



INSTRUCTIONAL PACKAGE

PTH 101

Physical Therapy Professional Preparation

Effective Term

Fall 2025

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2025

COURSE PREFIX: PTH 101

COURSE TITLE: Physical Therapy Professional Preparation

CONTACT HOURS: 4/week

CREDIT HOURS: 2

RATIONALE FOR THE COURSE:

In this course the student is educated on the history, development and purpose of the physical therapy profession, the roles and scope of practice of the Physical Therapist Assistant in the health care setting. The student, through lectures and laboratory will learn the basic patient care activities, and specific physical therapy interventions and procedures, including assessments, interventions, functional training, equipment, medical terminology, ethics, and medico-legal and communication skills.

COURSE DESCRIPTION:

This course is an introduction to basic pathophysiology of the body with the emphasis on the body's reaction to disease and injury.

PREREQUISITES/CO-REQUISITES:

Prerequisites: BIO 210 and BIO 211 and (MAT 110 or MAT 120) Corequisites: PSY 203

REQUIRED MATERIALS:

- Fairchild, S., O'Shea, R., & Washington, R. (2023). *Pierson and Fairchild's Principles & Techniques of Patient Care* (7th Ed.): Saunders.
- Roy, S. H., Wolf, S., & Scalzitti, D. (2013). *The Rehabilitation Specialist's Handbook* (4th Ed.): F.A. Davis.
- Johnson, Hannah. (2019). *Psychosocial Elements of Physical Therapy: The Connection of Body to Mind*. Taylor & Francis Group.
- APTA Student Membership
- Scrubs

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:

2025-2026

Laptop

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

Part II: Student Learning Outcomes

After successful completion of the Horry-Georgetown Technical College Physical Therapist Assistant Program the graduate will be able to achieve the program learning outcomes. The student is advised to view the program learning outcomes in the Student Handbook. Reviewing the outcomes will assist the student in understanding how the terminal course objectives achieve the program learning outcomes.

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

After successful completion of this course, the student will be able to meet the following terminal behavior outcomes:

- 1) Appropriately explain the structure, culture, and purpose of the American Physical Therapy Association (APTA).
 - a. Assessment(s): Assignments, Comprehensive Final Examination
- 2) Communicate adequately and appropriately, both verbally and non-verbally, in a manner that fosters confidence, and reflects an understanding of socioeconomic, cultural, psychological, and psychosocial differences.
 - a. Assessment(s): Assignments, Skill Check Assessments, Final Laboratory Practical Competency Examination, Comprehensive Final Examination
- 3) Select, implement, and modify treatment for a patient scenario for wound care, bed mobility, transfers, and wheelchair and gait training within the parameters of the physical therapist plan of care and takes appropriate action to prevent adverse effects when performing positioning or transferring.
 - a. Assessment(s): Assignments, Skill Check Assessments, Final Laboratory Practical Competency Examination, Comprehensive Final Examination
- 4) Perform proper body mechanics while role-playing as a therapist by preparing the area for the patient's arrival, draping the patient before treatment, performing interventions, and collecting objective data.

- a. Assessment(s): Assignment, Skill Check Assessment, Final Laboratory Practical Competency Examination, Comprehensive Final Examination
- 5) Proficient in teaching a peer how to utilize adaptive equipment to assist with independent activities of daily living while role-playing as a therapist.
 - a. Assessment(s): Assignment
- 6) Accurately describe and acknowledge the significance of proper procedures for infection control, hazardous materials handling, first aid, and fire safety in a physical therapy department.
 - a. Assessment(s): Skill Check Assessment, Final Laboratory Practical Competency Examination, Comprehensive Final Examination
- 7) Select, implement, and modify treatment for a patient scenario for wound care interventions within the parameters of the physical therapist plan of care.
 - a. Assessment(s): Skill Check Assessment, Comprehensive Final Examination
- 8) Accurately document a subjective and objective portion of a daily note regarding interventions introduced in this course.
 - a. Assessment(s): Assignments, Skill Check Assessment, Final Laboratory Practical Competency Examination, Comprehensive Final Examination

STUDENT UNIT LEARNING OUTCOMES PER MODULE

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

*Modules can change per discretion of the instructor.

