



Horry-Georgetown
Technical College

COURSE INSTRUCTIONAL PACKAGE

OTA 101

Fundamentals of
Occupational Therapy

Effective Term

Fall 2026

Part I: Course Information

Effective Term: Fall 2026

Course Prefix: OTA 200

Course Title: Introduction to Kinesiology

Contact Hours: 3

Credit Hours: 3

RATIONALE FOR THE COURSE:

Fundamentals of Occupational Therapy will introduce the student to the history and foundations of occupational therapy, the occupational therapy philosophy, and scope of practice. Students will gain an understanding of the various settings and emerging practice areas that apply to occupational therapy. This course enables the student to identify the role of the occupational therapist and occupational therapy assistant during the occupational therapy process, as well as the clients occupational therapy practitioners serve across the lifespan. Upon completion of this course students will be able to describe and apply Occupational Therapy Models and Frames of Reference to create effective interventions with clients for fieldwork and entry-level preparedness.

COURSE DESCRIPTION:

This course introduces basic principles in occupational therapy including philosophy, history, current trends, emerging practice areas, models and theories of the profession. The Occupational Therapy Framework is also discussed.

PREREQUISITES/CO-REQUISITES:

Prerequisites: ENG 101 and BIO 210 and BIO 211 and PSY 201 and (MAT 110 or MAT 120), and HUM Elective, credit or minimal grade of "C"

REQUIRED MATERIALS:

Introduction to Occupational Therapy, Sixth Edition, by Jane Clifford O'Brien

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.

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 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."

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

By the end of this course, students will:

Course Learning Outcome	ACOTE Standard(s)
CLO 1 Analyze how global, sociocultural, socioeconomic, political, and healthcare-system contexts influence the meaning of occupation, occupational participation, access, equity, and occupational therapy service delivery across populations and practice environments.	B.1.2, B.4.1
CLO 2 Analyze the history, philosophical base, core beliefs, and sociopolitical influences of occupational therapy to explain the profession's development and its distinct focus on occupation.	B.2.2, B.2.4
CLO 3 Analyze the development, purpose, and relationships among occupational therapy theories, models of practice, and frames of reference and explain how they organize evaluation and intervention.	B.2.1, B.2.2
CLO 4 Apply scientific evidence, occupational therapy models of practice, frames of reference, professional reasoning, and appropriate intervention approaches, technologies, and preparatory methods to design safe, client-centered, culturally responsive, and occupation-based interventions.	B.2.1, B.3.5
CLO 5 Differentiate the professional, supervisory, and collaborative roles and responsibilities of the occupational therapist and occupational therapy assistant and explain educational preparation, fieldwork, service competency, credentialing, certification, licensure, professional association participation, and lifelong professional development.	B.4.9, B.4.5
CLO 6 Apply therapeutic use of self and professional reasoning to establish effective therapeutic relationships, interpret client needs, support collaborative intervention decisions, and promote positive occupational performance outcomes.	B.3.1, B.3.2
CLO 7 Analyze how human development, health conditions, occupational needs, practice settings, levels of care, and healthcare and service delivery models influence occupational therapy priorities and services across the lifespan.	B.1.1, B.2.6
CLO 8 Apply reimbursement systems, funding mechanisms, treatment and diagnosis codes, and professional documentation requirements to create accurate records that communicate client performance, justify occupational therapy services, and support legally and financially compliant practice.	B.4.3

Student Learning Outcomes

Chapter 1: Introduction Questions

Student Learning Outcome	CLOs	ACOTE Standard(s)
1. Define and correctly apply foundational occupational therapy terminology related to occupation, activity, areas of occupation, performance skills, performance patterns, contexts, and client factors.	CLO 2	B.2.3
2. Explain the distinct nature, value, and scope of occupational therapy, including how occupation supports health, wellbeing, performance, and participation across populations and practice settings.	CLO 2	B.2.4 B.4.2
3. Differentiate the educational preparation, credentials, roles, responsibilities, and supervision relationships of occupational therapists, occupational therapy assistants, and nonoccupational therapy personnel.	CLO 5	B.4.5 B.4.9
4. Differentiate occupations, activities, preparatory methods and tasks, and therapeutic exercise used in occupational therapy intervention, and explain how each supports occupational performance and participation.	CLO 4	B.2.3 B.3.6

