



INSTRUCTIONAL PACKAGE

PTH 202
Physical Therapy Modalities

Effective Term
Spring 2026

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Spring 2026

COURSE PREFIX: PTH 202

COURSE TITLE: Physical Therapy Modalities

CONTACT HOURS: 6 hours/week

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

This course introduces clinical reasoning and steps to patient management, documentation, and clinical decision making in regards to the utilization of physical agents in patient care.

COURSE DESCRIPTION:

Introduces patient care techniques, including patient preparation for the application of superficial therapeutic hot/cold modalities, ultrasound, mechanical traction, compression, electrotherapy, biofeedback, and soft tissue mobilization. The student will engage in laboratory sessions associated with the didactic PTA courses that will allow the student the opportunity to demonstrate data collection and intervention skills by practicing on classmates.

PREREQUISITES/CO-REQUISITES:

A grade of C or higher in all previous PTH courses.

REQUIRED MATERIALS:

- Physical Agents in Rehabilitation: An Evidence-Based Approach to Practice Sixth Edition, Michelle H. Cameron, 2023.
- Roy SH, Wolf SL, Scalzitti, DA. *The Rehabilitation Specialist's Handbook* 4th Ed. Philadelphia, PA: F. A. Davis Company; 2013.

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, scrubs

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.

[Student Manual](#)

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

After successful completion of this course, the student will be able to meet the following terminal behavior outcomes that relate to each of the following physical agents, electrical modalities, and soft tissue mobilization:

- A. Cryotherapy Procedures (e.g., Cold Pack, Ice Massage, Contrast Bath, Vapocoolant Spray)
- B. Thermotherapy (e.g., Hot/Cold Packs, Paraffin, Diathermy)
- C. Ultrasound and Phonophoresis
- D. Mechanical Traction
- E. External Compression
- F. Electrotherapy (e.g., NMES, TENS, IFC, HVPC, Iontophoresis)
- G. Biofeedback Therapy (e.g., Muscle Reeducation, Muscle Relaxation)
- H. Lasers and Light
- I. Soft Tissue Mobilization (e.g., Soft Tissue Massage)

1. Review the medical and physical therapy documentation for a patient scenario and accurately explain the purpose and physiological effects, indications, precautions, and contraindications of physical therapy interventions.
2. Select, implement, and modify treatment for a patient scenario within the parameters of the physical therapist plan of care.
3. Compare baseline, ongoing, and post-intervention data to assist the physical therapist in determining patient response and outcomes to physical agent interventions.
4. Demonstrate proficiency in teaching a home exercise or self-care program consisting of interventions and prevention strategies within the parameters of the physical therapist plan of care.
5. Review the physical therapist plan of care for a patient scenario and perform appropriate data collection to assist the physical therapist in monitoring the effects of the intervention on a mock patient from a case scenario.
6. Document a treatment accurately in SOAP note format for a patient scenario, including specific treatment parameters, application techniques, and treatment outcomes with correct billing for reimbursement.
7. Justify modification, progression, or discontinuation of physical agent interventions based on patient response and parameters of the physical therapist plan of care.
8. Identify situations that require timely communication with the supervising physical therapist regarding changes in patient status, need for clarification, or assistance with interventions or data collection, and with other members of the healthcare team to ensure patient safety and optimal outcomes.
9. Be proficient in CPR and emergency response and recognize the need for referral for other emotional and psychological conditions beyond the scope of practice of physical therapy.
10. Communicate adequately and appropriately, both verbally and non-verbally, in a manner that fosters confidence, and reflects an understanding of socioeconomic, cultural, and psychological differences.
11. Acknowledge the scope of practice of a PTA in both legal and ethical dimensions; demonstrate professional behaviors by behaving honestly, tactfully, dependably, enthusiastically, cooperatively, and industriously.
12. Demonstrate risk management strategies to ensure patient, self, and environmental safety during physical agent application.
13. Demonstrate professional responsibility through self-reflection, recognition of limitations, and appropriate use of supervision.

