



Horry-Georgetown
Technical College

COURSE INSTRUCTIONAL PACKAGE

MTH 113

Essential Human Anatomy and
Physiology for Massage Therapy

Effective Term

Fall 2026/Spring 2027/Summer 2027

Part I: Course Information

Effective Term: Fall 2026/Spring 2027/Summer 2027

COURSE PREFIX: MTH 113

COURSE TITLE: Essential Human Anatomy and
Physiology for Massage Therapy

CONTACT HOURS: 2.3.3

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

This course will focus on the pre-massage assessment of each body region including signs and symptoms relating to pathological conditions. Specific emphasis will be given to the skeletal, muscular, cardiovascular and nervous systems. This course provides the student with a solid foundation in anatomy and physiology that the student can use in the pursuit of a career in massage therapy. A working knowledge and understanding of the structure and function of the human body is critical to the competent practice of massage therapy.

COURSE DESCRIPTION:

This course will focus on the pre-massage assessment of each body region including signs and symptoms relating to pathological conditions. Specific emphasis will be given to the skeletal, muscular, cardiovascular and nervous systems.

PREREQUISITES/CO-REQUISITES:

(Credit level MTH 120 Minimum Grade of C or Credit level MTH 120 Minimum Grade of TC) and (Credit level MTH 121 Minimum Grade of C or Credit level MTH 121 Minimum Grade of TC) and (Credit level MTH 122 Minimum Grade of C or Credit level MTH 122 Minimum Grade of TC)
(Background and drug screen)

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:

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TECHNICAL REQUIREMENTS:

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

ATTENDANCE VERIFICATION:

The Add/Drop Period is the first 7 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format classes. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly

IDENTIFICATION VERIFICATION:

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

STUDENT COURSE EVALUATIONS:

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

CLASSROOM ETIQUETTE AND STUDENT RIGHTS AND RESPONSIBILITIES:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If

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

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

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Module Subject	Learning Objectives	Assignments/Assessments
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<u>Module 1</u> <u>Instructor Lab</u> <u>and Lecture on</u> <u>Chapter 1</u>	Learning Outcomes: 1. Define anatomy, physiology, kinesiology, and pathology. 2. Differentiate between a sign and a symptom of a disease. 3. Explain the physiologic and psychological effects of stress and pain on the body. 4. Explain the role of massage therapy in the management of stress and pain. 5. Describe the wellness model and how massage can be a part of that model. 6. Understand and derive the meaning of medical terms by breaking the terms into their parts and defining those parts. 7. Name two (2) reputable sources a massage therapist could use to gain an understanding of side effects, precautions, and contraindications to the application of massage therapy techniques. 8. Define pharmacology and drug. 9. Differentiate between how drugs are named (prescription, OTC, generic, Trade or Brand name, chemical name, legal versus illegal, etc.) 10. Describe how drugs are classified and understand the importance of knowing that a drug may be classified in more than one (1) way	As assigned in D2L/Massage Prep
<u>Module 2</u> <u>Instructor Lab</u> <u>and Lecture on</u>	Learning Outcomes: 1. Name the anatomical planes of the body.	As assigned in D2L/Massage Prep

<u>Chapter 2</u>	2. List the subdivisions of the ventral and dorsal cavities of the body. 3. Name the major organs found in each body cavity. 4. Locate each region of the body. 5. Name the ten most important body systems for a massage therapist. 6. Explain the structure and function of these ten body systems. 7. Define disease. 8. Describe the path of infection for common pathogens. 9. Differentiate between pathogenic and nonpathogenic bacteria. 10. Explain the importance of cleanliness both personally and environmentally to prevent the spread of disease.	
<u>Module 3</u> <u>Instructor Lab</u> <u>and Lecture on</u> <u>Chapter 3</u>	Learning Outcomes: 1. Explain the level of complexity of the human body beginning with the atom. 2. Identify and name the three principal parts of a cell. 3. Identify, name, and label the major organelles of a cell (cell membrane, centriole, endoplasmic reticulum, Golgi apparatus, Lysosome, mitochondria, nucleus, nucleolus, and ribosome).	As assigned in D2L/Massage Prep