Chapter 2: Looking Back

Student Learning Outcome	CLOs	ACOTE Standard(s)
1. Analyze the major social, cultural, political, philosophical, and healthcare influences that contributed to the emergence and development of occupational therapy.	CLO 2 CLO 1	B.2.2 B.4.1
2. Analyze the contributions of key founders and professional leaders to the philosophical development, organization, and advancement of occupational therapy.	CLO 2	B.2.2
3. Analyze how historical philosophies, theoretical developments, and sociopolitical events continue to influence contemporary occupational therapy practice and future occupational needs.	CLO 2 CLO 3	B.2.2 B.2.4
4. Analyze selected federal laws and policies and explain their effects on client rights, access to services, occupational participation, and occupational therapy service delivery.	CLO 1 CLO 7	B.4.1 B.2.2

Chapter 3: Philosophy & Values

Student Learning Outcome	CLOs	ACOTE Standard(s)
1. Explain the philosophical foundation of occupational therapy and analyze how the profession's core beliefs about occupation, human agency, adaptation, and participation distinguish occupational therapy practice.	CLO 2	B.2.2 B.2.4
2. Analyze the meaning and therapeutic value of occupation and explain its relationship to occupational performance, participation, health, wellness, and wellbeing.	CLO 2	B.2.3 B.2.4
3. Explain the core values and ethical principles of occupational therapy and describe how they guide professional conduct, decision making, and interactions with clients and others.	CLO 5	B.2.10 B.2.2
4. Explain how a client centered approach incorporates the client's priorities, values, culture, contexts, occupational history, and desired outcomes throughout the occupational therapy process.	CLO 4	B.3.3 B.3.5

Chapter 4: Current Trends in OT

Student Learning Outcome	CLOs	ACOTE Standard(s)
1. Analyze current professional, social, technological, regulatory, and service delivery issues affecting occupational therapy and describe opportunities for occupational therapy in emerging practice areas.	CLO 1	B.4.1 B.4.2
2. Explain how occupation based, client centered, culturally responsive, evidence informed, safe, and collaborative strategies contribute to effective occupational therapy service delivery.	CLO 4	B.3.5 B.3.6
3. Analyze personal, social, cultural, economic, environmental, and systemic barriers to occupational participation and explain advocacy strategies that promote inclusion, equitable access, and occupational justice.	CLO 1	B.1.2 B.4.2

Ch 5: Global Perspective of OT

Student Learning Outcome	CLO(s)	ACOTE Standard(s)
1. Analyze how global, sociocultural, socioeconomic, political, and healthcare-system contexts influence occupational participation and the delivery of occupational therapy services across populations and practice environments.	CLO 1	B.4.1 B.4.2
2. Analyze how culture, values, beliefs, customs, roles, routines, and contextual factors influence the meaning of occupation, occupational choices, performance, and participation.	CLO 4	B.3.5 B.3.6
3. Explain and apply strategies for developing cultural humility and culturally responsive practice, including self-awareness, respectful inquiry, recognition of personal bias, effective communication, and adaptation of services to client needs.	CLO 1	B.1.2 B.4.2
4. Explain the purpose of interprofessional education and analyze professional roles, communication, collaboration, and shared decision-making support safe, effective, equitable, and client-centered care.	CLO 5 CLO 6	B.3.22 B.3.21

Chapter 6: From Student to Practitioner – Preparation & Certification

Student Learning Outcome	CLO(s)	ACOTE Standard(s)
1. Differentiate educational program accreditation, national certification, and state licensure, and explain how each contributes to educational quality, public protection, and entry into occupational therapy assistant practice.	CLO 5	B.4.5
2. Explain the eligibility requirements, application procedures, examination process, timelines, fees, renewal requirements, and relationship between national certification and state licensure for occupational therapy assistants.	CLO 5	B.4.5
3. Compare the purposes, structures, learning expectations, supervision requirements, and progression of Level I and Level II fieldwork, and explain how each supports preparation for entry-level occupational therapy assistant practice.	CLO 5	No direct ACOTE standard

Ch 7: Occupational Therapy Roles

Student Learning Outcome	CLO(s)	ACOTE Standard(s)
1. Differentiate the clinical, supervisory, consultative, educational, administrative, advocacy, leadership, and emerging practice roles that occupational therapy practitioners may assume.	CLO 5	B.4.2 B.4.6
2. Differentiate levels of professional performance and explain how education, experience,	CLO 5	B.2.9

