



INSTRUCTIONAL PACKAGE

MTH 120

Introduction to Massage

Effective Term

Fall 2025/Spring 2026/Summer 2026

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2025/Spring 2026/Summer 2026

COURSE PREFIX: MTH 120

COURSE TITLE: Introduction to Massage

CONTACT HOURS: 4.0.4

CREDIT HOURS: 4

RATIONALE FOR THE COURSE:

This introductory level course will provide the students with the basic information necessary to make informed decisions in the evaluation regarding the needs of the client.

COURSE DESCRIPTION:

A comprehensive introduction to therapeutic massage including history, theory, benefits, contraindications, ethical considerations, and SC Law for licensure. Swedish techniques are introduced.

PREREQUISITES/CO-REQUISITES:

Credit level Minimum Grade of C or Credit level MTH 113 Minimum Grade of TC) and
(Credit level MTH 121 Minimum Grade of C or Minimum TC)
(Credit level MTH 122 Minimum Grade of TC) and (Background Check Form 1)

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:

None

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.

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 Obejctives	Assignments/Assessm
Module 1 – Material(s) Covered: Principle and Practice Ch. 1- History of Massage: Prehistoric Times to the Modern Era	Learning Outcomes: Ch. 1 <ul style="list-style-type: none"> • Explain why massage is known as one of the earliest remedial practices for the relief of pain and discomfort. • Compare the influence that China, Japan, and India have had in the development of massage. • Identify three ancient Greek or Roman physicians who professed the benefits of exercise and massage. • Explain how developments in the nineteenth century influenced modern massage therapy. • Explain why the popularity of massage declined in the early part of the twentieth century. • List two individuals and the techniques they introduced during the second quarter of the twentieth century that still influence the massage industry today. • Identify four influences leading to the renaissance and acceptance of massage in the latter half of the twentieth century. 	As assigned in D2L/Ma

Module 2- Material(s) Covered: Principle and Practice Ch. 2- The Therapeutic Relationship: Ethics, Cultural Competencies, and Boundaries Ch. 3- Tools of the Trade: Table accessories, lines, Lubricants	<p>Learning Outcomes:</p> <p>Ch. 2</p> <ul style="list-style-type: none"> • Explain the educational and legal aspects of scope of practice. • Explain how state legislation defines the scope of practice of therapeutic massage. • Explain why the massage practitioner must be aware of the laws, rules, regulations, • restrictions, and obligations governing the practice of therapeutic massage. • Explain why it is necessary to obtain a license to practice therapeutic body massage. • Explain the difference between certifications and licenses. • Give reasons why a license to practice massage might be revoked, canceled, or • suspended. • Define the meaning of professional ethics. • Explain how the practice of good ethics helps to build a successful massage practice. • Differentiate between personal and professional boundaries. • Designate at least eight areas to consider when establishing professional boundaries. • Define a therapeutic relationship and a client-centered relationship. • Explain the effects of a power differential in the therapeutic relationship. 	As assigned in D2L/Ma

- Explain the effects of transference, countertransference, and dual relationships in the therapeutic setting.
- Discuss why sexual arousal can occur during a massage session and what to do if it does.
- Discuss why and how to desexualize the massage experience.
- Define supervision and its importance to the massage professional.
- Discuss the importance of good health habits and professional projection.
- Discuss the importance of human relations and success attitudes.
- Discuss ways to build a sound business reputation.

Ch 3

- Prepare a checklist of supplies and equipment needed for therapeutic massage.
- Describe various products and their use.
- Select a table.
- Check and adjust lighting for the massage room.
- Check all equipment for safety and readiness.
- Explain the need for laws that enforce the strict practice of sanitation.
- Sanitize implements and other items used in massage procedures.
- Explain the difference between pathogenic and nonpathogenic bacteria.
- Explain the importance of cleanliness of person and of surroundings as protection against the spread of disease.
- Describe how various disinfectants, antiseptics, and other products are used most effectively.
- Explain the role of safety in the massage therapy business.
- Define massage table, and state how to care for table fabrics.
- Discuss massage table accessories, such as face rests and bolsters, and massage lines.

