



INSTRUCTIONAL PACKAGE

OTA 200

Introduction to Kinesiology

Effective Term
Fall 2026

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2026

COURSE PREFIX: OTA 200

COURSE TITLE: Introduction to Kinesiology

CONTACT HOURS: Lecture: 2hrs; Lab: 3hrs

CREDIT HOURS: 3 credit hours

RATIONALE FOR THE COURSE:

This course introduces the study of human motion and function within the context of occupational performance by connecting function to the underlying components that make movement possible. Students will measure range of motion, test muscle strength and analyze purposeful movement through incorporation of occupational therapy applications.

COURSE DESCRIPTION:

This course is a study of functional movement of the human body. The course provides an introduction to normal and abnormal musculoskeletal and neuromuscular anatomy with an emphasis on goniometry measurement and muscular testing.

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"

RESTRICTIONS:

Must be enrolled in the following Fields of Study: Occupational Therapy Assistant

REQUIRED MATERIALS:

Short, N. (2022). Functional anatomy for occupational therapy. Books of Discovery. ISBN 978-0-9987850-1-1

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.

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

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

1. Relate functional anatomy of the upper extremity within the broader context of occupational therapy theory and practice.
 - B.1.1. Human Body, Development & Behavior
 - B.2.1. Scientific Evidence, Theories, Models of Practice, & Frames of Reference
 - B.3.2. Interaction of Occupation & Activity
 - B.3.6. Activity AnalysisAssessment: Unit Exams, Lab Activities, Final Comprehensive Written Exam and Final Comprehensive Competency Exam
2. Describe the organization of the peripheral nervous system that supplies innervation for sensorimotor function.
 - B.1.1. Human Body, Development & Behavior
 - B.3.2. Interaction of Occupation & ActivityAssessment: Unit Exams, Lab Activities, Final Comprehensive Written Exam and Final Comprehensive Competency Exam
3. Describe the primary purposeful movements of upper extremity within the context of occupational performance.
 - B.3.2. Interaction of Occupation & Activity
 - B.4.2. Clinical ReasoningAssessment: Unit Exams, Assignments, Final Comprehensive Written Exam and Final Comprehensive Competency Exam
4. Perform appropriate technique for accurate goniometry measurements of the upper extremity.
 - B.4.4. Standardized and Nonstandardized Screening and Assessment Tools
 - B.4.10. Provide Interventions & ProceduresAssessment: Unit Exams, Assignments, Final Comprehensive Written Exam and Final Comprehensive Competency Exam
5. Perform appropriate techniques for accurate manual muscle testing of the upper extremity.
 - B.4.4. Standardized and Nonstandardized Screening and Assessment Tools
 - B.4.10. Provide Interventions & ProceduresAssessment: Unit Exams, Assignments, Final Comprehensive Written Exam and Final Comprehensive Competency Exam
6. Provide accurate documentation of functional performance, goniometry measurements, and manual muscle testing for the upper extremity that effectively communicates the need for occupational therapy services.
 - B.4.6. Reporting Data
 - B.4.3 Reimbursement Systems and DocumentationAssessment: Unit Exams, Assignments, Final Comprehensive Written Exam and Final Comprehensive Competency Exam

Student Learning Outcomes Per Module:

Lecture & Lab Learning Objectives:

After successful completion of the classroom and laboratory activities, the student will be able to meet the following instructional objectives:

