



INSTRUCTIONAL PACKAGE

PNR 154

Maternal/Infant/Child Nursing

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 154 COURSE TITLE: Maternal/Infant/Child Nursing

CONTACT HOURS: 9.0 CREDIT HOURS: 5.0

RATIONALE FOR THE COURSE:

To introduce the student to basic principles of nursing care during pregnancy, labor and delivery, postpartum and the child from birth through to adolescence. Emphasis is placed on the normal phases of each with identification of some selected complications or variations of each.

COURSE DESCRIPTION:

This course is a study utilizing the nursing process to meet the needs of the childbearing family. Clinical experiences address the care of the mother, the newborn, and the care of the child with commonly occurring diseases.

PREREQUISITES/CO-REQUISITES:

AHS 126, BIO 210, MAT 155, PNR 110, PNR 120, PNR 130/ BIO 211

***Online/Hybrid** courses require students to complete the DLi Online Student Orientation prior to completing an online course. The DLi Online Student Orientation can be found myHGTC, under the My Student tab.

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 #1

Materials Covered: Chapters 1, 2, 3 & 4

Assessments: Module Exams, Adaptive Quizzing Assignments, In-class Assignments, Case Studies, Simulation Activities, Content Based Worksheets, Hands on Activities, Group Discussions, Kaplan Integrated Testing, Clinical Performance.

Learning Outcomes:

1. Define key terms related to prenatal care.
2. Discuss historical factors affecting pregnancy and childbirth.
3. Describe fetal development from conception to birth.
4. Identify the physical and psychological maternal changes that occur during pregnancy.
5. Describe the assessments performed at each prenatal visit.
6. Discuss the nutritional needs of a woman during pregnancy.
7. List the discomforts of pregnancy and one way a patient might alleviate each.
8. Use the nursing process to plan care for a pregnant patient.

Module #2

Materials Covered: Chapter 5

Assessments: Module Exams, Adaptive Quizzing Assignments, In-class Assignments, Case Studies, Simulation Activities, Content Based Worksheets, Hands on Activities, Group Discussions, Kaplan Integrated Testing, Clinical Performance.

Learning Outcomes:

1. Define key terms related to complications of pregnancy.
2. Explain medical and nursing interventions for a patient with Hyperemesis Gravidarum
3. Compare and contrast the etiology, medical-surgical management, and nursing care for bleeding disorders of pregnancy.
4. Describe the development, medical-surgical management, and nursing care of a patient with Gestational Hypertension and Gestation Diabetes.
5. Discuss the nursing care of a pregnant patient with a chronic medical diagnosis: Diabetes, Hypertension, Heart disease, Maternal PKU.
6. Discuss the effects of infection on a pregnant woman and her fetus and ways to prevent infections.
7. Compare and contrast the etiology, medical-surgical management, nursing care, and effect on the fetus of Rh incompatibility and ABO incompatibility.
8. Explain the effects of multiple pregnancies on the mother, fetus, and family.
9. Describe the effects of addiction on the mother and fetus.
10. Summarize the needs of a woman in preterm labor.

Module #3

Materials Covered: Chapters 6, 7 & 8

Assessments: Module Exams, Adaptive Quizzing Assignments, In-class Assignments, Case Studies, Simulation Activities, Content Based Worksheets, Hands on Activities, Group Discussions, Kaplan Integrated Testing, Clinical Performance.

Learning Outcomes:

1. Explain the key terms related to the birth process.
2. Describe possible causes of labor.
3. Identify signs of labor.
4. Differentiate between true and false labor.
5. Discuss the maternal systemic response to labor.
6. Identify variables that affect the progress of labor.
7. Explain the four stages of labor.
8. Describe the mechanisms of labor.
9. Show nursing actions necessary when admitting a woman to the labor unit.
10. Demonstrate the specific assessments used when caring for a woman in labor: fetopelvic relationships, fetal assessment, contractions, Leopold's Maneuvers, vaginal examination.
11. Explain possible nursing diagnoses and interventions for a patient during labor and delivery.
12. Identify the most common complications of labor—Dystocia and fetal distress.
13. Identify possible medical—surgical interventions for labor: cesarean birth, induction and augmentation of labor, amniotomy, episiotomy, forceps, vacuum extractor, and analgesia/anesthesia.
14. Provide care for the patient during labor and delivery.