	<ul style="list-style-type: none"> • Discuss massage lubricants, including how to choose, dispense, apply, and store them. • State the use of aromatherapy and essential oils in massage practice. • Describe the massage room environment and safety guidelines. 	
Module 3- Material(s) Covered: Principles and Practice Ch. 4- Career Longevity: Wellness, Wellbeing and Self-Care Ch. 5 Evidence- Informed Practice and Research Literacy	<p>Learning Outcomes:</p> <p>Ch. 4</p> <ul style="list-style-type: none"> • Describe self-care practices for massage practitioner. • Differentiate between ergonomics and body mechanics. • Explain why it is desirable for massage practitioner to observe good ergonomic practices. • Explain why it is necessary and desirable for massage practitioner to use good body mechanics when performing massage. • Describe the concepts of grounding and centering and how these practices benefit the massage practitioner. • Explain why it is necessary and desirable for the massage practitioner to develop strong, flexible hands. <p>Ch. 5</p> <ul style="list-style-type: none"> • Define evidence-informed practice, research literacy, and approaches to research. • Explain evidence, the research process, the levels of practitioner expertise, and client preferences and how each plays a role in evidence-informed practice, 	As assigned in D2L/Ma
Module 4- Material(s) Covered: Principle and Practice Ch. 6 Massage Research Ch. 9 Concepts of Disease, Standard Precautions, Transmission-Based Precautions, Disinfection	<p>Learning Outcomes:</p> <p>Ch. 6</p> <ul style="list-style-type: none"> • State the value of a research agenda for the massage profession, general areas covered by the Massage Therapy Foundation. 	As assigned in D2L/Ma

	<ul style="list-style-type: none"> • Research agenda, and why this agenda is important for massage schools, instructors, and students. • Explain the effects of massage on the musculoskeletal, cardiovascular, and lymphatic systems, and immunity. • Describe the effects of massage on connective tissues, skin, nervous system and endocrine systems. • Describe the effects on internal organs as well as its neuropsychological and whole-body effect. • Discuss the effects of massage for specific conditions/outcomes and state the value of massage education's research. <p>Ch. 9</p> <ul style="list-style-type: none"> • Define vocabulary terms used to discuss disease. • Identify types of diseases and disorders. • Describe the chain of infection and process of disease transmission. • Summarize standard precautions and transmission-based precautions. • Discuss disinfecting procedures for surfaces, objects, and laundry. • State what to do in medical emergencies such as choking, hypoglycemia, stroke, heart attack, and seizures. 	
Module 5- Material(s) Covered: Principles and Practice Ch. 12 Hydrotherapy: Clinical Applications, Spa Applications and Spa Procedure	<p>Learning Outcomes:</p> <p>Ch. 12</p> <ul style="list-style-type: none"> • Explain hydrotherapy as a therapeutic aid. • Explain the effects of different water temperatures on the body. • Explain the use of heat and cold in body treatments. • Define cryotherapy and demonstrate at least three ways to apply it. • Describe at least five ways of applying heat to the body. 	As assigned in D2L/Ma

	<ul style="list-style-type: none"> • Describe the effects of various water treatments on the body. • Explain contraindications, safety rules, and time limits for various hydrotherapy. • treatments • Describe the historical development of spas. • Describe the current state of the spa industry, including customer demographics and the various types of spas in which therapists work. • List and describe the most popular spa services performed by massage therapists. • Describe the most important attributes of an effective spa massage. • Demonstrate an ability to perform a spa exfoliation procedure and a spa body wrap procedure. • Describe the specialized hydrotherapy equipment and other apparatuses used in modern spas. • List and describe the qualities that make a massage therapist a good candidate for hiring by a spa, including customer service and other non-massage-related skills. • Describe the job potentials for massage therapists in spas, including possible career paths over time. 	
Module 6- Material(s) Review Covered: Principles and Practice Ch. 13: Foot Reflexology Ch 14: Clinical Massage: Pain Theories and Pain Management	<p>Learning Outcomes:</p> <p>Ch 13.</p> <ul style="list-style-type: none"> • Define reflexology and discuss how the body is mapped on the feet by zones, landmarks, and reflex points. • Describe basic techniques used in foot reflexology. • List treatment guidelines. • Understand history and theories of reflexology. • Learn basic techniques. <p>Ch. 14</p> <ul style="list-style-type: none"> • Define clinical massage and discuss past and present theories of pain, types of pain, pain perceptions and pain management. 	As assigned in D2L/Ma