STUDENT UNIT LEARNING OUTCOMES PER MODULE

Lecture & Lab Objectives: 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 – Introduction to Physical Agents, Pain, and Research

Lecture

Materials Covered: Physical Agents in Rehabilitation Chapters 1-6, Research PPT and Articles

Assessment(s): Lecture Examination, Assignments

- 1) Read and comprehend peer review article about a physical therapy physical agent, accurately summarize the information in writing, and correctly teach the information to other physical therapist assistant students.
- 2) Accurately explain the role of physical agents in rehabilitation to assist in healing.
- 3) Correctly explain the physiological process and phases of tissue healing (inflammation, proliferation, and maturation).
- 4) Describe the difference between the physiological process in acute and chronic inflammation.
- 5) Explain the formation of edema and explain the impact of edema on tissues.
- 6) Explain the cause of the pain-spasm cycle.
- 7) Differentiate acute, chronic, and referred pain.
- 8) Discuss the peripheral and central mechanisms of nociception and pain transmission.
- 9) Explain current theories of pain control.
- 10) Explain the use of physical agents for controlling pain.
- 11) Provide the rationale for monitoring vital signs to assess pain.

Lab

Materials Covered: Physical Agents in Rehabilitation Chapters 1-6, Research PPT and Articles, Lab Handouts

Assessment(s): Lecture Examination, Assignments, Skill Check Assessment

- 1) Review the mock physical therapist evaluation and correctly identify the sensory or pain impairments according to the evaluation.
- 2) Demonstrate appropriate superficial, deep, and combined assessment techniques following a demonstration by the instructor.
- 3) In a mock patient scenario accurately demonstrate appropriate pain assessment techniques to assist the physical therapist in monitoring the effects of treatment.
- 4) In a mock patient scenario, select the most appropriate sensory and or pain assessment techniques to meet the goals set by the PT within the parameters of the plan of care.
- 5) In a mock patient scenario, accurately document sensory and pain assessment in SOAP note format, including specific treatment parameters, application techniques, and treatment outcomes.

6) In a mock patient scenario, complete a pain assessment while utilizing active listening skills in a patient lab case scenario.

Module #2 – Thermal Agents (Cryotherapy and Superficial Heat)

Lecture

Materials Covered: Physical Agents in Rehabilitation Chapters 7-8

Assessment(s): Lecture Examination

- 1) Accurately explain the purpose of cold & superficial thermal physical agents.
- 2) Accurately explain the physiological effects of cold & superficial thermal physical agents.
- 3) Correctly identify indications, contraindications, and precautions of cold & superficial thermal physical agents.
- 4) Acknowledge how a rehab aide could assist a physical therapist or physical therapist assistant with the application of superficial modalities.

Lab

Materials Covered: Physical Agents in Rehabilitation Chapters 7-8

Assessment(s): Skill Check Assessment, Pre-Lab Assignment

- 1) Review a mock physical therapist evaluation and select the most appropriate thermal agent to meet the goals set by the PT within the parameters of the plan of care.
- 2) Select appropriate thermal agent for the treatment plan using the International Classification of Functioning Disability and Health (ICF) worksheet following a review of current information from the physical therapy record prior to carrying out the physical therapy plan of care to achieve the established goals and outcomes.
- 3) Prepare a mock patient, and safely perform the most appropriate thermal agent, as outlined in a plan of care.
- 4) Appropriately respond to a mock patient's concerns related to thermal agent by utilizing active listening skills during the mock scenario.
- 5) Recognize when additional clarification, supervision or action is required by the supervising physical therapist prior to implementation of thermal agent.
- 6) Demonstrate appropriate assessment techniques to assist the physical therapist in monitoring the effects of thermal agent.
- 7) Educate a mock patient in safe and effective home use of thermal agents.
- 8) Accurately document and correctly bill for services provided in a SOAP note.