Module #4

Materials Covered: Chapters 9, 10 & 11

Assessments: Module Exams, Adaptive Quizzing Assignments, In-class Assignments, Case Studies, Simulation Activities, Content Based Worksheets, Hands on Activities, Group Discussions, Kaplan Integrated Testing, Clinical Performance.

Learning Outcomes:

1. Define key terms related to postpartum care.
2. Describe the various aspects of family adaptation.
3. Discuss the mother's physiologic changes after the birth of her baby.
4. Describe the expected and unexpected emotional/behavioral changes in the mother.
5. Demonstrate the postpartum assessments for every new mother and the additional assessments for the mother who has had a cesarean birth.
6. Discuss possible postpartum complications of hemorrhage, and Puerperal infection, including endometritis, Mastitis, and thrombophlebitis.
7. Explain the advantages and disadvantages of the various methods of family planning.
8. Plan and provide the care of a woman who has had a baby.

Module #5

Materials Covered: Chapters 12, 13 & 14

Assessments: Module Exams, Adaptive Quizzing Assignments, In-class Assignments, Case Studies, Simulation Activities, Content Based Worksheets, Hands on Activities, Group Discussions, Kaplan Integrated Testing, Clinical Performance.

Learning Outcomes:

1. Define key terms related to newborn care.

2. Describe the immediate needs of the newborn.
3. Discuss what initiates breathing in the newborn.
4. Describe the newborns methods of heat production and heat retention.
5. Identify the four ways heat is lost and nursing interventions to prevent heat loss.
6. Describe the immediate care of the newborn.
7. Discuss the Apgar score and how it is used.
8. Describe the physical characteristics of the newborn.
9. Identify the common variations in newborns.
10. Elicit the newborns reflexes.
11. Determine gestational age of a newborn.
12. Discuss the newborns nutritional needs and how they can be met by breastfeeding and bottle feeding.
13. Identify common problems the newborn may encounter and nursing interventions for each.
14. Plan the care for a newborn.

Module #6

Materials Covered: Chapter 15-22

Assessments: Module Exams, Adaptive Quizzing Assignments, In-class Assignments, Case Studies, Simulation Activities, Content Based Worksheets, Hands on Activities, Group Discussions, Kaplan Integrated Testing, Clinical Performance.

Learning Outcomes:

1. Define key terms related to basic pediatric care.
2. Discuss the role of a nurse in preparing a child and family for hospitalization.
3. Explain the role of the nurse in admission and discharge of the pediatric patient.
4. Prepare children at different developmental stages for procedures.
5. Discuss various methods of assessing needs and planning daily care.
6. Safely performing supportive pediatric procedures.
7. Identify the child's understanding of death at different stages of development.
8. Describe common responses to death and dying of pediatric patients (family, child, siblings, and nurses).
9. Discuss sources of support for the dying child.
10. Discuss Growth and Development related to the pediatric population.

Module #7

Materials Covered: Chapters 23-33

Assessments: Module Exams, Adaptive Quizzing Assignments, In-class Assignments, Case Studies, Simulation Activities, Content Based Worksheets, Hands on Activities, Group Discussions, Kaplan Integrated Testing, Clinical Performance.

Learning Outcomes:

1. Define key terms.
2. Differentiate between the most common respiratory illnesses affecting infants.
3. Describe nursing care for infants with circulatory conditions.
4. Discuss nursing considerations for infants with digestive conditions.

