



Horry-Georgetown
Technical College

COURSE INSTRUCTIONAL PACKAGE

RES 235

Respiratory Diagnostics

Effective Term

Summer 2027

Part I: Course Information

Effective Term: Summer 2027

COURSE PREFIX: RES 235.

COURSE TITLE: Respiratory Diagnostics.

CONTACT HOURS: 3 Lecture/3 Lab

CREDIT HOURS: 4.

RATIONALE FOR THE COURSE:

Respiratory Diagnostics is a course that will allow students to assess a patient's airway, select proper airway equipment, insert the airway equipment into the patient's airway, and manage the patient's airway. The course will allow the students to maintain a patient's airway by using lung expansion therapy, bronchial hygiene techniques, and suctioning, as well, as perform insertion, maintenance, and removal of artificial airways, which include endotracheal tubes and tracheostomy tubes.

COURSE DESCRIPTION:

This course is a study of diagnostic and therapeutic procedures and will develop the skills required to assess, diagnose, and manage a patient's airway.

PREREQUISITES/CO-REQUISITES:

Respiratory RES 101 course. Required prerequisite courses must be completed with a grade of "C" or better.

REQUIRED MATERIALS:

Kacmarek, R.M., Stoller, J.K., & Heuer, A.H. (2025). Egan's Fundamentals of Respiratory Care (13th ed). St. Louis, MO: Elsevier/Mosby. ISBN: 9780323931991

Kacmarek, R.M., Stoller, J.K., & Heuer, A.H. (2025). Workbook for Egan's Fundamentals of Respiratory Care (13th ed). St. Louis, MO: Elsevier/Mosby. ISBN: 9780323932004

Cairo, J.M. (2022) Mosby's Respiratory Care Equipment (11th Ed) St. Louis, MO: Elsevier/Mosby. ISBN: 9780323712217

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:

Stethoscope, finger pulse oximeter, and pocket 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.

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

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."

PLAGIARISM & CHEATING:

Refer to the College catalog & Student handbook HGTC Handbook. The student may be assigned a failing grade for the course or may be required by the professor to withdraw from the course and/or the respiratory care program. Such actions are deemed to be unprofessional behavior within this program and will not be tolerated.

Only approved technology for recording lectures is permitted during lectures. Approval must be obtained by instructor of the course before recording lectures.

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

1. Perform clinical assessment of characteristics of the airway for patency, Mallampati Classification, and tracheal shifts.

2. Evaluating airway devices using chest radiograph imaging.
3. Diagnose needs for airway placement to improve patient respiratory status.
4. Establish and managing patient's airway with insertion of airway devices for all age groups. Ex. NPA, OPA, Supraglottic, ETT, Trach Tube, Lary Tubes, speaking valves.
5. Assemble devices to assist with intubation. Ex. ETT changer, video laryngoscope, and bougie.
6. Manage various airway types for mechanical ventilated patients.
7. Maintain a patient's airway by proper positioning of a patient, recognition of difficult airway. lung expansion therapies, bronchial hygiene techniques, and suctioning.
8. Maintenance of various airway devices while on and off a mechanical ventilator.
9. Perform procedures to gather clinical information for cuff pressures of tracheal and supraglottic airway.
10. Assist with airway procedures for diagnostic testing using mini-BAL and bronchoscopy.
11. Troubleshoot artificial airways and accessories during and after assembling. Ex. Cuff manometer, endotracheal tube, supraglottic airway, tracheostomy/laryngectomy tube, bronchoscopes.
12. Perform proper removal of various patients' airway devices.
13. Ensure proper infection prevention and initiating protocols to prevent ventilator-associated events (VAE).
14. Proper use of suction devices with airway equipment for all age groups.
15. Proper clearing of tracheostomy tube.
16. Review procedures for exchanging artificial airways.
17. Adequate humidification of airway and devices.
18. Review Airway Complications and need for artificial airway.
19. Assist Physician or Provider in Performing Airway Procedures. Ex. Intubation, bronchoscopy, EBUS, ENB, Tracheostomy insertion, Moderate sedation.
20. Perform patient and family education for disease and condition management for tracheostomy care.