Module #3 – Ultrasound and Phonophoresis

Lecture

Materials Covered: Physical Agents in Rehabilitation Chapter 9

Assessment(s): Lecture Examination, Ultrasound Quiz, Ultrasound Objective Documentation Assignment

- 1) Accurately explain the purpose of ultrasound and phonophoresis.
- 2) Accurately explain the physiological effects of ultrasound and phonophoresis.
- 3) Correctly identify indications, contraindications, and precautions of ultrasound and

phonophoresis.

Lab

Materials Covered: Physical Agents in Rehabilitation Chapter 9

Assessment(s): Skill Check Assessment, Pre-Lab Assignment

- 1) Review a mock physical therapist evaluation and select appropriate ultrasound and phonophoresis agent to meet the goals set by the PT within the parameters of the plan of care.
- 2) Select appropriate ultrasound and phonophoresis agent for the treatment plan using the International Classification of Functioning Disability and Health (ICF) worksheet following a review of current information from the physical therapy record prior to carrying out the physical therapy plan of care to achieve the established goals and outcomes.
- 3) Prepare a mock patient, and safely perform the most appropriate ultrasound and phonophoresis agent, as outlined in a plan of care.
- 4) Appropriately respond to a mock patient's concerns related to ultrasound and phonophoresis agent by utilizing active listening skills during the mock scenario.
- 5) Recognize when additional clarification, supervision or action is required by the supervising physical therapist prior to implementation of ultrasound and phonophoresis agent.
- 6) Demonstrate appropriate assessment techniques to assist the physical therapist in monitoring the effects of ultrasound and phonophoresis agent.
- 7) Accurately document and correctly bill for services provided in a SOAP note.

Module #4 – Mechanical Traction

Lecture

Materials Covered: Physical Agents in Rehabilitation Chapter 19

Assessment(s): Lecture Examination, Cervical and Lumbar Traction ICF Assignments, Traction Objective Documentation Assignment

- 1) Accurately explain the purpose of mechanical spinal traction.
- 2) Accurately explain the physiological effects of mechanical spinal traction.
- 3) Correctly identify indications, contraindications, physiological effects, and precautions of mechanical spinal traction.

Lab

Materials Covered: Physical Agents in Rehabilitation Chapter 19

Assessment(s): Skill Check Assessment

- 1) Review a mock physical therapist evaluation and select the most appropriate mechanical traction modality to meet the goals set by the PT within the parameters of the plan of care.
- 2) Select appropriate mechanical traction modality for the treatment plan using the International Classification of Functioning Disability and Health (ICF) worksheet following a review of current information from the physical therapy record prior to carrying out the physical therapy plan of care to achieve the established goals and outcomes.
- 3) Prepare a mock patient, and safely perform the most appropriate mechanical traction modality, as outlined in a plan of care.

- 4) Appropriately respond to a mock patient's concerns related to mechanical traction modality by utilizing active listening skills during the mock scenario.
- 5) Recognize when additional clarification, supervision or action is required by the supervising physical therapist prior to implementation of mechanical traction modality.
- 6) Demonstrate appropriate assessment techniques to assist the physical therapist in monitoring the effects of mechanical traction modality.
- 7) Accurately document and correctly bill for services provided in a SOAP note.

Module #5—External Compression

Lecture

Materials Covered: Physical Agents in Rehabilitation Chapter 20

Assessment(s): Lecture Examination

- 1) Accurately explain the purpose of intermittent pneumatic compression.
- 2) Accurately explain the physiological effects of intermittent pneumatic compression.
- 3) Correctly identify indications, contraindications, physiological effects, and precautions of intermittent pneumatic compression.