5. Explain the evaluation techniques for infants suspected of having musculoskeletal disorders.
6. Explain causes and effects of nervous system conditions seen in infants.
7. Outline teaching strategies for caregivers of infants with visual and hearing impairments and cognitive disorders.
8. Implement nursing interventions for infants that have been abused.
9. Describe teaching guidelines for families of infants who have unsafe environments.

Module #8

Materials Covered: Chapters 23-33

Assessments: Module Exams, Adaptive Quizzing Assignments, In-class Assignments, Case Studies, Simulation Activities, Content Based Worksheets, Hands on Activities, Group Discussions, Kaplan Integrated Testing, Clinical Performance.

Learning Outcomes:

1. Define key terms related to common problems in children ages 1 to 18 years.
2. Discuss common skin disorders in children.
3. Differentiate between the pathophysiology, diagnosis, common diagnostic tests, treatment, and nursing care of children with skin disorders in comparison to adults with skin disorders.
4. Differentiate between the etiology, medical-surgical management, and nursing care for genitourinary conditions in children as compared to adults.
5. Discuss communicable and infectious diseases of childhood, including their causative agents, transmission, incubation periods, prevention, signs and symptoms, treatment, and nursing care.
6. Differentiate between the etiology, medical-surgical management, and nursing care of orthopedic conditions in children as compared to adults.
7. Briefly describe behavioral problems in children, including symptoms, treatment, and nursing care.
8. Plan care for a child with any of the conditions previously mentioned.

***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:	10%
	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 Developing Family A and requires a benchmark of 69% for progression. In order to pass this KIT you must obtain a benchmark score of 69% and complete remediation.** Remediation is defined as one (1) minute per question (right and wrong) on Kaplan website and one (1) Kaplan remediation card/sheet 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 2 Kaplan Focused Review (KFR) that is required for progression in this course. **The KFR for this course is PN FR Maternity A, NGN, and PN FR Pediatrics A, NGN.**

To pass the KFRs 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. This KFR is not proctored but has a due date.

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 154. 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.

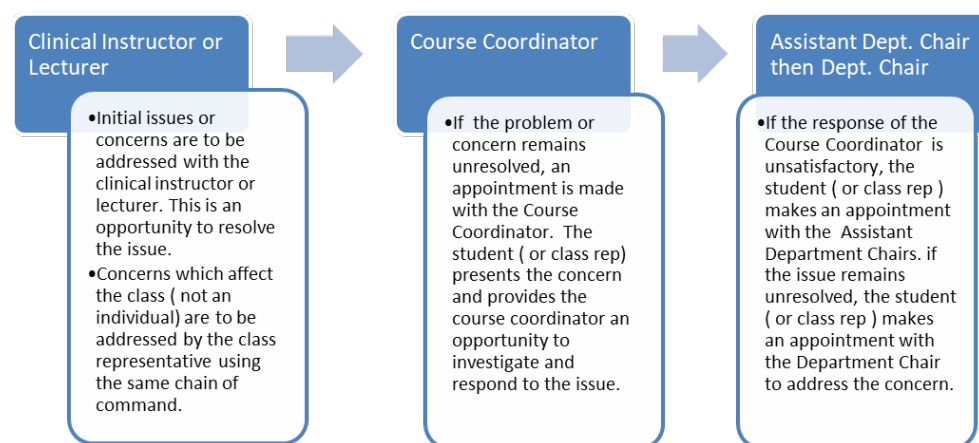
ACADEMIC DISHONESTY:

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 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 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 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 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

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

TITLE IX REQUIREMENTS:

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

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

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

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

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

Dr. Melissa Batten, VP Student Affairs

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

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

Jacquelyne Snyder, VP Human Resources

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

PREGNANCY ACCOMMODATIONS

Under Title IX, colleges must not exclude a pregnant student from participating in any part of an educational program. Horry-Georgetown Technical College is committed to ensuring that pregnant students receive reasonable accommodations to ensure access to our educational programs.

Students should advise the Title IX Coordinator of a potential need for accommodations as soon as they know they are pregnant. 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](#).