	competence, role expectations, practice context, and professional development influence progression across a practitioner's career.		B.4.9
3.	Differentiate the responsibilities, accountability, and collaborative roles of the occupational therapist and occupational therapy assistant in evaluation, intervention, documentation, service delivery, and supervision, as described in professional practice documents.	CLO 5	B.2.10 B.4.9
4.	Analyze levels and methods of supervision and explain how practitioner competence, experience, client complexity, practice setting, regulatory requirements, and service delivery needs influence supervision decisions.	CLO 5	B.4.9 B.2.10
5.	Explain service competency and describe how competence for delegated tasks is established, demonstrated, documented, maintained, and reassessed within the OT-OTA supervisory relationship.	CLO 5	B.4.9 B.3.3
6.	Compare multidisciplinary, interdisciplinary, transdisciplinary, intraprofessional, and interprofessional teams and explain how effective communication, shared roles, and collaboration support client and population outcomes.	CLO 5 CLO 6	B.3.22 B.3.21
7.	Explain the importance of lifelong learning and develop preliminary professional development goals that address current practice expectations, personal growth, competence, and long term career development.	CLO 5	B.2.9 B.5.1
8.	Compare tools used to maintain and document continuing competence, including self-assessments, professional development plans, competency portfolios, continuing education records, reflective practice, and credentialing documentation.	CLO 5	B.2.9 B.4.5

Chapter 8 Practicing Legally & Ethically

Student Learning Outcome	CLO(s)	ACOTE Standard(s)
1. Explain the purpose and professional significance of the AOTA Occupational Therapy Code of Ethics and differentiate the principles of beneficence, nonmaleficence, autonomy, justice, veracity, and fidelity.	CLO 5	B.2.10
2. Apply a structured ethical decision making process to introductory occupational therapy situations by identifying the ethical concern, relevant principles, stakeholders, possible actions, consequences, and appropriate course of action.	CLO 6 CLO 5	B.2.10
3. Explain the purpose, authority, and implementation of state occupational therapy practice acts and analyze how state law affects licensure, scope of practice, supervision, disciplinary action, and protection of the public.	CLO 5 CLO 1	B.4.5, B.4.1
4. Differentiate morals, professional ethics, and laws and analyze how each guides occupational therapy decisions, responsibilities, and responses to professional conflicts.	CLO 5 CLO 6	B.2.10 B.4.1

Chapter 9: Leadership & Advocacy

Student Learning Outcome	CLO(s)	ACOTE Standard(s)
1. Explain the mission, organizational structure, and major functions of occupational therapy professional associations, including advocacy, professional standards, education, research, public awareness, and member support.	CLO 5	B.4.2 B.5.1
2. Compare the purposes, activities, and professional contributions of AOTA, WFOT, and state occupational therapy associations at national, international, and state levels.	CLO 5 CLO 1	B.4.2 B.4.1
3. Analyze how professional associations promote quality occupational therapy services through ethical standards, practice guidance, accreditation support, advocacy, continuing competence, research, and quality improvement initiatives.	CLO 5	B.2.10 B.4.8
4. Explain how participation in professional organizations supports lifelong learning, leadership, advocacy, networking, evidence based practice, continuing competence, and long term professional development.	CLO 5 CLO 4	B.2.9 B.5.1

Ch 10: Prioritizing Self Care

Student Learning Outcome	CLOs	ACOTE Standard(s)
1. Define occupational balance and analyze how the amount, variety, meaning, and organization of daily occupations influence health, wellbeing, occupational participation, and quality of life.	CLO 2	B.2.3 B.2.5
2. Explain the importance of selfcare for OTA students and practitioners and analyze how personal wellness habits support health, resilience, professional effectiveness, and sustained participation in academic and professional roles.	CLO 5	B.2.9 B.2.5
3. Develop and implement an individualized selfcare and digital wellness plan that includes measurable goals, occupational priorities, healthy technology boundaries, wellness strategies, potential barriers, and a process for evaluating and revising the plan.	CLO 5	B.2.9 B.2.5
4. Analyze and apply scientific evidence to explain how balanced and meaningful engagement across areas of occupation promotes health, wellness, occupational participation, and quality of life and may reduce the risk of occupational dysfunction.	CLO 4 CLO 2	B.2.1 B.2.5

Chapter 13: OT Across the Lifespan

Student Learning Outcome	CLOs	ACOTE Standard(s)
1. Analyze how occupations, roles, routines, interests, responsibilities, and participation patterns change from infancy through older adulthood.	CLO 7	B.1.1
2. Compare major developmental tasks, expected abilities, client factors, performance skills, and performance patterns across infancy, childhood, adolescence, adulthood, and older adulthood.	CLO 7	B.1.1
3. Compare occupation based services commonly provided during infancy, childhood, adolescence, adulthood, and older adulthood and explain how developmental needs and occupational priorities influence intervention focus.	CLO 7 CLO 4	B.1.1 B.3.6

