacterial infections of the skin, herpes, acne, skin cancer and burns.
6. Describe the physiologic process by which wounds heal.
7. Discuss factors that affect wound healing.
8. Discuss correct nursing actions to be taken if wound dehiscence or evisceration occurs.
9. Explain the purpose of a wound drain and identify various types.
10. Compare and contrast the therapeutic effects of heat and cold.
11. Verbalize the difference between different types of anti-pressure beds.
12. Name at least four pressure relief devices that help prevent skin injury in immobile patients.
13. Determine important postoperative observations and nursing interventions in the care of a patient who has undergone an amputation.
14. Review medications commonly administered for the integumentary system.

## **Module Six: Physiological integrity related to sensory needs: Vision and Hearing**

### **Materials Covered:**

Stromberg (Med-Surg): Ch's 25 & 26  
 Clayton (Pharmacology): As needed  
 Kaplan Basics

**Assessment(s):** Module examinations, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, standardized examinations, reflective journal entries, simulation activities, and clinical performance.

### **LEARNING OUTCOMES:**

1. Review normal anatomy and physiology of the eye; discuss methods that contribute to the preservation of sight and prevention on blindness.
2. Discuss nursing implications in relation to diagnostic testing of the eye using the nursing process.
3. Describe common disorders of the lens of the eye including medical and surgical management and intervention, nursing intervention and patient education.
4. Review etiology and incidence of eye disorders resulting from increased intraocular pressure, diagnostic testing, medical and surgical management and apply the nursing process to a patient with the condition of increased intra ocular pressure.
5. Explore various emergent conditions common to the eye, review treatment and nursing interventions.
6. Discuss etiology and incidence of infections of the eye, including prevention, transmission routes, and treatment.
7. Explore specific nursing care in relation to the patient undergoing differing surgical procedures of the eye.
8. Apply the nursing process to patients with visual impairment and discuss necessary adjustments to nursing care.
9. Recall the basic anatomy and physiology of the ear.
10. Describe diagnostic testing and evaluation of the ear and hearing and apply the nursing process.
11. Explore the pathophysiology, signs and symptoms, medical and surgical treatment, and nursing care for patients with common disorders of the ear.
12. Discuss the impact of hearing loss, the etiology, signs and symptoms, and interventions available for patients with hearing loss.
13. Review medications commonly administered for hearing and vision needs.

**\*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 is assessed based on weight associated with various measures/artifacts listed below.

#### **Evaluation:**

Tests	80%
Final Exam	10%
Quizzes/Assignments: (see below)	10%



\*Evolve Lessons: 3%

\*Evolve EAQ's & After Exam Quiz: 7%

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

**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. **The Kaplan Integrated Test (KIT) for this course is PN Fundamentals A, NGN" and requires a benchmark of 68% for progression. To pass this KIT, you must obtain the benchmark score of 68% and complete remediation. Remediation is defined as one (1) minute per question (right and wrong) on Kaplan website and one (1) Kaplan remediation card for each Incorrect answer. Benchmark must be met within 3 attempts.** If this test is not completed within this course time frame, the student will receive an Incomplete (I) in this course.

There are **4 Kaplan Focused Review (KFR)** that are required for progression in this course. **The KFR's for this course are PN FR Cardiovascular A, NGN; PN FR Respiratory A, NGN; PN FR Musculoskeletal A, NGN; and PN FR**

**Gastrointestinal A, NGN.** To pass these KFR's you must obtain a **benchmark score of at least 80% and complete remediation.** You may attempt these 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.** These KFR's are not proctored therefore you can do them when it's convenient for you but, there are due dates for each.