Module 1

Material Covered: Airway assessment components and interpretation of patient assessment data and select proper treatment plan.

The Respiratory System Airway Anatomy of the Respiratory Tract Chapter 9
Difficult Airway Assessment (Worksheet)

Egan's Airway Bedside Assessment Chapter 16

Review Thoracic Imaging Egan's Chapter 21

Respiratory Management of Trauma Chapter 30

Assessments:

- Quiz
- Discussion Post
- Case Study
- Unit Test

Learning Outcomes:

1. Recognize the key anatomical landmarks of normal airway.
2. Identify the major structures of the upper and lower respiratory tract and their function.
3. Identify the components of a patient airway assessment.
4. Identify the tools required to perform a patient airway assessment.
5. Demonstrate ability to perform a patient airway assessment.
6. Demonstrate ability to interpret the patient airway assessment data.
7. Review general patient bedside assessment data and Xray information.
8. Differentiate between dyspnea and breathlessness.
9. Recall the three factors that generate the perception of breathing.
10. List of the four interview questions used to assess the degree and context of dyspnea in patients.
11. Recall the four factors necessary to generate an effective cough.
12. Identify five important cough characteristics that the RT is responsible for monitoring.
13. Describe the differences between infected and non-infected sputum.
14. Explain the differences between massive and non-massive hemoptysis and their associated clinical conditions.
15. Describe common signs of increased work of breathing gleaned from physical exam of the neck and chest.
16. Identify via auscultation abnormal breath sounds in the airway.
17. List the four tissue densities seen on a chest X-ray.
18. Describe how to evaluate the technical quality of a chest X-ray.
19. List the anatomic structures seen on the chest X-ray.
20. List the steps used to interpret chest X-ray exams.

21. Know how to evaluate the location of an endotracheal tube.
22. Recognize the appearance of tubes on chest X-ray examinations.
23. Discuss the clinical presentation and the differences in approach to assessing patients with life-threatening trauma.
24. Discuss the pathophysiology that would guide the application of respiratory care to manage patients with life-threatening trauma.
25. Discuss the application of lung protective ventilation to patients with life-threatening trauma.
26. Define Mallampati Score
27. Classify difficult airway using Mallampati Score

Module 2

Material Covered: Humidification and Suctioning of Airway and devices.

Mosby's Humidity and Aerosol Therapy Chapter 6

Egan's Humidity and Bland Aerosol Therapy Chapter 39

Airway Management Suctioning Chapter 37

Supplemental Materials

Assessments:

- Quiz
- Discussion Post
- Case Study
- Skill Check Assessment/Laboratory Competency
- Unit Test

Learning Outcomes:

1. Identify the Goals, Indications, and Contra-Indications & Hazards of Bland Aerosol Therapy.
2. Identify the difference between active and passive humidification systems.
3. Identify when passive humidification systems (HME) are contra-indicated.
4. Demonstrate the ability to assess and select the appropriate humidity and bland aerosol therapy based on patient case scenario.
5. List & Describe the Goals, Indications, Contraindications & Hazards of Suctioning
6. Identify the Airway Equipment used to perform closed inline suctioning.
7. Determine the correct size suction catheter to be used on a given airway.
8. Perform closed inline suctioning.
9. Identify the need for acquiring a sputum sample for C & S.