Ch 14 Treatment Settings & Model of Health Care

Student Learning Outcome	CLO(s)	ACOTE Standard(s)
1. Compare occupational therapy practice settings according to administrative structure, service delivery model, level of care, client population, and primary area of practice.	CLO 7	B.4.1 B.4.6
2. Compare the primary health conditions and occupational performance needs addressed in different practice settings and analyze how the setting, level of care, client population, and length of service influence occupational therapy priorities and interventions.	CLO 7	B.2.6 B.4.1

Ch 15: Technology to Support Engagement

Student Learning Outcome	CLOs	ACOTE Standards
1. Select and explain examples of assistive technology and durable medical equipment that support participation in selfcare, education, mobility, work, leisure, communication, and social participation.	CLO 4	B.3.15 B.2.3

2.	Explain the principles of universal design and analyze how environmental modifications can improve accessibility, safety, independence, and occupational participation for individuals and populations.	CLO 4	B.3.8 B.3.15
3.	Compare technologies that may support mental health, emotional regulation, stress management, routines, communication, social connection, and participation in meaningful occupations.	CLO 4	B.3.15 B.3.18
4.	Analyze client, task, environmental, financial, cultural, cognitive, sensory, physical, and technological factors that influence a person's ability to access, learn, and consistently use assistive technology.	CLO 1 CLO 4	B.3.15 B.3.8

Service Management

SLO #	Student Learning Outcome	CLO(s)	ACOTE Standard(s)
1.	Explain the major functions involved in managing occupational therapy services, including planning, staffing, supervision, budgeting, reimbursement, quality improvement, program evaluation, risk management, and regulatory compliance.	CLO 8 CLO 5	B.4.4 B.4.8
2.	Differentiate government funded, private third party, and private or self-pay funding sources and explain how reimbursement requirements may influence access, authorization, documentation, and occupational therapy service delivery.	CLO 8	B.4.3 B.4.4
3.	Explain the purposes of occupational therapy documentation and differentiate records completed during referral, screening, evaluation, intervention planning, treatment, progress monitoring, reassessment, transition, and discharge.	CLO 8	B.4.3 B.3.5
4.	Explain how professional development, reflective practice, professional literature, and research evidence are integrated into occupational therapy practice to support competence and informed decision making.	CLO 5 CLO 4	B.2.9 B.5.1

Chapter 16: OT Process: Evaluation, Intervention & Outcomes

	Student Learning Outcome	CLO(s)	ACOTE Standard(s)
1.	Sequence and explain the occupational therapy referral, screening, occupational profile, evaluation, analysis, documentation, and communication of findings process.	CLO 4 CLO 8	B.3.3 B.3.5
2.	Explain the purpose and components of the occupational profile and analyze how information about the client's occupations, roles, routines, interests, values, contexts, priorities, and goals guides evaluation and intervention planning.	CLO 4	B.3.3 B.2.3
3.	Analyze how accurate and systematic observation of performance skills, performance patterns, client factors, environmental conditions, and task demands contributes to the occupational therapy evaluation process.	CLO 6 CLO 4	B.3.3 B.3.2
4.	Sequence the intervention process, including interpretation of evaluation findings, collaborative planning, goal development, intervention implementation, monitoring, reassessment, modification, outcome review, and transition or discharge.	CLO 4 CLO 8	B.3.5
5.	Differentiate and apply the five general occupational therapy intervention approaches—create or promote, establish or restore, maintain, modify, and prevent to introductory client situations.	CLO 4	B.3.2 B.3.6
6.	Differentiate the roles, responsibilities, and collaborative relationship of the occupational therapist and occupational therapy assistant during referral, evaluation, intervention planning, intervention implementation, documentation, outcome review, and discharge.	CLO 5	B.3.3 B.4.9

Chapter 17: Models of Practice & Frames of Reference

Student Learning Outcome	CLOs	ACOTE Standard(s)
1. Differentiate theory, model of practice, and frame of reference and explain how each contributes to the organization and delivery of occupational therapy services.	CLO 3	B.2.1 B.2.2
2. Analyze how the selection of an occupational therapy model of practice and frame of reference guides evaluation priorities, interpretation of client needs, intervention selection, and expected outcomes.	CLO 3 CLO 4	B.2.1 B.3.2
3. Explain how occupational therapy research and professional literature contribute to evidence based decision making, intervention selection, service quality, and development of the profession.	CLO 4 CLO 5	B.5.1 B.2.1
4. Compare selected occupational therapy models of practice according to their major concepts, view of occupation, interpretation of person–environment interactions, evaluation priorities, and implications for intervention.	CLO 3	B.2.1 B.2.3