	4. Name and explain the five phases of mitosis. 5. Describe enzymes and their function. 6. Describe the four main categories of body tissue. 7. Differentiate between epithelial and fibrous connective tissue membranes. 8. Name the three types of muscle tissue. 9. Name and describe the three classifications of connective tissue. 10. Name and identify the two types of dense connective tissue and provide examples of each type. 11. Define fascia and describe its function in the body. 12. Name the three types of cartilage in the body.	
<u>Module 4</u> <u>Instructor Lab</u> <u>and Lecture on</u> <u>Chapter 4</u>	Learning Outcomes: 1. Understand the basic function of the skin and integumentary system. 2. Understand and describe the layered structure of the skin. 3. Identify the appendages of the skin (hair, nails, and glands). 4. List the sensory receptors in the skin. 5. Understand that the nerve supply to the skin follows specific dermatomal patterns.	As assigned in D2L/Massage Prep

	6. Recognize medications used to treat the Integumentary System and understand their effects, side effects, and interaction with other medications to effectively provide massage therapy services. 7. Explain why compromised skin contraindicates massage. 8. Differentiate between primary and secondary lesions of the skin. 9. List three (3) types of warts 10. Define decubitus ulcer and identify indications and contraindications to massage therapy. 11. Define MRSA 12. Define cellulitis. 13. List three (3) types of skin cancer 14. Identify the ABCDE's of malignant melanoma. 15. List the three (3) types of Herpes viruses and describe the causative agent(s) 16. List two (2) fungal infections of the skin 17. Differentiate between Contact Dermatitis, Eczema, and Psoriasis 18. Identify contagious skin conditions and understand the	
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	implications for massage therapy.	
<u>Module 5</u> <u>Instructor Lab</u> <u>and Lecture on</u> <u>Chapter 5</u>	Learning Outcomes: 1. Understand the basic structure of a bone. 2. Describe the functions of the skeletal system. 3. Differentiate between the axial skeleton and the appendicular skeleton. 4. Recognize and identify the various types of bones and bony landmarks that exist inside the body. 5. Describe the functional and structural classifications of joints. 6. Identify the components of a synovial joint. 7. Describe five types of movable joints. 8. Recognize medications used to treat the Musculoskeletal System and understand their effects, side effects, and interaction with other medications in order to effectively provide massage therapy services. 9. Explain why knees and hips are vulnerable to osteoarthritis. 10. Differentiate between Osteoarthritis (OA) and Rheumatoid Arthritis (RA)	As assigned in D2L/Massage Prep

	11. Differentiate between Spondylosis and Ankylosing Spondylitis 12. Identify three (3) abnormal curvatures of the spine. 13. Identify the substance that causes damage with gout and name the most common site for gout. 14. Define fracture. 15. Identify four (4) types of fractures. 16. Define dislocation. 17. Define herniated disk and understand the cautions and implications for massage therapy. 18. Define sprains and identify the three (3) classes of sprains. 19. Define bursitis and identify the most common site. Understand the cautions and implications for massage therapy. 20. Describe osteoporosis and identify its signs and symptoms. Understand the cautions and implications for massage therapy.	
<u>Module 6</u> <u>Instructor Lab</u> <u>and Lecture on</u> <u>Chapter 6 & 8</u>	Learning Outcomes: 1. List the functions of the muscular system. 2. Identify the structure of skeletal	As assigned in D2L/Massage Prep

