



## INSTRUCTIONAL PACKAGE

DHG 125

Tooth Morphology and Histology

Effective Term

Fall 2024/Spring 2025/Summer 2025

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2024/Spring 2025/Summer 2025

COURSE PREFIX: DHG 125

COURSE TITLE: Tooth Morphology and Histology

CONTACT HOURS: 2

CREDIT HOURS: 2

### **RATIONALE FOR THE COURSE:**

DHG 125 is a foundation course for the Dental Hygiene program. As dental hygienists utilize instruments on teeth, it is essential that they know the definitive anatomy of each individual tooth to successfully practice in their profession. Students will learn the anatomy of each individual tooth, tooth numbering systems to identify teeth, and eruption dates for both primary and permanent teeth. Students will also learn how the tooth develops and the histological structures of the teeth and the surrounding supporting structures. This knowledge will enable students to effectively communicate with their patients regarding various dental conditions.

### **COURSE DESCRIPTION:**

This course covers the embryogenesis and histology of the head and neck structures with primary emphasis on the oral cavity. The formation, eruption patterns, and morphology of primary and permanent dentitions are studied.

### **PREREQUISITES/CO-REQUISITES:**

Admittance into the Dental Hygiene Program

### **CO-REQUISITES:**

AHS 113 Head & Neck Anatomy

BIO 211 Anatomy & Physiology II

BIO 225 General Microbiology

DHG 151 Principles of Dental Hygiene

### **REQUIRED MATERIALS:**

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

**TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's learning management system (LMS) used for course materials.

Access to myHGTC portal for student self-services.

College email access – this is the college's primary official form of communication.

**CLASSROOM ETIQUETTE:**

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

\*Refer to the HGTC Dental Sciences Program Manual for additional policies on classroom etiquette

**Part II: Student Learning Outcomes****COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

Upon completion of this course, the student will be able to:

1. Name and identify the basic anatomical structures of the face and neck, oral cavity and pharynx.
2. Identify the various embryological structures leading to the development of the head and oral cavity.
3. Describe the embryonic development of the human face and the pathologic conditions arising from improper development.
4. Describe the embryonic development of the oral cavity and the pathologic conditions arising from improper development.
5. Describe the basic histologic tissues and their characteristics.
6. Describe the process of tooth development and tooth eruption.
7. Describe the processes involved in the resorption of the roots and shedding of primary teeth and their replacement by permanent teeth.
8. Describe the development and basic histologic characteristics of enamel, dentin, dental pulp, cementum, periodontal ligament, alveolar bone
9. State the names, function, and eruption sequence for deciduous and permanent teeth.
10. Name and identify the divisions, surfaces, and tissues of the teeth.
11. Name and identify the structures that form the periodontium.

12. Discuss the Universal, Palmer, and FDI systems of numbering the teeth and be able to identify a tooth by its number or give the identification number for a given tooth.
13. List the anatomical characteristics of both the crown and the root for the following teeth. Be able to identify them from a drawing, photograph or model, maxillary and mandibular permanent incisors, maxillary and mandibular permanent canines, maxillary and mandibular permanent premolars, maxillary and mandibular permanent molars, deciduous maxillary and mandibular incisors, deciduous maxillary and mandibular canines, deciduous maxillary and mandibular molars
14. Differentiate between permanent and deciduous teeth on the basis of their anatomical differences.
15. Describe the ideal occlusion.
16. Describe and identify the different types of malocclusion using Angle's classification and be able to identify various malocclusion models.
17. Describe the proximal contact areas, embrasures, and interproximal spaces of the teeth and describe their functional importance.

