



Horry-Georgetown
Technical College

COURSE INSTRUCTIONAL PACKAGE

PTH 101

Physical Therapy Professional Preparation

Effective Term

Fall 2026

Part I: Course Information

Effective Term: Fall 2026

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 introduces the purpose, philosophy and history of physical therapy and medical/legal documentation. Principles and techniques of physical therapy for patient care are introduced.

PREREQUISITES/CO-REQUISITES:

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.
- 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:

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.

ATTENDANCE VERIFICATION:

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

IDENTIFICATION VERIFICATION:

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

STUDENT COURSE EVALUATIONS:

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

CLASSROOM ETIQUETTE AND STUDENT RIGHTS AND RESPONSIBILITIES:

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

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

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

Part II: Student 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.
- 9) Identify social determinants of health that may affect communication, access, participation, and adherence.

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 on patient arousal, attention, orientation, and cognition status and communicate and document the data collected.
- 4) Collect data on standardized pain questionnaires and communicate and document the data collected.
- 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 with the patient.
- 8) Utilize Pain Neuroscience Education (PNE) to educate and enhance patient understanding of pain and pain experiences.
- 9) Demonstrate culturally humble communication strategies that support inclusive and equitable patient care.
- 10) Use teach-back method to verify patient understanding and adjust communication for health literacy, sensory, language, or cognitive needs.

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 events that shaped the physical therapist assistant role in the profession.
- 2) Explain the importance of the World Health Organization (WHO) in development of the International Classification of Functioning, Disability, and Health (ICF Framework).
- 3) Utilize the ICF Framework and compare its terminology with the Nagi framework.
- 4) Differentiate between indemnity health insurance, managed care, Medicare, Medicaid, and worker's compensation.
- 5) Describe Medicare supervision requirements for students and PTAs in the clinic and proper billing procedures for Medicare Parts A and B.

- 6) Interpret introductory statistical findings from a rehabilitation source and explain their relevance to evidence-informed PTA practice.

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 uses it.
- 3) Utilize the PTA problem-solving algorithm to explain the PTA role and PT supervisory role.
- 4) Identify individuals involved in interprofessional communication and practice communication through role play.
- 5) Describe the physical therapy medical record and perform a chart or medical record review.
- 6) Recognize when patient information requires clarification, further supervision, or action by the supervising physical therapist.
- 7) Demonstrate patient-centered interprofessional communication and describe the roles of other health care professionals.

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 used to obtain laws, regulations, and policies affecting physical therapy practice including 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 (OSHA) and its role in health care.
- 5) Describe Advance Health Care Directives and their role in health care.
- 6) Describe Informed Consent and its role in health care.
- 7) Discuss strategic plans, policies and procedures, budgets, quality assurance, and risk management.
- 8) Explain the PTA role in organizational planning, scheduling, resource allocation, and operation of a physical therapy service.

Lab Objective(s)

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

- 3) Apply basic billing, reimbursement, and payment concepts to an introductory physical therapy practice scenario.
- 4) Use outcome or incident data to propose a performance-improvement action.

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 American Physical Therapy Association (APTA) vision and recognize its impact on the PTA.
- 2) Identify benefits of APTA membership for the student PTA.
- 3) Identify current practice issues and recognize the effect on the PTA.
- 4) Discuss the Patient's Bill of Rights and its importance to physical therapy.
- 5) Summarize the APTA Code of Ethics for the Physical Therapy Profession, Ethical Commitments and Standards of Conduct, and Valued-Based Behaviors of the PTA.
- 6) Define ethics and analyze how caregiver ethics can affect patient care.
- 7) Describe opportunities for legislative and political advocacy at local, state, and national level.
- 8) Identify the PTA role in primary, secondary, and tertiary prevention, health promotion, and wellness.

Lab Objective(s)

- 1) Analyze legal, ethical, and safety cases and choose appropriate action through role play.
- 2) Use the Realm-Individual Process Situation (RIPS) model of ethical decision making to resolve a health care issue.
- 3) Complete the Values-Based Behaviors of the PTA self-assessment.
- 4) Participate in or plan a community collaboration or service activity addressing an identified community need.

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) Identify the American Physical Therapy Association's guidelines regarding physical therapy documentation.
- 2) Explain the importance of accurate PTA and risk management.
- 3) Identify documentation tasks performed by the PT and those performed by the PTA.
- 4) Identify information in the Subjective, Objective, Assessment, and Plan portions of a SOAP note.
- 5) Identify documentation findings that require clarification or communication with the supervising physical therapist.

Lab Objective(s)

- 1) Document subjective data collected during a peer interview.
- 2) Document objective data from case scenarios and role playing.
- 3) Document assessment data & plan information following role playing.
- 4) Document a late entry or addendum and appropriately correct errors in the patient record.
- 5) Complete documentation that is accurate, timely, objective, and consistent with legal, regulatory, payer, and practice-setting requirements.

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) Explain tasks a physical therapist assistant should perform before treatment.
- 2) Contrast asepsis, medical asepsis, surgical asepsis, and contamination.
- 3) List the steps for proper hand hygiene in clean situations.
- 4) Explain the concept, use, and value of standard and transmission-based precautions.
- 5) Identify environmental and medical emergencies that may occur in a physical therapy setting and describe immediate response procedures.