10. Identify the equipment needed and the process for acquiring a sputum sample for C & S.
11. Describe how airway heat and moisture exchange normally occurs
12. State the effect dry gases have on the respiratory tract
13. State when to humidify and warm inspired gas
14. Describe how various types of humidifiers work
15. Describe how to enhance humidifier performance
16. State how to select and use humidifier heating and feed systems safely
17. Identify the indications, contraindications, and hazards that pertain to humidification during mechanical ventilation
18. Describe how to monitor patients receiving humidity therapy
19. Describe how to identify and resolve common problems with humidification systems
20. State when to apply bland aerosol therapy
21. Identify the delivery systems used for bland aerosol therapy
22. Describe how to identify and resolve common problems with aerosol delivery systems
23. Describe how to perform sputum induction
24. State how to select the appropriate therapy to condition a patient's inspired gas.
25. Describe how airway heat and moisture exchange normally occurs
26. State the effect dry gases have on the respiratory tract
27. State when to humidify and warm inspired gas
28. Describe how various types of humidifiers work
29. Describe how to enhance humidifier performance
30. State how to select and use humidifier heating and feed systems safely
31. Identify the indications, contraindications, and hazards that pertain to humidification during mechanical ventilation
32. Describe how to monitor patients receiving humidity therapy
33. Describe how to identify and resolve common problems with humidification systems
34. State when to apply bland aerosol therapy
35. Describe how large-volume aerosol generators work
36. Identify the delivery systems used for bland aerosol therapy
37. Describe how to identify and resolve common problems with aerosol delivery systems

38. Describe how to perform sputum induction
39. State how to select the appropriate therapy to condition a patient's inspired gas
40. Describe how to perform endotracheal and nasotracheal suctioning safely.
41. Describe how to obtain sputum samples properly.

Module 3

Material Covered: Management and Troubleshooting Airway equipment, Manual Resuscitators, Intubation equipment, Endotracheal Tubes and properly performing BMV and endotracheal intubation.

Egan's Fundamentals of Respiratory Care, Chapter 37

Supplementary Materials

Assessments:

- Quiz
- Discussion Post
- Unit Test

Learning Outcomes:

1. List measures to reduce complications from artificial airways.
2. Identify the sequence of events that lead to developing tracheal damage.
3. Compare Minimum Occlusive Volume (MOV) & Minimum Leak Technique (MLT).
4. Identify the 7 critical areas of responsibility of airway maintenance
5. Describe proper removal of endotracheal tubes.
6. Identify the 7 critical areas of responsibility for airway maintenance.
7. Assess the need for and select an artificial airway.
8. Identify the complications and hazards associated with insertion of artificial airways.
9. Describe how to perform orotracheal and nasotracheal intubation of an adult.
10. Assess and confirm proper endotracheal tube placement.
11. Describe how to use alternative airway appliances.

Module 4

Material Covered: Management of Tracheostomy tubes, Trach Care and Speaking Valves and proper interface between artificial airway and the mechanical ventilator. Assist Provider with special procedures intubation, tracheostomy surgery, and bedside bronchoscopies.

Egan's Fundamentals of Respiratory Care, Chapter 37

Flexible Bronchoscopy and the Respiratory Therapist Chapter 22

Supplementary Materials

Assessments:

- Quiz
- Discussion Post
- Case Study
- Skill Check Assessment/Laboratory Competency
- Unit Test

Learning Outcomes:

1. Identify the methods for establishing a tracheotomy.
2. Identify various trach tubes.
3. Recognize at least 4 factors to consider when switching from an ETT to a Trach.
4. Identify the equipment required to perform tracheostomy care.
5. Identify the need for and the 8 steps required for performing tracheostomy care in a safe and effective manner.
6. List the 3 methods that allow patients with tracheostomy tubes communicate.
7. Identify the components needed to properly interface the patient's artificial airway and mechanical ventilator circuit.
8. Identify 3 methods to (decannulation / downsizing) wean patients from tracheostomy tubes.
9. Describe the rationale and the methods for performing a tracheotomy.
10. Identify the types of damage that artificial airways can cause.
11. Describe how to maintain and troubleshoot artificial airways properly.
12. Describe techniques for measuring and adjusting tracheal tube cuff pressures.
13. Identify when and how to extubate or decannulate a patient.
14. Understand the difference between rigid bronchoscopy and flexible bronchoscopy.
15. Understand the preprocedural assessment, type of sedation, and patient monitoring during bronchoscopy.
16. Identify the use of several class of medications to sedate the patients during flexible bronchoscopy.
17. Describe the difference between conscious sedation and deep sedation.