## **COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

### **Module 1**

**Materials Covered:** *Brand/Isselhard*, Chapt. 1 Oral Cavity

**Assessment:** Exam, Homework Assignments, & Final

#### **Objectives:**

1. To describe the boundaries and subboundaries of the oral cavity and the structures in each area
2. To define the terms vestibule, oral cavity proper, mucobuccal fold, frenum alveolar mucosa, gingiva exostoses, torus palatinus, and torus mandibularis
3. To define the landmarks in the floor of the mouth and the hard and soft palate and the structures that form them
4. To differentiate normal from abnormal anatomy in the oral cavity and to ensure a follow-up examination

### **Module 2**

**Materials Covered:** *Brand/Isselhard*, Ch. 2 The Tooth: Functions and Terms

**Assessment:** Exam, Homework Assignments, & Final

#### **Objectives:**

1. To identify the different functions of the teeth
2. To identify the different tissues that compose the teet
3. To differentiate between clinical and anatomic crowns and roots
4. To define single, bifurcated, and trifurcated roots
5. To understand the significance of the crown/root ratio
6. To recognize how the functions of teeth determine their shape and size

7. To understand the individual functions and therefore the individual differences that exist among incisors, canines, premolars, and molars
8. To name and identify the location of the various tooth surfaces
9. To name and identify the line angles of the teeth
10. To name and identify the point angles of the teeth
11. To define the terminology used in naming the landmarks of the teeth

### **Module 3**

**Materials Covered:** *Brand/Isselhard*, Ch. 3 Fundamental and Preventative Curvatures

**Assessment:** Exam, Homework Assignments, & Final

#### **Objectives:**

1. To identify the successful characteristics of tooth shape and alignment in protecting the periodontium
2. To understand that the teeth are shaped to align next to each other to preserve the dentition
3. To identify the proximal contact areas
4. To identify contact points

### **Module 4**

**Materials Covered:** *Brand/Isselhard*, Ch. 4 Dentition

**Assessment:** Exam, Homework Assignments, & Final

#### **Objectives:**

1. To understand the difference between primary dentition, secondary dentition, and mixed dentition
2. To understand the arrangement of the teeth into dentitions, arches, and quadrants
3. To name and code any individual tooth
4. To code teeth using the Universal system, the Palmer notation system, and the Federation Dentaire Internationale system
5. To identify a tooth when given a code from one of the three systems

### **Module 5**

**Materials Covered:** *Brand/Isselhard*, Ch. 5 Development, Form, and Eruption

**Assessment:** Exam, Homework Assignments, & Final

#### **Objectives:**

1. To understand how the tooth germs develop within the crypts
2. To understand how the growth centers or lobes fuse and form a tooth
3. To understand that this fusion can take variety of forms, which result in different types of teeth such as incisory, premolars, and molars
4. To know how many lobes form each type of tooth and where the lobes are located
5. To understand the eruption schedule of the deciduous and permanent teeth
6. To understand general rules about the eruption of teeth to understand the phenomena of mesial drift, root resorption, and exfoliation
7. To understand the implications of the terms impacted teeth, congenitally missing teeth, attrition, occlusal plane, and curve of Spee

8. To understand the periods of primary, mixed, and permanent dentition

### **Module 6**

**Materials Covered:** *Brand/Isselhard*, Ch. 6 Occlusion

**Assessment:** Exam, Homework Assignments, & Final

#### **Objectives:**

1. To understand how the eruption schedule, growth, and ultimate alignment of the teeth are related
2. To understand how muscle forces affect the alignment of the teeth
3. To understand how the mesial step, flush terminal plane, and distal step affect occlusal classification
4. To understand the maxillary to mandibular vertical and horizontal alignment of teeth and which molars play a key part in this
5. To define centric occlusion, centric relation, primate space, and leeway space
6. To define overjet, overbite, crossbite, and open bite and to understand how they occur  
To identify the three occlusal classification
7. To understand the relationship that exists between the teeth during protrusive and lateral excursive movements

### **Module 7**

**Materials Covered:** *Brand/Isselhard*, Ch. 7 Dental Anomalies

**Assessment:** Exam, Homework Assignments, & Final

#### **Objectives:**

1. To define dental anomaly
2. To discuss intrinsic factors
3. To discuss extrinsic factors
4. To discuss the difference between hereditary and congenital factors
5. To define the various anomalies listed in the chapter