Unit 1: Introduction to Occupation Based Anatomy, Goni & MMT	
Week 1	
Monday, August 25, 2025	<u>Lecture:</u> Introduction to Occupation Based Anatomy <ol style="list-style-type: none">1. Relate functional anatomy within the broader context of occupational therapy theory and practice.2. Understand standard anatomical terminology for clear communication to optimize patient care.3. Identify the biomechanical properties of body tissues.4. Describe the effect neuromuscular control has on muscles at rest.5. Describe the way muscles supply the forces of purposeful movement. <u>Assessment:</u> Lecture Exam 1
Wednesday, August 27 th , 2025	<u>Lab:</u> Introduction to Goniometry & MMT <ol style="list-style-type: none">1. Demonstrate the planes and axes of motion of the body.2. Identify osteokinematic motions of the upper & lower extremity.3. Identify contraindications & precautions related to goniometry (goni) & manual muscle testing (MMT).4. Demonstrate active (AROM), active assisted (AAROM) & passive (PROM) range of motion.5. Identify the sensorimotor patterns for the upper extremity.6. Demonstrate the general concepts of patient positioning for upper extremity goniometry & MMT.7. Differentiate normal vs functional range of motion.8. Recognize the numeric, letter and descriptive gradings of MMT.9. Identify basic aspects of documenting goniometry measurements & MMT grading. <u>Assessment:</u> Lecture Exam 1
Week 2	
Monday, September 1st, 2025	No Class – Labor Day
Wednesday, September 3 rd , 2025	<u>Lab:</u> The Essential Nervous System <ol style="list-style-type: none">1. Demonstrate a foundational understanding of the nervous system as it relates to functional anatomy.2. Describe the organization of the peripheral nervous system, which supplies innervation for sensorimotor function.3. Explain the importance of sensorimotor function to purposeful movement and the motor performance skills that contribute to occupational performance. <u>Assessment:</u> Lecture Exam 1

Week 3 Monday, September 8 th , 2025	<p style="text-align: center;">Lecture Exam 1: <i>Occupation Based Anatomy, Essential Nervous System, Introduction Goniometry & MMT</i></p>
Unit 2: The Shoulder Complex	
Wednesday, September 10 th , 2025	<p><u>Lab:</u> Introduction to the Scapula</p> <ol style="list-style-type: none"> 1. Demonstrate the primary purposeful movements of the shoulder complex within the context of occupational performance. 2. Identify the bones, joints and muscles contributing to purposeful movement of the scapula. 3. Describe the impact of scapular immobility on purposeful movement of the upper extremity. 4. Describe the muscular interactions involved with purposeful movement of the shoulder. 5. Describe the scapulohumeral rhythm. <p><u>Assessment:</u> Movement Analysis Project, Lecture Exam 2, Practical Exam 1</p>
Week 4 Monday, September 15 th , 2025	<p><u>Lecture:</u> Introduction to the Shoulder</p> <ol style="list-style-type: none"> 1. Demonstrate the primary purposeful movements of the shoulder complex within the context of occupational performance. 2. Identify the bones, joints and muscles contributing to purposeful movement of the scapula. 3. Describe the impact of scapular immobility on purposeful movement of the upper extremity. 4. Describe the muscular interactions involved with purposeful movement of the shoulder. 5. Describe the scapulohumeral rhythm. 6. Explain the force couple that occurs to produce upward rotation of the scapula. 7. Identify the muscles of the shoulder complex. 8. Identify the primary muscles involved with dynamic stabilization of the glenohumeral joint. 9. Discuss the importance of rotator cuff muscle integrity. 10. Discuss the incidences, signs, symptoms, causes, and complications of shoulder conditions and pathologies and how they might impair occupational performance. 11. Compare and contrast stability/mobility movements with common activities of daily living tasks. <p><u>Assessment:</u> Movement Analysis Project, Lecture Exam 2, Practical Exam 1</p>
Wednesday, September 17 th , 2025	<p><u>Lab:</u></p> <ol style="list-style-type: none"> 1. Demonstrate the primary purposeful movements of the shoulder with the context of occupational performance.