	muscle fiber at the microscopic level. 3. Describe the differences between the three types of muscle tissue: skeletal, cardiac, and smooth. 4. Understand the anatomy of a skeletal muscle. 5. Identify the various organizations of muscle fibers in skeletal muscles. 6. Describe seven shapes of muscles and give an example of each. 7. Describe the function of muscle spindle cells and the Golgi tendon organ. 8. Understand the difference between aerobic and anaerobic cellular respiration. 9. Differentiate between postural and phasic muscles. 10. Locate and name the major skeletal muscles of the human body. 11. Identify the origin, insertion, and action of the major skeletal muscles of the human body. 12. Recognize medications used to treat the Musculoskeletal System and understand their effects, side effects, and interaction with other medications to effectively provide massage therapy services. 13. Differentiate between fibromyalgia syndrome tender	
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	points and myofascial pain trigger points. 14. Describe Muscular Dystrophy 15. Describe the difference between strains and sprains. 16. Define muscle contracture. 17. Differentiate between muscle atrophy and muscle hypertrophy. 18. Describe the difference between tendonitis, tenosynovitis, and tendinosis. 19. Define muscle spasm and list three causes of muscle spasms.	
<u>Module 7</u> <u>Instructor Lab</u> <u>and Lecture on</u> <u>Chapter 7</u>	Learning Outcomes: 1. List the functions of the nervous system. 2. Identify the parts of a neuron. 3. Differentiate between the various divisions of the nervous system: central nervous system from peripheral nervous system, autonomic from somatic, and sympathetic from parasympathetic. 4. Identify the location of structures within the central nervous system and label them on a diagram. 5. Describe the function of each part of the central nervous system (CNS) 6. Identify the parts of the	As assigned in D2L/Massage Prep

	peripheral nervous system (PNS) - Describe afferent, efferent, motor, sensory, cranial, spinal, and mixed nerves. - Identify the location of the largest nerve plexi and branches within the peripheral nervous system. - Recognize the various types of receptors in the body. - Understand reflexes within the body. - Recognize medications used to treat the Nervous System and understand their effects, side effects, and interaction with other medications in order to effectively provide massage therapy services. - Name three major cautions for massage in the context of nervous system disorders. - Define peripheral neuropathy and name a caution for massage due to peripheral neuropathy. - Differentiate between depression and anxiety. - Name two types of strokes and explain how they differ. - Describe Epilepsy - Name two nerve compression syndromes of the upper quarter	
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	18. Define SCI (spinal cord injury) and name three complications of spinal cord injury. 19. Differentiate between Multiple Sclerosis (MS) and Amyotrophic Lateral Sclerosis (ALS) 20. Describe Parkinson's Disease 21. Recognize the signs and symptoms of Dementia/Alzheimer's Disease	
<u>Module 8</u> <u>Instructor Lab</u> <u>and Lecture on</u> <u>Chapter 9</u>	Learning Outcomes: 1. Name and identify the location of the endocrine glands. 2. Understand the basic functions of each gland, such as the secretion of insulin in the pancreatic islets or estrogen in the ovaries. 3. Understand the effects of the more commonly discussed hormones such as adrenaline and melatonin. 4. Understand the roles of the hypothalamus and pituitary glands in controlling other glands. 5. Recognize medications used to treat the Endocrine System and understand their effects, side effects, and interaction with other medications in order to effectively provide massage therapy services. 6. Identify the two most common types of diabetes.	As assigned in D2L/Massage Prep

	7. List two emergencies associated with extremes in blood glucose levels. 8. Describe three possible complications of type 2 diabetes that affect organs outside the endocrine system. 9. Explain why people who are treated for hyperthyroidism often develop hypothyroidism. 10. Name the primary signs or symptoms of hypothyroidism. 11. Name the primary signs and symptoms of hyperthyroidism.	
<u>Module 9</u> <u>Instructor Lab</u> <u>and Lecture on</u> <u>Chapter 10</u>	Learning Outcomes: 1. Understand the different types of blood vessels (five classifications) and their function in the body. 2. Comprehend what occurs in the larger structures of the heart such as the heart chambers and heart valves. 3. Identify the basic categories of the components of blood and the function of these components. 4. Understand the basic concepts of oxygen and carbon dioxide exchange within the circulatory system including the sites for this exchange: pulmonary circulation versus systemic circulation. 5. Understand the blood's role in healing. 6. Understand the functions of the basic blood cells: erythrocytes,	As assigned in D2L/Massage Prep