Chapter 18: Intervention Modalities

Student Learning Outcome	CLOs	ACOTE Standard(s)
1. Differentiate the principal intervention tools used in occupational therapy, including occupations and activities, preparatory methods and tasks, education and training, consultation, advocacy, group interventions, and technology supported services.	CLO 4	B.3.6 B.4.6
2. Differentiate preparatory methods and tasks, purposeful activities, simulated activities, and occupation based interventions according to their relationship to the client’s goals, context, and occupational performance.	CLO 4	B.2.3 B.3.6
3. Explain how consultation, education, training, health literacy strategies, and collaboration are used to support clients, caregivers, organizations, communities, and professional teams.	CLO 5 CLO 6	B.4.6 B.3.19
4. Differentiate the responsibilities of the occupational therapist and occupational therapy assistant in selecting, applying, monitoring, documenting, and evaluating physical agent modalities as preparatory methods supporting occupational performance.	CLO 4 CLO 5	B.3.14 B.2.8
5. Explain the roles of occupational therapy practitioners in evaluating need, selecting features, designing or fabricating devices, fitting, training, monitoring, and documenting the use of orthoses and assistive technology to support participation.	CLO 4 CLO 5	B.3.15 B.3.16

Chapter 19: Therapeutic Relationships and Therapeutic Use of Self

Student Learning Outcome	CLOs	ACOTE Standard(s)
1. Differentiate the therapeutic relationship from social, personal, and other professional relationships according to its purpose, client-centered focus, professional boundaries, power dynamics, ethical responsibilities, and intended occupational outcomes.	CLO 4	B.3.6 B.4.6
2. Compare common emotional, behavioral, and occupational responses associated with loss and grief and explain how these responses may influence occupational performance, participation, coping, and therapeutic interactions.	CLO 4	B.2.3 B.3.6
3. Explain and apply therapeutic use of self by intentionally using personality, communication style, insights, perceptions, judgments, and interpersonal responses to support client-centered occupational therapy interactions.	CLO 5 CLO 6	B.4.6 B.3.19
4. Analyze how self-awareness of personal values, beliefs, biases, emotions, communication patterns, strengths, limitations, and interpersonal reactions influences therapeutic relationships and professional decision-making.	CLO 4 CLO 5	B.3.14 B.2.8

5. Differentiate the three course-defined dimensions of self-awareness and explain how each may influence professional identity, communication, interpersonal boundaries, and therapeutic use of self.	CLO 6	B.3.1
6. Demonstrate foundational therapeutic relationship skills, including active listening, empathy, rapport building, respectful inquiry, cultural responsiveness, boundary maintenance, conflict management, collaboration, and adaptation of communication to client needs.	CLO 6	B.3.1 B.3.21
7. Explain and apply foundational group leadership skills, including planning, establishing group purpose and expectations, facilitating participation, managing group dynamics, adapting communication, maintaining safety, addressing conflict, and evaluating group outcomes.	CLO 6 CLO 5	B.3.1 B.2.11
8. Differentiate and apply the six therapeutic modes of Taylor's Intentional Relationship Model to introductory client situations and justify mode selection according to client characteristics, interpersonal events, therapeutic goals, and practitioner self-awareness.	CLO 6 CLO 3	B.3.1 B.2.1

Chapter 20 Therapeutic Reasoning

Student Learning Outcome	CLOs	ACOTE Standard(s)
1. Select developmentally appropriate, occupation based interventions that address the client's age, abilities, developmental needs, occupational roles, context, and identified goals.	CLO 7 CLO 4	B.1.1 B.3.6
2. Apply professional reasoning to interpret client information, identify occupational performance priorities, compare intervention options, anticipate outcomes, and support intervention decisions.	CLO 6 CLO 4	B.3.2 B.2.3
3. Design an appropriate occupation based intervention that aligns with evaluation findings, client centered goals, developmental level, practice context, safety requirements, and available evidence.	CLO 4 CLO 7	B.3.5 B.3.6
4. Compose an accurate and professional SOAP note that documents the client's response, objective performance, clinical interpretation, continued need for services, and relationship of the intervention to occupational therapy goals.	CLO 8	B.4.3 B.3.5
5. Produce and revise a simulated SOAP note that demonstrates objective language, appropriate organization, measurable information, professional terminology, intervention justification, and documentation of the planned next step.	CLO 8	B.4.3 B.3.5

****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	40%
Assignments	38%
Professional Behaviors	2%
Final Exam	20%
Total	100%

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

GRADING SYSTEM:

The OTA program utilizes the following grading scale:

- A = 100 – 90
- B = 89– 80
- C = 79 – 75
- D = 69 – 60
- F = 59 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 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](#).