	<p>2. Identify the location of muscles of the shoulder complex that contribute to purposeful movement of upper extremity.</p> <p><u>Assessment:</u> Movement Analysis Project, Lecture Exam 2, Practical Exam 1</p>
<p>Week 5 Monday, September 22nd, 2025</p>	<p><u>Lecture:</u> Shoulder ROM & Goniometry</p> <ol style="list-style-type: none"> 1. Recall the principles of PROM, AAROM & AROM for application to the shoulder. 2. Identify the bony landmarks of the shoulder to alignment the stationary arm, axis and movable arm for the motions of the shoulder. 3. Identify normal and functional ranges of motion for purposeful movements of the shoulder. 4. Recall the information necessary to provide clear & accurate documentation for ROM of the shoulder. <p><u>Assessment:</u> Lecture Exam 2, Practical Exam 1</p>
<p>Wednesday, September 24th, 2025</p>	<p><u>Lab:</u></p> <ol style="list-style-type: none"> 1. Apply the principles of PROM, AAROM & AROM to the shoulder. 2. Identify the bony landmarks of the shoulder to alignment the stationary arm, axis and movable arm for the motions of the shoulder. 3. Identify normal and functional ranges of motion for purposeful movements of the shoulder. 4. Compose accurate documentation of goniometry for the shoulder. <p><u>Assessment:</u> Lecture Exam 2, Practical Exam 1</p>
<p>Week 6 Monday, September 29th, 2025</p>	<p><u>Lecture:</u> Shoulder MMT</p> <ol style="list-style-type: none"> 1. Identify appropriate hand placement for stabilizing and resistance when assessing MMT of the shoulder. 2. Identify patient positioning to differentiate normal, good & fair strength from poor and zero. 3. Recall the information necessary to provide accurate documentation of MMT. <p><u>Assessment:</u> Lecture Exam 2, Practical Exam 1</p>
<p>Wednesday October 1st, 2025</p>	<p><u>Lab:</u> Shoulder MMT</p> <ol style="list-style-type: none"> 1. Develop competency in MMT as a clinical assessment technique for the shoulder. 2. Compose clear & accurate documentation of MMT for the shoulder. 3. Utilize knowledge of the scapula & shoulder to complete the performance skills sections of the activity analysis project.
<p>Week 7 Monday, October 6th, 2025</p>	<p><u>Lecture:</u> Shoulder Complex Lecture & Lab review</p>

Wednesday, October 8 th , 2025	<p align="center">Lecture Exam 2: The Shoulder Complex & Practical Exam 1: The Shoulder Complex Muscle Identification & Function, Goniometry & MMT</p>
Unit 3: The Elbow & Forearm	
<p>Week 8</p> <p>Monday, October 13th, 2025</p>	<p><u>Lecture:</u> Introduction to the Elbow & Forearm</p> <ol style="list-style-type: none"> 4. Apply the principles of PROM, AAROM & AROM to the elbow & forearm. 5. Identify the primary purposeful movement of the elbow & forearm within the context of occupational performance. 6. Identify the bones, joints and muscles contributing to purposeful movement of the scapula. 7. Identify the sensorimotor segments of the nervous system that supply the elbow & forearm. 8. Explain the process of completing goniometry and MMT for application to the elbow & forearm. 9. Recognize pathologies of the elbow & forearm that may affect occupational performance. <p><u>Assessment:</u> Movement Analysis Project, Lecture Exam 3, Practical Exam 2</p>
<p>Wednesday, October 15th, 2025</p>	<p><u>Lab:</u> Introduction to the Elbow & Forearm</p> <ol style="list-style-type: none"> 1. Demonstrate the primary purposeful movements of the elbow & forearm with the context of occupational performance. 2. Show common bony landmarks of the elbow & forearm. 3. Identify the location of muscles that contribute to purposeful movement of the elbow & forearm. <p><u>Assessment:</u> Movement Analysis Project, Lecture Exam 2, Practical Exam 1</p>
<p>Week 9</p> <p>Monday, October 20th, 2025</p>	<p><u>Lecture:</u> Elbow & Forearm ROM, Goniometry & MMT</p> <ol style="list-style-type: none"> 1. Recall the principles of PROM, AAROM & AROM for apply to the elbow & forearm. 2. Identify the bony landmarks of the elbow & forearm to appropriately align the stationary arm, axis and movable arm for goniometry measurements of the elbow & forearm. 3. Identify normal and functional ranges of motion for purposeful movements of the elbow & forearm. 4. Identify appropriate hand placement for stabilizing and providing resistance when assessing MMT of the elbow & forearm. 5. Identify changes in the patient position to differentiate normal, good & fair strength from fair and poor strength of the elbow & forearm. 6. Recall the information necessary to provide clear & accurate documentation for ROM of the elbow & forearm. <p><u>Assessment:</u> Lecture Exam 3, Practical Exam 2</p>