Module 1: Communication

Material(s) Covered: - Principles & Techniques of Patient Care- Chapter 1 Section: Communication, Awareness of Cultural Diversity & Chapter 3 Section: Pain and Pain Experiences

Assessment(s): Lecture Exam, Assignment, Skill Check Assessment

Lecture Objective(s)

- 1) Discuss the role of therapeutic communication in physical therapy.
- 2) Contrast between empathy and sympathy.
- 3) Describe the significance of verbal and nonverbal communication.
- 4) Identify the elements required to establish a therapeutic relationship with the patient.
- 5) Describe effective listening skills and their importance to physical therapy.
- 6) Contrast between open and closed posture.
- 7) Recognize the importance of pain and pain experiences presented by the patient.
- 8) Explain the importance of cultural humility and describe strategies for providing equitable care to diverse patient populations.

Lab Objective(s)

- 1) Greet a peer as a patient following a demonstration by the professor.

- 2) Collect subjective data from a peer following a demonstration by the professor.
- 3) Collect data from a peer on patient arousal, attention, orientation, and cognition status and can communicate and document the data collected following a demonstration by the professor.
- 4) Collect data from a peer on standardized questionnaires for pain and can communicate and document the data collected following a demonstration by the professor.
- 5) Provide feedback to a peer on how to improve their verbal and nonverbal communication skills.
- 6) Respond to feedback on how to improve their verbal and nonverbal communication skills.
- 7) Document the subjective portion of a daily SOAP note based on communication and conversation with the patient.
- 8) Utilize Pain Neuroscience Education (PNE) to educate and enhance patient understanding of pain and pain experiences.

Module 2: The Physical Therapy Profession

Materials Covered: APTA Module "History of Professionalism in Physical Therapy" in the Learning Center, APTA Website (Student Membership Required), Lecture PowerPoints

Assessment: Lecture Exam, Assignments

Lecture Objective(s)

- 1) Discuss the history of the physical therapy profession in the United States and recognize the events that shaped the physical therapist assistant role in the profession.
- 2) Explain the importance of the World Health Organization (WHO) in the development of the International Classification of Functioning, Disability, and Health (ICF Framework).
- 3) Utilize the ICF Framework and compare its terminology with that used in the Nagi Framework.
- 4) Correctly differentiate between indemnity health insurance, managed care plans, Medicare, Medicaid, and Workman's Compensation.
- 5) Accurately describe the Medicare requirements for supervision of students and PTAs in the clinic and discuss proper procedures to follow when billing for Medicare physical therapy services part A and B.
- 6) Interpret simple statistical information from clinical research and explain its relevance to patient care.

Lab Objective(s)

- 1) Utilize videos and demonstration to identify different health care settings where physical therapy is offered.
- 2) Explain the purpose of the Guide to Physical Therapist Practice and demonstrate how a PTA will use this resource in clinical practice.
- 3) Utilize the problem-solving algorithm for PTAs in patient/client intervention to explain the role of the PTA in management of patients and the supervisory role of the physical therapist on the healthcare team.

- 4) Identify various individuals with whom a PTA may have communications related to a given patient scenario and how clinical reasoning is utilized. Practice these inter-disciplinary communications via active role playing.
- 5) Accurately describe the significance and purpose of the physical therapy medical record and the elements of documentation within the patient/client management model while demonstrating ability to perform a chart review/medical record review.
- 6) Demonstrate the ability to identify when a patient scenario requires interprofessional consultation and describe roles of other health care providers.

Module 3: Laws, Risk Management, and Quality Assurance

Materials Covered: APTA Module – Risk Management (APTA Student Membership Required), South Carolina LLR Web Page – State Practice Act, Principles & Techniques of Patient Care Chapter 1 Sections: HIPPA, Advanced Health Care Directives, Informed Consent, Safety Considerations and Chapter 13 Section General Aspects of the ADA

Assessment: Lecture Exam, Assignment

Lecture Objective(s)

- 1) Distinguish among laws, regulations, and policies, as well as the processes by which they are made.
- 2) Identify resources that PTs and PTAs may use to gain information about laws, regulations, and policies that affect the physical therapy practice including but not limited to the State Practice Act of South Carolina.
- 3) List the main points of Title I of the Americans with Disabilities Act and its effects on businesses and employers.
- 4) Describe the Occupational Safety and Health Administration and its role in health care.
- 5) Describe the Advance Health Care Directives and its role in health care.
- 6) Describe Informed Consent and its role in health care.
- 7) Discuss clinical practice operation issues such as strategic plans, policy and procedures, budgets, quality assurance, and risk management.