Lab Objective(s)

- 1) Perform proper hand hygiene for clean situations.
- 2) Apply and remove protective garments for clean situations.
- 3) Demonstrate activation of the emergency response system while maintaining patient and provider safety.

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) Define body mechanics.
- 2) Explain precautions used when lifting, reaching, pushing, pulling, and carrying.
- 3) Describe different types of lifts and when they are used.
- 4) Explain principles of proper posture.

Lab Objective(s)

- 1) Collect data on a peer's standing posture.
- 2) Prepare and position oneself appropriately for lifting.
- 3) Provide feedback to a peer on body mechanics.
- 4) Respond appropriately to feedback on body mechanics.
- 5) Select a safe patient-handling strategy based on patient presentation, environment, equipment, and level of assistance.
- 6) Recognize when a task exceeds safe limits and requires additional assistance, equipment, or PT clarification.

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 in supine, prone, side-lying and sitting.
- 2) Describe the use of restraints.
- 3) Describe proper draping of the patient.
- 4) Discuss precautions related to positioning.

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 and sitting.
- 3) Educate a mock patient in positioning to prevent adverse reactions.
- 4) Educate a mock patient in pressure-relief techniques.
- 5) Provide peer feedback on draping and positioning.
- 6) Modify positioning and draping in response to patient comfort, skin integrity, line and tubes, precautions, cultural preferences, and clinical data.
- 7) Use culturally humble, trauma-informed behaviors that preserve dignity, privacy, and informed consent during positioning and draping.

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 standard measurements for an adult wheelchair.
- 2) Name components of a standard wheelchair and describe the purpose of each.
- 3) Describe specifications and features for a wheelchair-accessible home.
- 4) List the main points of the American with Disabilities Act (ADA) Title I and its effects on businesses and employers.
- 5) Identify environmental and accessibility barriers that contribute to health disparities and recommend reasonable modifications.

Lab Objective(s)

- 1) Measure a peer for a wheelchair and confirm wheelchair fit.
- 2) Teach a wheelchair user various functional activities.
- 3) Perform an accessibility audit of classroom wheelchair considerations.
- 4) Educate a patient or caregiver in safe wheelchair operation using methods matched to learner needs.

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 general transfer principles.
- 2) List specialized transfer equipment used to promote safety.

- 3) List transfer types commonly used in physical therapy.
- 4) Define levels of assistance used for transfers.

Lab Objective(s)

- 1) Demonstrate common transfer techniques.
- 2) Teach a peer bed mobility and functional activities preparatory to transfers.
- 3) Instruct and assist another person in transfer techniques.
- 4) Utilize high-fidelity simulator to demonstrate a two-person dependent transfer.
- 5) Select, modify, or discontinue a transfer activity based on patient response and clinical data in collaboration with the supervising PT.
- 6) Measure and document patient response before, during, and after mobility and transfer activities.

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 types of ambulatory aids.
- 2) Explain two-point, four-point, three-point, three-one-point, and modified gait patterns.
- 3) Describe advantages and disadvantages of ambulation aids.
- 4) Explain the purpose and results of data collection procedures to a lab partner.

Lab Objective(s)

- 1) Replicate an appropriate gait pattern with an assistive device on level surfaces.
- 2) Replicate sit-to-stand and stair activities with an assistive device.
- 3) Demonstrate weight-bearing techniques using an assistive device.
- 4) Teach a mock patient to use assistive and adaptive equipment for activities of daily living.
- 5) Select the gait pattern and assistive device specified in the plan of care based on patient status and safety.
- 6) Monitor and document patient response to gait activities and recognize findings requiring modification, discontinuation, or PT consultation.

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 equipment used to monitor physiological status.
- 2) Identify the purpose of feeding devices, urinary catheters, oxygen systems, and intravenous lines.
- 3) Identify the purpose of adaptive equipment for activities of daily living.
- 4) Recognize equipment-related hazards or adverse events and complete appropriate safety and incident reporting.

Lab Objective(s)

- 1) Position urinary catheters, oxygen systems, and intravenous lines safely during interventions.
- 2) Teach a peer to use adaptive equipment for activities of daily living.

- 3) Obtain and interpret introductory physiological monitoring data within the PTA role before, during, and after activity.
- 4) Participate in interprofessional communication regarding lines, tubes, monitoring equipment, and patient safety.

****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	54%
Assignments/Quizzes	8%
Skill Check Assessments	2%
Final Laboratory Practical Competency Examination	8%
Academic Review 101	5%
Class Participation	2%
Final Exam	21%
	100%

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

GRADING SYSTEM:

Please note the College adheres to a 10-point grading scale A = 100 – 90, B = 89–80, C = 79 – 70, 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 Snyder, Vice President, Human Resources and Employee Relations and the College's Affirmative Action/Equal Opportunity Officer, Horry-Georgetown Technical College, Building 200C, Room 205B, 2050 HWY 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

TITLE IX REQUIREMENTS:

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

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

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

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

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

PREGNANCY ACCOMMODATIONS

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

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

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

Certain educational programs may have strict certification requirements or

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

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