18. Understand the indications, contraindications, and complications of flexible bronchoscopy and various diagnostic techniques.
19. Recognize the roles of advanced diagnostic techniques, including endobronchial ultrasound and electromagnetic navigation bronchoscopy.
20. Understand the indications, contraindications, and complications of various therapeutic bronchoscopy techniques.
21. Recognize the difference between each thermal ablation technique.
22. Recognize the difference between silicone and metallic stents.
23. Identify bronchial thermoplasty as an emerging nonpharmacologic option for patients with steroid-dependent asthma.
24. Describe the role of bronchoscopy-assisted intubation in patients with a difficult airway.
25. Describe the role of the respiratory therapist in assisting with bronchoscopy.
26. Identify special considerations for bronchoscopy during mechanical ventilation.
27. Understand physiologic and mechanical alteration associated with flexible bronchoscopy in intubated patients.
28. Describe the method of calculation minute ventilation requirements during flexible bronchoscopy in patients with mechanical ventilation.

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.

Competency Areas:

Bag and Mask Ventilation

Transport Ventilation

Endotracheal Intubation and Suction

Tracheostomy Care and Suction

EVALUATION*

Homework/Quizzes	15%
Test	60%
<u>Final Exam</u>	<u>25%</u>

100%

Missing/Late Assignments:

1. Submission of Late assignments after the end date will incur 50-point grade deduction.
2. **Arriving late to an exam, student will not be permitted to take exam, and a 5-point penalty incurs, and makeup exam must be completed at testing center within 2 days of exam due date.**
3. All exams are mandatory and must be completed on date of exam. Exams cannot be made up unless for extenuating circumstances or doctors excuse is provided. Any subsequently missed exams will receive a grade of 0.
4. Makeup examinations will be taken in the [testing center](#) on campus, or a location designated by the instructor.
5. A 10 Point overall deduction will be applied to the makeup examination score for missed examinations unless faculty are notified in advance (more than 12 hours), or medical documentation is provided.
6. Final exams cannot be made up. Missing a final exam will result in a failure for the course, an "F" will be given for the final grade and removal from the program.
7. The discretion of the professor will decide if an absence is excused only under this circumstance will a makeup exam be allowed.

Lab Competency and Skill Check Assessment:

The student is required to successfully complete each skill check assessment for the course prior to the final laboratory competency practical examination or per the instructor's schedule. Two attempts can be made to pass the lab competencies. The course instructor will announce the due date of the skill check assessments in the course calendar informational sheet.

Summary Performance Evaluation

The following will be used to evaluate the clinical/lab performance:

Satisfactory – Completion of first attempt (85-100%) Performed procedure accurately or was able to correct performance without injury to the patient or decreasing effect of therapy being given.

Each skill check is considered a pass/fail. If a student makes less than 85% on the

first attempt. The student may repeat the competency/skill check an additional time after the first attempt.

Unsatisfactory performance – Completion of first attempt (less than <85%).

Requires remediation under the following categories.

- The psychomotor portion of the performance evaluation is a pass/fail grading criterion. After a failure of the physical portion of the course will result in failure of the course.
- All cognitive lab quizzes will be counted as part of the student's test grade. Students will only have one attempt.

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

GRADING SYSTEM:

A grade of "C" or better must be achieved in all required respiratory care program courses for a student to progress through the program. A final grade of less than 75 is not passed for the Respiratory Care Program and does not meet the requirements for progression within the program. This policy is different than the Horry Georgetown Technical College Grading Policy.

GRADING SCALE:

100 - 90 = A

89 - 80 = B

79 - 75 = C

74 - 69 = D

68 - 0 = F

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, and Is also

negatively impact academic progression and financial aid status.

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 a 15-week course (fall and spring) the allowed number of absences for an MW class is as follows: 3 absences are allowed regardless of reason. After the allowed number of misses, the student will be dropped from the course with a W.

******Missing a lab day, whether it is the same day or different day will incur an additional absence for the same lecture course.*

****Students have the option to attend the other lab time upon instructor's approval to avoid a lab absence for attendance.*

******A tardy (T) is given if the student arrives ten minutes after class starts or before class ends. Three tardies are equivalent to one absence for a 15-week course, and two (2) tardies are equivalent to one absence for a 10-week course.*

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 Synder, 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](#).