Lab Objective(s)

- 1) Write the policies and procedures for a physical therapy department.
- 2) Design an appropriate quality assurance plan to resolve an identified problem related to quality of physical therapy service.

Module 4: The American Physical Therapy Association

Materials Covered: APTA Website (APTA Student Membership Required)

Assessment: Lecture Exam, Assignment

Lecture Objective(s)

- 1) Identify the vision of the American Physical Therapy Association and recognize the impact on the PTA.
- 2) Identify the benefits of belonging to the American Physical Therapy Association as a student PTA.
- 3) Identify current practice issues and recognize the effect on the PTA.

- 4) Accurately discuss the Patient's Bill of Rights and its importance to the PT profession.
- 5) Correctly summarize the Standards of Ethical Conduct for the PTA, the Guide for Conduct of the PTA, and Valued-Based Behaviors of the PTA.
- 6) Correctly define ethics and analyze how caregiver's ethics can affect patient care.
- 7) Describe the role of the PTA in advocating for the PT profession at the local, state, and national level, including participation in community service elements.

Lab Objective(s)

- 1) Discuss legal, ethical, and safety case scenarios and through active role playing, choose the appropriate action in a physical therapy setting.
- 2) Utilize the Realm-Individual Process Situation (RIPS) Model of Ethical Decision Making to assist in resolution of an issue or problem encountered in the healthcare setting.
- 3) Complete the self-assessment form "Valued-Based Behaviors of the PTA."

Module 5: Documentation

Materials Covered: APTA Module – Physical Therapy Documentation of Patient and Client Management (APTA Student Membership Required)

Assessment: Lecture Exam, Documentation Quiz, Documentation Assignments

Lecture Objective(s)

- 1) Accurately identify the American Physical Therapy Association's guidelines regarding physical therapy documentation.
- 2) Explain the importance of accurate documentation by the physical therapist assistant and risk management in the healthcare setting.
- 3) Identify tasks that must be documented by the PT and those that can be documented by the PTA.
- 4) Identify information found in the Subjective, Objective, Assessment, and Plan portions of a SOAP note.

Lab Objective(s)

- 1) Correctly document subjective data collected during an interview process of a peer.
- 2) Correctly document objective data from case scenarios/role playing.
- 3) Correctly document assessment data & plan information following role playing with a peer.
- 4) Correctly document a late entry or addendum to a daily note and appropriately correct medical errors in the patient record.

Module 6: Infection Control and Wound Care

Material(s) Covered: Principles & Techniques of Patient Care- Chapter-2; Chapter-11

Assessment (s): Lecture Exam, Assignment, Skill Check Assessment

Lecture Objective(s)

- 1) Rationalize what tasks are important for a physical therapist assistant to perform before treatment.
- 2) Contrast asepsis, medical asepsis, surgical asepsis, and contamination.
- 3) List the steps to perform proper hand hygiene for clean situations.
- 4) Explain the concept, use, and value of standard and transmission-based precautions.

- 5) Identify common emergency situations in a PT setting and demonstrate the basic immediate response actions.

Lab Objective(s)

- 1) Perform proper techniques of hand hygiene for clean situations following a demonstration by the professor.
- 2) Perform the application and removal of protective garments for clean situations following a demonstration by the professor.

Module 7: Body Mechanics and Posture

Material(s) Covered: Principles and Techniques of Patient Care Chapter 4

Assessment(s): Lecture Exam, Assignment, Skill Check Assessment

Lecture Objective(s)

- 1) Correctly define the term: body mechanics.
- 2) Accurately explain precautions to be used when lifting, reaching, pushing, pulling, and carrying objects.
- 3) Accurately describe different types of lifts, and when you would use them.
- 4) Explain the principles of proper posture.

Lab Objective(s)

- 1) Collect data on a peer's standing posture.
- 2) Appropriately prepare and position oneself to engage in lifting.
- 3) Provide feedback to a peer on how to improve their body mechanic skills.
- 4) Appropriately respond to a peer or instructor's feedback on how to improve their body mechanic skills.

Module 8: Positioning and Draping

Material(s) Covered: Principles and Techniques of Patient Care Chapter 5

Assessment (s): Lecture Exam, Assignment, Skill Check Assessment

Lecture Objective(s)

- 1) Describe proper positioning of the trunk, head, and extremities with the patient supine, prone, side-lying or sitting.
- 2) Describe the use of restraints.
- 3) Describe proper draping of the patient.
- 4) Discuss precautions related to positioning a patient who is supine, prone, side-lying or sitting.