### **Module 8**

**Materials Covered:** *Brand/Isselhard*, Ch. 8 Supporting Structures

**Assessment:** Exam, Homework Assignments, & Final

#### **Objectives:**

1. To understand the relationships within the gingival unit, a supporting structure of the teeth
2. To understand the terminology of the gingival unit and to identify its various parts
3. To understand how the gingival unit functions
4. To understand how the attachment apparatus is related to the gingival unit
5. To understand the relationship of cementum, periodontal ligament, and alveolar bone
6. To identify the components of the alveolar process
7. To understand the clinical significance of the gingival sulcus
8. To understand how the fibers of the periodontal ligament function in tooth movement and shock absorption

### **Module 9**

**Materials Covered:** *Brand/Isselhard*, Ch. 9 Clinical Considerations

**Assessment:** Exam, Homework Assignments, & Final

**Objectives:**

1. To understand how clinical experience is related to the theory and lecture portion of dental anatomy
2. To understand how preventive clinical situations are related to tooth form and supportive dental structures
3. To understand how occlusal trauma and the natural shape and contour of the teeth can contribute to dental disease
4. To understand how the placement of a restoration can contribute to disease of the supporting tissues
5. To evaluate the reliability of dental pain as a diagnostic aid
6. To understand how tooth migration can affect the success of treatment or necessitate different treatment

**Module 10**

**Materials Covered:** *Brand/Isselhard*, Ch. 10 Tooth Identification

**Assessment:** Exam, Homework Assignments, & Final

**Objectives:**

1. To understand how to use landmarks to identify the incisors
2. To understand how to use landmarks to identify the canines
3. To understand how to use landmarks to identify the premolars
4. To understand how to use landmarks to identify the molars
5. The permanent teeth only will be studied here. The deciduous teeth will be discussed in Chapter 16

**Module 11**

**Materials Covered:** *Brand/Isselhard*, Ch. 11 Root Morphology

**Assessment:** Exam, Homework Assignments, & Final

**Objectives:**

1. To understand the functions of the roots of teeth
2. To understand how the shape of the root affects the support of the tooth
3. To understand how orthodontic tooth movement is possible
4. To understand how root shape protects the health and hygiene of periodontal tissue
5. To understand the anatomic differences between root canals

**Module 12**

**Materials Covered:** *Brand/Isselhard*, Ch. 12 Incisors

**Assessment:** Exam, Homework Assignments, & Final

**Objectives:**

1. To identify the particular anatomic features of incisors
2. To compare maxillary central incisors with maxillary lateral incisors
3. To compare maxillary incisors with their mandibular counterparts
4. To identify an extracted incisor
5. To recognize the normal and deviated anatomic forms of incisors

### **Module 13**

**Materials Covered:** *Brand/Isselhard, Ch. 13 Canines*

**Assessment:** Exam, Homework Assignments, & Final

#### **Objectives:**

1. To understand the function of a canine in relation to its shape
2. To understand the calcification and root completion schedules in relation to the eruption dates of canines
3. To understand how canines are different from other anterior teeth
4. To recognize how canines are similar to some premolar teeth
5. To recognize and identify the anatomic structure and landmarks of the canine
6. To compare maxillary and mandibular canines and identify each

### **Module 14**

**Materials Covered:** *Brand/Isselhard, Ch. 14 Premolars*

**Assessment:** Exam, Homework Assignments, & Final

#### **Objectives:**

1. To understand how development occurs through the formation and fusion of lobes
2. To understand how the form of a tooth relates to its ultimate function
3. To recognize and name the pertinent dental anatomic form of each tooth, such as cusps, ridges, developmental grooves, triangular grooves, pits, and developmental depressions
4. To discuss the major differences and similarities between maxillary first and second premolars
5. To identify an extracted premolar as maxillary or mandibular first or second, right or left
6. To make comparisons between maxillary and mandibular premolars
7. To compare mandibular first premolars with mandibular second premolars (development, shape, and diversities of anatomic form)
8. To describe briefly the various occlusal forms possible for a mandibular second premolar