### **Laboratory/Clinical Evaluation:**

Satisfactory/Unsatisfactory (must achieve a satisfactory evaluation of all skills to progress in the Practical Nursing program). Clinical skill and competency will be evaluated by the nursing faculty. Student's performance will be evaluated as satisfactory or unsatisfactory. Evaluation of clinical skills and competencies will be documented in the CPE (Clinical Performance Evaluation) tool. All students must achieve a satisfactory evaluation for all the assigned skills and clinical competencies to receive a passing grade in PNR 120. There is a maximum of three attempts allowed for each skill evaluated. If after two attempts, the student remains unsuccessful at demonstration of the skill, the student must arrange for individualized instruction with an instructor prior to the third attempt. If a student is unsuccessful after three unsatisfactory evaluations of a skill, it is determined that a student has failed the laboratory portion, and the student will be dropped from Fundamentals of Nursing with either a "D" if passing theory or an "F" if failing theory. Absences at scheduled check-offs times will count as an unsatisfactory attempt unless prior arrangements are made with the course instructor. Skill content will be tested in the theory portion of the course.

Grades 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, and WFs also negatively impact academic progression and financial aid status.

Any changes in health status will require a physician statement regarding students' ability to complete clinical requirements independently. A change in health status consists of but not limited to the following:

- a. ANY major or minor vehicle accident.
- b. ANY major or minor health procedure.
- c. ANY illness that involved seeking medical treatment.

An updated Health Science Division Health Record form must be submitted to the Clinical Admissions Coordinator before returning to class/clinical/lab.

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.

## ACADEMIC DISHONESTY:

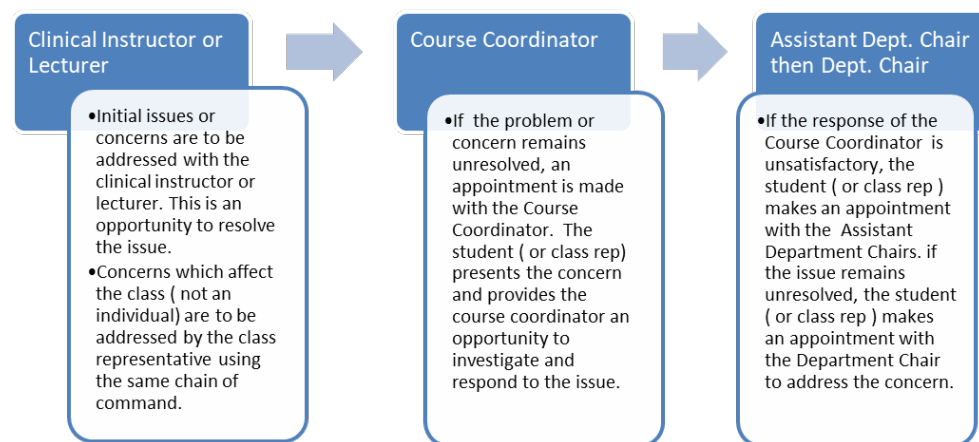
As part of your learning journey, it's important to engage with your assignments and projects in an authentic and meaningful way. While AI can be a useful tool for research or inspiration, using AI-generated assignments is not an appropriate way to complete your work. Submitting AI-generated content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



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

## GRADING SYSTEM:

State the College's or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10-point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean's approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor

about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the [academic calendar](#) for deadlines for add/drop. 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 in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student, and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

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

## Part V: Student Resources



### THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

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

1. Academic tutors for most subject areas, Writing Center support, and Academic Coaching for 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 or coaching, contact the SSTC at [sstc@hgtc.edu](mailto:sstc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). Email [sstc@hgtc.edu](mailto: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 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. 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. 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 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 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.

Testing candidates must make their appointments 24 hours in advance.

Students must bring a physical ID in order to take a test.

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

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

### **DISABILITY SERVICES:**

HGTC is committed to providing an accessible environment for students with disabilities. 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](mailto: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](mailto: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 sex, race/color, religion, national origin, age, disability, service in the uniformed services (as defined in state and federal law), veteran status, political ideas, marital or family status, pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation, genetic information, genetic identity, gender expression, or sexual orientation 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.

## **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](mailto: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](mailto: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 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](mailto: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](mailto: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. 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](#).