Lab Objective(s)

- 1) Identify dermatome and peripheral nerve patterns of the upper and lower extremity.
- 2) Prepare and position a mock patient in supine, prone, side-lying or sitting.
- 3) Educate a mock patient in positioning to prevent adverse reactions.
- 4) Educate a mock patient in position relief techniques.
- 5) Provide feedback to a peer on their ability to replicate draping and positioning of a peer.

Module 9: Wheelchair Features and Activities/ADA

Material(s) Covered: Principles and Techniques of Patient Care Chapter 7

Assessment(s): Lecture Exam, Assignment, Skill Check Assessment

Lecture Objective(s)

- 1) List the standard measurements of an adult wheelchair.
- 2) Name the components of a standard wheelchair and describe the purpose of each.
- 3) Describe the specifications and features for a wheelchair-accessible home.
- 4) List the main points of Title I of the American with Disabilities Act and its effects on businesses and employers.

Lab Objective(s)

- 1) Measure a peer for a wheelchair and confirm the fit of a wheelchair following a demonstration by the professor.
- 2) Teach a wheelchair user (peer) various functional activities following a demonstration by the professor.
- 3) Perform an accessibility audit of general wheelchair considerations for the classroom environment following the demonstration of an instructor.

Module 10: Bed Mobility & Transfer Activities

Material(s) Covered: Principles and Techniques of Patient Care Chapter 8

Assessment(s): Lecture Exam, Assignment, Skill Check Assessment

Lecture Objective(s)

- 1) List the general transfer principles.
- 2) List specialized equipment used in transfers to provide safety.
- 3) List the types of transfers commonly seen in the physical therapy department.
- 4) Define the type of assistance utilized for transfers.

Lab Objective(s)

- 1) Demonstrate the types of transfers commonly seen in the physical therapy department.
- 2) Teach a peer bed mobility and functional activities preparatory to perform a transfer following a demonstration by the professor.
- 3) Instruct and assist another person to perform various transfer techniques following a demonstration by the professor.
- 4) Utilize high fidelity simulator to demonstrate a two-person dependent transfer.

Module 11: Gait with Assistive Device

Material(s) Covered: Principles and Techniques of Patient Care Chapter 9

Assessment(s): Lecture Exam, Assignment, Skill Check Assessment

Lecture Objective(s)

- 1) Identify various types of ambulatory aids.
- 2) Explain the differences in the two-point, four-point, three-point, three-one-point, and modified gait patterns.
- 3) Describe the advantages and disadvantages of various types of ambulation aids.
- 4) Explain the purpose and results of data collection procedures to your lab partner effectively in an understandable manner.

Lab Objective(s)

- 1) Replicate a gait pattern with an assistive device after a demonstration from the instructor that is appropriate for the patient's condition on level surfaces.

- 2) Replicate functional activities such as sit to stand and climbing stairs with an assistive device after a demonstration from the instructor.
- 3) Demonstrate weight-bearing techniques with the use of an assistive device with your lab partner.
- 4) Teach a mock patient how to utilize an assistive and adaptive device or equipment for activities of daily living following a demonstration by the instructor.

Module 12: Special Equipment and Patient Care Environment

Material(s) Covered: Principles and Techniques of Patient Care Chapter 10

Assessment(s): Lecture Exam, Skill Check Assessment

Lecture Objective(s)

- 1) Identify and define common equipment that is utilized to monitor a patient's physiological status.
- 2) Identify and define the purpose of feeding devices, urinary catheters, oxygen therapy systems, and intravenous infusions/lines.
- 3) Identify and define the purpose of adapted equipment to a patient with activities of daily living.

Lab Objective(s)

- 1) Correctly position urinary catheter, oxygen therapy system, and/or intravenous infusions/lines during physical therapy interventions following the demonstration of an instructor.
- 2) Teach a peer how to utilize adaptive equipment to perform activities of daily living.

****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	60%
Assignments/Quizzes	8%
Skill Check Assessments	2%
Final Laboratory Practical Competency Examination	8%
Class Participation	2%
<u>Comprehensive Final Examination</u>	<u>20%</u>
	100%

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

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 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
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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](#).