	<ul style="list-style-type: none"> • Discuss clinical assessments, including range of motion, posture, gait observation, and tests for orthopedic conditions. • Outline types of sports massage, working with athletes, as well as soft tissue injuries, current protocols, massage modifications. • Identify application methods used in clinical massage, including trigger point therapy and myofascial release techniques. • Describe hospital-based massage. • Discuss massage considerations for surgery, surgical scars, individuals in hospice care, and coping with death-related grief. 	
Module 7- Material(s) Covered: Principles and Practice Ch. 17- Business Practices: Getting Started, Marketing, Professional Development, Accounting, and Planning Ch. 18- Introduction to the Human Body: Medical Terminology, Cells, Tissues, and Body Compass	<p>Learning Outcomes:</p> <p>Ch. 17</p> <ul style="list-style-type: none"> • Determine the advantages and disadvantages of working as a massage employee. • Create a resume and cover letter for a prospective employer. • Explain the relationships among attitude, self-image, and business success. • Explain why careful planning is important before opening a business. • Describe the advantages and disadvantages of operating your own business. • Compare the differences among a sole proprietorship, partnership, and corporation. • List the major expenses related to starting a massage business. • Summarize the factors in establishing a business name. • Explain the importance of business location to the success of a personal service business. • Outline the considerations before buying an established business. • List the various permits and licenses required to operate a massage business and where to obtain them. 	As assigned in D2L/Ma

	<ul style="list-style-type: none"> List the types of insurance needed to protect a massage business. Describe a physical layout for a beginning massage business operation. Demonstrate the proper way to answer client inquiries. Distinguish the elements of setting up fees. Explain why keeping accurate records is necessary in a successful business. List the major ingredients of a basic bookkeeping system. Explain the importance of marketing to business success. Define a target market. Make a checklist of factors to consider before opening a business. <p>Ch 18</p> <ul style="list-style-type: none"> Define anatomy, physiology, homeostasis, and allostasis, and discuss medical terminology. Discuss cells and cell processes. Outline tissues and tissue types. State types of membranes and give examples. Describe the body compass, including anatomic position and planes. Detail directional terms, body cavities and body regions. 	
<p>Module 8- Material(s) Covered: Principles and Practice Ch. 19- Skeletal System, Pathologies, Disorders, and Injuries Ch. 20 – Muscular System, Pathologies, Disorders, and Injuries</p>	<p>Learning Outcomes:</p> <p>Ch. 19</p> <ul style="list-style-type: none"> List anatomic structures and physiologic processes related to the skeletal system and discuss bone tissue, bone cells, ossifications, bone growth, and bone remodeling. Classify bones by their size and shape and discuss long bone anatomy and divisions of the skeleton. Classify joints by their structure and function, and discuss synovial joint anatomy, types of synovial joints, and synovial joint movements. 	As assigned in D2L/Ma

	<ul style="list-style-type: none"> Describe skeleton pathologies, disorders, and injuries and state their massage modifications. <p>Ch. 20 Understand the muscular system.</p> <ul style="list-style-type: none"> Recognize different types of muscles. Understand the different characteristics of muscles such as structure, type of tissue, components, and neuromuscular connection. Understand how muscles contract. Recognize phasic and postural muscles. Understand the differences between origin and insertion. Understand different muscular medical terminology. Recognize different dysfunctions and diseases of the muscular system. 	
<p>Module 9- Material(s) Covered: Practice and Principles Ch. 22 Integumentary System, Pathologies Conditions, and Injuries Ch. 23- Nervous System, Pathologies, Disorders, and Injuries</p>	<p>Learning Outcomes:</p> <p>Ch. 22</p> <ul style="list-style-type: none"> List anatomic structures and physiologic processes related to the integumentary system. Describe the epidermis, dermis, and subcutaneous layer. Discuss skin color, hair, nails, skin glands, thermoregulation, and skin receptors. Describe dermatologic pathologies, conditions, and injuries and state their massage modifications. <p>Ch 23</p> <ul style="list-style-type: none"> List anatomic structures and physiologic processes related to the nervous system and discuss its basic organization. Outline types of cells, neural structures, and their functions, including neuroglia, neurons, reflexes, reflex arcs, nerves and nerve impulses, synapses, and synaptic transmission. List structures, functions, and characteristics of the central and peripheral nervous systems, including the brain, spinal cord, cranial and 	As assigned in D2L/Ma