	leukocytes, lymphocytes, and thrombocytes. 7. Identify the major pulse points on the body. 8. Identify major blood vessels such as the carotid artery, femoral artery and others of this magnitude. 9. Understand the blood's role in transport within the body. 10. Understand blood pressure, including the basic factors contributing to it. 11. Identify the locations of lymphatic structures inside the body: spleen, lymph nodes, tonsils, etc. 12. Identify the types of immunity that protect the body from infection and disease. 13. Identify the path of lymphatic fluid in the body, its source, and where it drains. 14. Recognize medications used to treat the Circulatory and Lymph-Vascular System and understand their effects, side effects, and interaction with other medications in order to effectively provide massage therapy services. 15. Name the most likely destination for loose blood clots on the venous side of the systemic circuit. 16. Name three possible destinations for loose blood	
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	clots or other debris on the arterial side of the systemic circuit 17. Differentiate between phlebitis and thrombophlebitis. 18. Describe varicose veins. 19. Name two signs or symptoms of deep vein thrombosis (DVT). 20. Describe the difference between atherosclerosis and arteriosclerosis. 21. List Myocardial Infarction (MI) signs and symptoms 22. Identify and define the three (3) Blood diseases in Chapter 5 section 4 of your text. 23. Identify the three Immune System cancers in Chapter 5 section 4 of your text. 24. Define hematoma. 25. Differentiate between edema, inflammation, and lymphedema. 26. Describe the difference between an Aneurysm and a Cerebrovascular Accident (CVA) 27. Describe the four phases of HIV infection. 28. Identify 4 different autoimmune diseases.	
Module 10	Learning Outcomes:	As assigned in D2L/Massage

<u>Instructor Lab and Lecture on Chapter 13</u>	1. List and identify the major organs of the respiratory system and their location. 2. Explain the role of hemoglobin in respiration. 3. Understand the smallest functioning unit of the respiratory system, the alveoli. 4. Understand the difference between aerobic and anaerobic metabolism. 5. Describe the functions of the respiratory system: the exchange of gases, producing speech, and maintaining pH. 6. Describe breathing. 7. Recognize medications used to treat the Respiratory System and understand their effects, side effects, and interaction with other medications to effectively provide massage therapy services. 2. Name the group of conditions to which chronic bronchitis and emphysema belong. 3. Explain why persons with asthma, chronic bronchitis, or emphysema are often encouraged to be vaccinated against the flu. 4. Name three causative agents for pneumonia. 5. Explain why no single vaccine can currently protect against colds or flu.	Prep
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	6. Describe the difference between acute bronchitis and chronic bronchitis. 7. List the symptoms of asthma and describe why asthma can be a life-threatening emergency.	
<u>Module 11</u> <u>Instructor Lab</u> <u>and Lecture on</u> <u>Chapter 14</u>	Learning Outcomes: 1. Identify and locate the structures of the digestive system. 2. Understand the functions of the parts of the gastrointestinal tract and what is processed and absorbed at each portion: example is water and mineral absorption from the large intestine. 3. Understand peristalsis. 4. Identify the basic types of tissue found in the digestive system such as smooth muscle. 5. Understand the autonomic nervous system's impact on the digestive system. 6. Understand the path of consumed foods through the digestive system. 7. Understand how the accessory organs of the digestive system are involved in digestion: liver, gall bladder, and pancreas. 8. Recognize medications used to treat the Digestive System and understand their effects, side effects, and interaction with	As assigned in D2L/Massage Prep

	other medications to effectively provide massage therapy services. - Name what structures are damaged with celiac disease. - Name the most dangerous complication of gastroesophageal reflux disorder (GERD). - Identify factors that contribute to peptic ulcers. - Identify the precancerous condition associated with colorectal cancer. - Describe IBS (irritable bowel syndrome) - Name the primary modes of communicability for hepatitis A, hepatitis B, and hepatitis C.	
<u>Module 12</u> <u>Instructor Lab</u> <u>and Lecture on</u> <u>Chapter 15</u>	Learning Outcomes: - Identify and locate the anatomical components of the urinary system. - Explain the basic function of the urinary system: elimination of waste, conservation of nutrients, and regulation of pH. - Understand the urinary system's effect on blood pressure and other aspects of homeostasis. - Identify and label on a diagram the structure of a nephron and describe its function (functional	As assigned in D2L/Massage Prep

	unit of the kidney). - Recognize medications used to treat the Urinary System and understand their effects, side effects, and interaction with other medications to effectively provide massage therapy services. - Explain why women are more prone to urinary tract infections than men. - Name the causative agent of most urinary tract infections and uncomplicated pyelonephritis. - List the stages of chronic renal failure. - Name a hormone secreted by the kidneys.	
<u>Module 13</u> <u>Instructor Lab</u> <u>and Lecture on</u> <u>Chapter 16</u>	Learning Outcomes: - Identify and locate the structures of the male reproductive system. - Identify and locate the structures of the female reproductive system. - Understand the changes in the body during puberty, menstruation, and pregnancy. - Recognize the major reproductive system hormones and their purpose in the body: testosterone, estrogen.	As assigned in D2L/Massage Prep