Wednesday, October 22 nd , 2025	<u>Lab:</u> Elbow & Forearm ROM, Goniometry & MMT <ol style="list-style-type: none"> 1. Demonstrate the principles for performing AROM, AAROM & PROM of the elbow & forearm. 2. Develop competency in goniometry and manual muscle testing as clinical assessment techniques for the elbow & forearm. 3. Compose clear & accurate documentation of goniometry & MMT for the elbow & forearm. 4. Utilize knowledge of the elbow & forearm to complete the performance skills section of the activity analysis project. <u>Assessment:</u> Lecture Exam 3, Practical Exam 2
Week 10 Monday, October 27 th , 2025 Wednesday, October 29 th , 2025	<u>Lecture:</u> Elbow Lecture & Lab Review <p style="text-align: center;">Lecture Exam 3: The Elbow & Practical Exam 2: Elbow & Forearm Muscle Identification & Function, Goniometry & MMT</p>
Unit 4: The Wrist & Hand	
Week 11 Monday, November 3 rd , 2025 Wednesday, November 5 th , 2025	<u>Lecture:</u> Introduction to the Wrist & Hand <ol style="list-style-type: none"> 1. Recall the principles of PROM, AAROM & AROM for apply to the wrist & hand. 2. Identify the bony landmarks of the wrist & hand to alignment the stationary arm, axis and movable arm for the motions of the wrist & hand. 3. Identify normal and functional ranges of motion for purposeful movements of the wrist & hand. 4. Identify appropriate hand placement for stabilizing and providing resistance when assessing MMT of the wrist & hand. 5. Identify changes in the patient position to differentiate normal, good & fair strength from fair and poor strength of the wrist & hand. 6. Recall the information necessary to provide clear & accurate documentation for ROM of the wrist & hand. <u>Assessment:</u> Movement Analysis Project, Lecture Exam 4, Practical Exam 3, <u>Lab:</u> Introduction to the Wrist & Hand <ol style="list-style-type: none"> 1. Demonstrate the primary purposeful movement of the wrist & hand within the context of occupational performance. 2. Show common bony landmarks of the wrist & hand. 3. Identify the location of muscles that contribute to purposeful movement of the wrist & hand.