	<p>spinal nerves, and the autonomic nervous system and its divisions.</p> <ul style="list-style-type: none"> • Identify the senses and their receptors. • Describe neurologic pathologies and disorders and state their massage modifications. 	
Module 10- Material(s) Covered: Principles and Practice Ch. 24-Endocrine System and Pathologies Ch. – 25 Reproductive System, Pathologies, Conditions, and Disorders	<p>Learning Outcomes:</p> <p>Ch 24</p> <ul style="list-style-type: none"> • List anatomic structures and physiological processes related to the endocrine system. • Describe its hormones and hormonal regulation systems. • Identify specific endocrine glands, their hormonal secretions, and the effects of these hormones. • Name types of pathologic conditions of the endocrine system, giving massage modifications for each. <p>Ch 25</p> <ul style="list-style-type: none"> • List basic anatomic structures. • Describe physiologic processes of the male and female reproductive system. • Discuss sexual intercourse, fertilization, pregnancy, childbirth, and lactation. • Describe reproductive pathologies, conditions, and disorders and state their massage modifications. 	As assigned in D2L/Ma
Module 11- Material(s) Covered: Principles and Practice Ch. 26- Cardiovascular System, Pathologies and Disorders	<p>Learning Outcomes:</p> <p>Ch. 26</p> <ul style="list-style-type: none"> • List basic anatomy and physiology of the cardiovascular system. • Describe characteristics of blood. • Define the heart, layers, chambers, valves, sounds, blood flow, heart rate, and heart rhythm. • Discuss blood vessels and paths of blood circulation. 	As assigned in D2L/Ma

	<ul style="list-style-type: none"> Describe cardiovascular pathologies and disorders and state their massage modifications. 	
Module 12- Material(s) Covered: Principle and Practice Ch. 27- Lymphatic System, Pathologies, and Conditions	<p>Learning Outcomes:</p> <p>Ch. 27</p> <ul style="list-style-type: none"> List anatomic structures: describe the physiologic processes of the lymphatic system. Discuss lymph, lymphatics, lymph movement and lymphatic organs. Discuss the body's resistance to disease, including nonspecific and specific mechanisms, immune dysfunctions, and disease. Describe lymphatic pathologies and conditions while stating their massage modifications. 	As assigned in D2L/Ma
Module 13- Material(s) Covered: Ch. 28 Respiratory System, Pathologies, Conditions, and Disorders	<p>Learning Outcomes:</p> <p>Ch 28</p> <ul style="list-style-type: none"> List anatomic structures and the physiologic process of the respiratory system. Describe specific structures of the upper and lower respiratory tracts. Discuss breathing, respiration, and reflexes that affect breathing. Name types of pathologies, conditions, and disorders of the respiratory system, giving massage modifications for each. 	As assigned in D2L/Ma
Module 14- Material(s) Covered: Ch. 29 Digestive System, Pathologies, Dysfunctions, and Disorders Ch. 30 Urinary Systems, Pathologies, and Disorders	<p>Learning Outcomes:</p> <p>Ch. 29</p> <ul style="list-style-type: none"> List anatomic structures and physiologic processes related to the digestive system. Discuss layers of the gastrointestinal (GI) tract and peritoneum. Discuss parts of the GI tract from the oral cavity to the large intestine, and their secretions. Identify accessory organs and glands and their secretions. 	As assigned in D2L/Ma

	<ul style="list-style-type: none"> Describe GI pathologies, dysfunctions, and disorders, and state their massage modifications. <p>Ch. 30</p> <ul style="list-style-type: none"> List anatomic structures and physiologic processes of the urinary system. Describe the kidneys and nephrons. Discuss ureters, urinary bladder, urethra, urine formation, urine, urination, body fluids, and fluid balance. Name types of urinary pathologies and disorders, giving massage modifications for each one. 	
MODULE 15 REVIEW Material(s) Covered: Review for Final		As assigned in D2L/Ma

****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	15%
Assignments/Dropbox	40%
Discussion	30%
Skill Check/Final Exam artifact	15%
	100%

****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, 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, 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

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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](#).