	5. Recognize medications used to treat the Human Reproductive System and understand their effects, side effects, and interaction with other medications to effectively provide massage therapy services. 6. Identify the most common cancers of the female reproductive system. 7. Identify the most common cancers of the male reproductive system. 8. List three bacterial or viral sexually transmitted diseases	
<u>Module 14</u> <u>Cancer</u> <u>Concepts</u> Materials Covered: A Massage Therapist's Guide to Pathology- Critical Thinking and Practical Application 7th edition. Read Chapter 12.	Learning Outcomes: 1. Recognize 10 Common signs that indicate the possibility of cancer. 2. Describe appropriate massage therapy modifications for cancer cases. 3. Identify at least 5 well-supported benefits of massage therapy in the context of cancer and cancer treatment.	As assigned in D2L/Massage Prep

MODULE 15 REVIEW Material(s) Covered: Review for Final		As assigned in D2L/Massage Prep
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****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*:

Students’ performance will be assessed, and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Tests/Quiz	15%
Discussion	25%
Homework	25%
Lab Grade	20%
Final Exam	15%
	100%

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

GRADING SYSTEM:

Please note the College adheres to a 10-point grading scale A = 100 – 90, B = 89–80, C = 79 – 70, F = 69 and below.

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

Part V: Student Resources

THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):



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

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

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring or coaching, contact the SSTC at sstc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email sstc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the SSTC [Online Resource Center](#) to access on-demand resources.

STUDENT INFORMATION CENTER – TECH Central:



TECH Central offers all students the following free resources:

1. Getting around HGTC: General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. In-person and remote assistance are available for Desire2Learn, Student Portal, Degree Works, and Office 365.
3. Chat with our staff on TECH Talk, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552. Visit the [Tech Central website](#) for more information. Live Chat and Center locations are posted on the website. You may also call (843) 349-5199.



HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries have librarians and staff who can aid with research, computers to support academic research and related school-work, and individual/group study rooms. Printing is available as well at each location. Visit the [Library](#) website for more information or call (843) 349-5268.

STUDENT TESTING:

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

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

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

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

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

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

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

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

DISABILITY SERVICES:

HGTC is committed to providing an accessible environment for students with disabilities. Students seeking accommodations are encouraged to visit HGTC's [Accessibility and Disability Service webpage](#) for detailed information.

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

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

COUNSELING SERVICES:

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

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

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

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

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

Student and prospective student inquiries concerning the federal laws and their application to the College or any student decision may be directed to Dr. Melissa Batten, Vice President, Student Affairs, and Section 504 & Title II Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107A, 2050 HWY 501 E, PO Box 261966-6066, 843-349-5228, Melissa.Batten@hgtc.edu.

Employee and applicant inquiries concerning the federal laws and their application to the College may be directed to Jacquelyne Snyder, Vice President, Human Resources and Employee Relations and the College's Affirmative Action/Equal Opportunity Officer, Horry-Georgetown Technical College, Building 200C, Room 205B, 2050 HWY 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

TITLE IX REQUIREMENTS:

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

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

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

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

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

PREGNANCY ACCOMMODATIONS

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

Students should advise the Title IX Coordinator of a potential need for accommodations as soon as they know they are pregnant. It is extremely important that communication between student, instructors, and the Title IX Coordinator begin as soon as possible. Each situation is unique and will be addressed individually.

Title IX accommodations DO NOT apply to Financial Aid. Financial Aid regulations do not give the College any discretion in terms of Financial Aid eligibility.

Certain educational programs may have strict certification requirements or

requirements mandated by outside regulatory agencies. Therefore, in some programs, the application of Title IX accommodations may be limited.

To request pregnancy accommodations, please complete the *Pregnancy Intake Form* that can be found [here](#).