	<ol style="list-style-type: none"> Identify the bones, joints and muscles contributing to purposeful movement of the scapula. Identify the sensorimotor segments of the nervous system that supply the wrist & hand. Explain the process of completing goniometry and MMT for application to the wrist & hand. Recognize pathologies of the wrist & hand that may affect occupational performance. <p><u>Assessment:</u> Movement Analysis Project, Lecture Exam 4, Practical Exam 3</p>
<p>Week 12</p> <p>Monday, October 10th, 2025</p> <p>Wednesday, October 12th, 2025</p>	<p><u>Lecture:</u> Wrist & Hand ROM & Goni</p> <ol style="list-style-type: none"> Recall the principles of PROM, AAROM & AROM for application to the wrist & hand. Identify the bony landmarks of the wrist & hand to align the stationary arm, axis and movable arm for the motions of the shoulder. Identify normal and functional ranges of motion for purposeful movements of the wrist & hand. Recall the information necessary to provide clear & accurate documentation for ROM of the wrist & hand. <p><u>Assessment:</u> Lecture Exam 4, Practical Exam 3</p> <p><u>Lab:</u></p> <ol style="list-style-type: none"> Demonstrate the principles for performing AROM, AAROM & PROM of the wrist & hand. Develop competency in goniometry and manual muscle testing as clinical assessment techniques for the wrist & hand. Compose clear & accurate documentation of goniometry for the wrist & hand. Utilize knowledge of the wrist & hand to complete the performance skills section of the activity analysis project. <p><u>Assessment:</u> Lecture Exam 4, Practical Exam 3</p>
<p>Week 13</p> <p>Monday, November 17th, 2025</p> <p>Wednesday, November 19th, 2025</p>	<p><u>Lecture:</u> Wrist & Hand MMT</p> <ol style="list-style-type: none"> Identify appropriate hand placement for stabilizing and resistance when assessing MMT of the wrist & hand. Identify patient positioning to differentiate normal, good & fair strength from poor and zero. Recall the information necessary to provide accurate documentation of MMT. <p><u>Assessment:</u> Lecture Exam 4, Practical Exam 3</p> <p><u>Lab:</u> Wrist & Hand MMT</p> <ol style="list-style-type: none"> Develop competency in MMT as a clinical assessment technique for the shoulder. Compose clear & accurate documentation of MMT for the shoulder.

	<p>3. Utilize knowledge of the wrist & hand to complete the performance skills sections of the activity analysis project.</p> <p><u>Assessment</u>: Completion of lab handout – not graded</p>
Monday, November 24 th – Wednesday, November 27 th , 2025	No Class: Fall Break
Week 14 Monday, December 1 st – Wednesday, December 3 rd , 2025	Level I – A Fieldwork
Finals Week Wednesday, December 10 th , 2025	<p style="text-align: center;">Lecture Exam 4: The Wrist & Hand & Practical Exam 3: Comprehensive Shoulder, Elbow, Forearm, Wrist & Hand</p>

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 ASSIGNMENTS

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

EVALUATION*

Lecture Exams	60%
Practical Exams	30%
Movement Analysis	10%
	100%

Students – please refer to the Instructor’s Course Information for the specific number and type of evaluations

GRADING SYSTEM:

A = 90% - 100%
B = 80% - 89%
C = 75% - 79%
D = 69% - 74%
F = below 68%

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 of 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

Occupational Therapy Assistant Program Classroom Attendance Policy:

An absence is defined as missing greater than 10 minutes of classroom time or leaving class early with more than 10 minutes remaining.

For a 15-week course (Fall and Spring) the allowed number of misses is as follows:

For MTTH classes: 9 absences are allowed for lecture and 9 absences from lab, regardless of the reason.

For MW classes: 6 absences are allowed for lecture and 6 absences from lab, regardless of the reason

For TTh classes: 6 absences are allowed for lecture and 6 absences from lab, regardless of the reason

Tardy Policy:

Students are expected to be on time for class and to stay for the entire session. A tardy is defined as missing up to 10 minutes of classroom time. Three tardies will be counted as one class absence.

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.**

Makeup Assignments (Examinations, Skill Check Assessments, Homework)

- Examinations: Per the instructor's discretion, a missed examination may be made up with a deduction of 10% of the total score. Missed exams must be taken on the students next day in any OTA course. Students are responsible for scheduling with their course instructor.
- Practical Assessments: If not performed on the scheduled day per the course schedule, a maximum score of 75% points will be given on the first attempted performance.
- Late assignments: Per the instructor's discretion, the assignment will have a deduction of 10% of the achieved score and no more than two late assignments may be accepted.
**The instructor reserves the right for discretion on the above policy on a case by case basis.

Bonus

- Per the instructor's discretion, if bonus is awarded for any assignment, no more than 5% of the total grade will be applied.

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

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Jacquelyne Snyder, VP Human Resources

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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](#).