Lab

Materials Covered: Physical Agents in Rehabilitation Chapter 20

Assessments: Compression Pre-Lab Assignment

- 1) Review a mock physical therapist evaluation and select the most appropriate external compression modality to meet the goals set by the PT within the parameters of the plan of care.
- 2) Select appropriate external compression modality for the treatment plan using the International Classification of Functioning Disability and Health (ICF) worksheet following a review of current information from the physical therapy record prior to carrying out the physical therapy plan of care to achieve the established goals and outcomes.
- 3) Prepare a mock patient, and safely perform the most appropriate external compression modality, as outlined in a plan of care.
- 4) Appropriately respond to a mock patient's concerns related to external compression modality by utilizing active listening skills during the mock scenario.
- 5) Recognize when additional clarification, supervision or action is required by the supervising physical therapist prior to implementation of external compression modality.
- 6) Demonstrate appropriate assessment techniques to assist the physical therapist in monitoring the effects of external compression modality.
- 7) Accurately document and correctly bill for services provided in a SOAP note.

Module #6 – Electrotherapy

Lecture

Materials Covered: Physical Agents in Rehabilitation Chapters 11-14

Assessments: Lecture Examination, Electrotherapy Quiz, Electrotherapy Objective Documentation

- 1) Accurately explain the purpose of electrical stimulation therapy.

- 2) Accurately explain the physiological effects of stimulation therapy.
- 3) Correctly identify indications, contraindications, physiological effects, and precautions of electrical stimulation therapy.

Lab

Materials Covered: Physical Agents in Rehabilitation Chapters 11-14

Assessments: Skill Check Assessment, Electrotherapy Pre-Lab Assignment

- 1) Review a mock physical therapist evaluation and select the most appropriate electrotherapy modality to meet the goals set by the PT within the parameters of the plan of care.
- 2) Select appropriate electrotherapy modality for the treatment plan using the International Classification of Functioning Disability and Health (ICF) worksheet following a review of current information from the physical therapy record prior to carrying out the physical therapy plan of care to achieve the established goals and outcomes.
- 3) Prepare a mock patient, and safely perform the most appropriate electrotherapy modality, as outlined in a plan of care.
- 4) Appropriately respond to a mock patient's concerns related to electrotherapy modality by utilizing active listening skills during the mock scenario.
- 5) Recognize when additional clarification, supervision or action is required by the supervising physical therapist prior to implementation of electrotherapy modality.
- 6) Demonstrate appropriate assessment techniques to assist the physical therapist in monitoring the effects of external compression modality.
- 7) Accurately document and correctly bill for services provided in a SOAP note.

Module #7 – Biofeedback

Lecture

Materials Covered: Physical Agents in Rehabilitation Chapter 15

Assessment(s): Lecture Examination, Skill Check Assessment, Pre-Lab Assignment

- 1) Accurately explain the purpose of biofeedback therapy.
- 2) Accurately explain the physiological effects of biofeedback therapy.
- 3) Correctly identify indications, contraindications, physiological effects, and precautions of biofeedback therapy.

Lab

- 1) Review a mock physical therapist evaluation and select the most appropriate biofeedback therapy to meet the goals set by the PT within the parameters of the plan of care.
- 2) Select appropriate electrotherapy modality for the treatment plan using the International Classification of Functioning Disability and Health (ICF) worksheet following a review of current information from the physical therapy record prior to carrying out the physical therapy plan of care to achieve the established goals and outcomes.
- 3) Prepare a mock patient, and safely perform the most appropriate biofeedback therapy, as outlined in a plan of care.
- 4) Appropriately respond to a mock patient's concerns related to biofeedback therapy by

utilizing active listening skills during the mock scenario.

- 5) Recognize when additional clarification, supervision or action is required by the supervising physical therapist prior to implementation of biofeedback therapy.
- 6) Demonstrate appropriate assessment techniques to assist the physical therapist in monitoring the effects of biofeedback therapy.
- 7) Educate patients in safe and effective home use of biofeedback therapy.
- 8) Accurately document and correctly bill for services provided in a SOAP note.

Module #8 – Introduction to Soft Tissue Mobilization

Lecture

Materials Covered: Supplemental Reading, Lecture PPT

Assessments: Lecture Examination

- 1) Accurately define massage or soft tissue mobilization techniques and name the utilization of these techniques for therapeutic benefit.
- 2) Accurately define the effects and indications and contraindications to massage or soft tissue mobilization techniques.
- 3) Prepare a mock patient and employ massage or soft tissue mobilization techniques accurately to decrease edema, muscle spasm, and pain following a demonstration by the instructor.

Lab

- 1) Review a mock physical therapist evaluation and select the most appropriate soft tissue mobilization therapy to meet the goals set by the PT within the parameters of the plan of care.
- 2) Select appropriate soft tissue mobilization therapy for the treatment plan using the International Classification of Functioning Disability and Health (ICF) worksheet following a review of current information from the physical therapy record prior to carrying out the physical therapy plan of care to achieve the established goals and outcomes.
- 3) Prepare a mock patient, and safely perform the most appropriate soft tissue mobilization therapy, as outlined in a plan of care.
- 4) Appropriately respond to a mock patient's concerns related to soft tissue mobilization therapy by utilizing active listening skills during the mock scenario.
- 5) Recognize when additional clarification, supervision or action is required by the supervising physical therapist prior to implementation of soft tissue mobilization therapy.
- 6) Demonstrate appropriate assessment techniques to assist the physical therapist in monitoring the effects of soft tissue mobilization therapy.
- 7) Accurately document and correctly bill for services provided in a SOAP note.

Module #9 - Diathermy

Lecture

Materials Covered: Physical Agents in Rehabilitation Chapter 10

Assessments: Assignments & Lecture Test

- 1) Accurately explain the purpose of diathermy.

- 2) Accurately explain the physiological effects of diathermy.
- 3) Correctly identify indications, contraindications, physiological effects, and precautions of diathermy.

Lab

Materials Covered: Physical Agents in Rehabilitation

Assessments: Assignments

- 1) Review a mock physical therapist evaluation and select the most appropriate type of diathermy to meet the goals set by the PT within the parameters of the plan of care.
- 2) Select appropriate diathermy for the treatment plan using the International Classification of Functioning Disability and Health (ICF) worksheet following a review of current information from the physical therapy record prior to carrying out the physical therapy plan of care to achieve the established goals and outcomes.
- 3) Prepare a mock patient, and safely perform the most appropriate diathermy, as outlined in a plan of care.
- 4) Appropriately respond to a mock patient's concerns related to diathermy by utilizing active listening skills during the mock scenario.
- 5) Recognize when additional clarification, supervision or action is required by the supervising physical therapist prior to implementation of diathermy.
- 6) Demonstrate appropriate assessment techniques to assist the physical therapist in monitoring the effects of diathermy.
- 7) Accurately document and correctly bill for services provided in a SOAP note.

Module #10 – Lasers, Light, and Photobiomodulation

Lecture

Materials Covered: Physical Agents in Rehabilitation Chapter 16

Assessments: Assignments & Lecture Test

- 1) Accurately explain the purpose of laser.
- 2) Accurately explain the physiological effects of laser.
- 3) Correctly identify indications, contraindications, physiological effects, and precautions of laser.

Lab

Materials Covered: Physical Agents in Rehabilitation

Assessments: Assignments & Skill Check

- 1) Review a mock physical therapist evaluation and select the most appropriate type of laser to meet the goals set by the PT within the parameters of the plan of care.
- 2) Select appropriate laser therapy for the treatment plan using the International Classification of Functioning Disability and Health (ICF) worksheet following a review of current information from the physical therapy record prior to carrying out the physical therapy plan of care to achieve the established goals and outcomes.
- 3) Prepare a mock patient, and safely perform the most appropriate laser therapy, as outlined

in a plan of care.

4) Appropriately respond to a mock patient's concerns related to laser therapy by utilizing active listening skills during the mock scenario.

5) Recognize when additional clarification, supervision or action is required by the supervising physical therapist prior to implementation of laser therapy.

6) Demonstrate appropriate assessment techniques to assist the physical therapist in monitoring the effects of laser therapy.

7) Accurately document and correctly bill for services provided in a SOAP note.

***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*

Lecture Examinations	54%
Assignments/Quizzes	2%
Skill Check Assessments	8%
Laboratory Practical Competency Examination	8%
Research Paper/Presentation	6%
Final Comprehensive Examination	20%
Class Participation	2%
	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 ssc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email ssc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the SSTC [Online Resource Center](#) to access on-demand resources.



STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following free resources:

1. Getting around HGTC: General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. In-person and remote assistance are available for Desire2Learn, Student Portal, Degree Works, and Office 365.
3. Chat with our staff on TECH Talk, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552. Visit the Tech Central website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option # 1.



HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries have librarians and staff who can aid with research, computers to support academic research and related school-work, and individual/group study rooms. Printing is available as well at each location. Visit the [Library](#) website for more information or call (843) 349-5268.

STUDENT TESTING:

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L.
- Test administered in writing on paper.
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, tests may have time limits and/or require a proctor.

Testing candidates must make their appointments 24 hours in advance.

Students must bring a physical ID in order to take a test.

Proctoring can be accomplished either face-to-face at an approved site or online through our online proctoring service. To find out more about proctoring services, please visit the [Online](#)

[Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

DISABILITY SERVICES:

HGTC is committed to providing an accessible environment for students with disabilities.

Students seeking accommodations are encouraged to visit HGTC's [Accessibility and Disability Service webpage](#) for detailed information.

It is the student's responsibility to self-identify as needing accommodations and to provide appropriate documentation. Once documentation is submitted, the student will participate in an interactive process with Accessibility and Disability Services staff to determine reasonable accommodations. Students may begin the accommodations process at any time; however, accommodations are **not retroactive** and will only be applied from the point at which they are approved. Students must contact the office **each semester** to renew their accommodations.

For assistance, please contact the Accessibility and Disability Services team at disabilityservices@hgtc.edu or 843-796-8818 (call or text).

COUNSELING SERVICES:

HGTC Counseling Services strives to optimize student success through managing personal and academic concerns that may interfere with achieving educational goals. Staff are available to every student for assistance and guidance on personal matters, academic concerns and other areas of concern. HGTC offers free in-person and telehealth counseling services to students. For more information about counseling services, please reach out to counseling@hgtc.edu or visit the website the [Counseling Services webpage](#).

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Our sincere commitment to both effective business management and equitable treatment of our employees requires that we present this Policy Statement as an embodiment of that commitment to the fullest.

Discrimination is conduct that includes unjust or prejudicial treatment based upon an individual's sex, race/color, religion, national origin, age, disability, service in the uniformed services (as defined in state and federal law), veteran status, political ideas, marital or family status, pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation, genetic information, genetic identity, gender expression, or sexual orientation that excludes an individual from participation in, denies the individual the benefits of, treats the individual differently, or otherwise adversely affects a term or condition of a person's working or learning environment. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:

Student and prospective student inquiries concerning Section 504, Title II, Title VII, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.

Dr. Melissa Batten, VP Student Affairs

Title IX, Section 504, and Title II Coordinator

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

Melissa.Batten@hgtc.edu

Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

Jacquelyne Snyder, VP Human Resources

Affirmative Action/Equal Opportunity Officer and Title IX Coordinator

Building 200, Room 205B, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

Jacquelyne.Snyder@hgtc.edu

TITLE IX REQUIREMENTS:

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

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

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

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

Student and prospective student inquiries concerning Title IX and its application to the College or any student decision may be directed to the Vice President for Student Affairs.

Dr. Melissa Batten, VP Student Affairs

Title IX, Section 504, and Title II Coordinator

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

Melissa.Batten@hgtc.edu

Employee and applicant inquiries concerning Title IX and its application to the College may be directed to the Vice President for Human Resources.

Jacquelyne Snyder, VP Human Resources

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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](#).