### **Module 15**

**Materials Covered:** *Brand/Isselhard, Ch. 15 Molars*

**Assessment:** Exam, Homework Assignments, & Final

#### **Objectives:**

1. To understand the lobe formations of the crowns of molars
2. To compare the formations of first, second, and third molars
3. To understand the anchorage of the roots as resistance to forces of displacement
4. To describe the details of the various molars
5. To make comparisons among the various molars: maxillary and mandibular molars, as well as first, second, and third molars
6. To identify each molar

### **Module 16**

**Materials Covered:** *Brand/Isselhard, Ch. 16 Deciduous Dentition*

**Assessment:** Exam, Lab Assignments, & Final

#### **Objectives:**



1. To identify various deciduous teeth
2. To recognize whether a tooth is primary or secondary
3. To know the eruption dates of primary and secondary teeth
4. To understand the essential differences between deciduous and permanent teeth
5. To understand the importance and functions of deciduous teeth
6. To compare the dental anatomic features of deciduous teeth with other deciduous teeth and with their permanent counterparts

## **Module 17**

**Materials Covered** *Brand/Isselhard, Ch. 17 Basic Tissues*

**Assessment:** Exam, Lab Assignments, & Final

### **Objectives:**

1. To describe a cell and the function of its components
2. To define the function of epithelium and name the various types and their locations
3. To describe the origin of glands and the ways in which they may be classified
4. To describe the component, function, and location of general connective tissues
5. To briefly describe the structure of bone and the two ways in which it is formed
6. To briefly describe the components and origin of blood cells, their functions, and normal numbers
7. To discuss the three types of muscles and their functions, shapes, locations
8. To discuss the neuron, its parts, and function

## **Module 18**

**Materials Covered** *Brand/Isselhard, Ch. 18 Development of Orofacial Complex*

**Assessment:** Exam, Lab Assignments, & Final

### **Objectives:**

1. To be aware of the development stages of the human from fertilization to birth
2. To list the embryonic structures that form the face and discuss the approximate age of formation
3. To discuss the mechanism involved in the development of the maxillary lip
4. To name the structures involved in the formation of the palate and the timing of its development
5. To describe the mechanism involved in the development of the palate
6. To describe the other structures arising from the pharyngeal arches
7. To discuss the embryonic structures involved in the development of the cleft lip and palate

## **Module 19**

**Materials Covered:** *Brand/Isselhard, Ch. 19 Dental Lamina and Enamel Organ*

**Assessment:** Exam, Lab Assignments, & Final

### **Objectives:**

1. To define the dental lamina and indicate in what embryonic week it is first seen
2. To describe the bud, cap, and bell stages and the various layers found in each
3. To define successional and vestibular laminae

4. To describe the dental papilla, the dental sac, and their functions

### **Module 20**

**Materials Covered:** *Brand/Isselhard*, Ch. 20 Enamel, Dentin, and Pulp

**Assessment:** Exam, Lab Assignments, & Final

### **Objectives:**

1. To discuss the changes in the cells of the inner enamel epithelium (IEE) allowing them to become enamel-forming cells
2. To discuss the interrelationship between enamel formation and dentin formation
3. To describe their role of the dental papilla in their formation of the enamel organ and the shaping of the crown
4. To describe the properties of enamel and the makeup of the enamel rod
5. To understand the keyhole shape of the enamel rod and the direction of the hydroxyapatite crystals indifferent areas of the cross section of the rod
6. To define the following terms: Striae of Retzius, hypoplastic enamel, hypocalcified enamel, enamel lamellae, enamel tuft, and enamel spindle
7. To describe the properties and components of dentin
8. To differentiate between primary, secondary, and reparative dentin
9. To define the following terms: interglobular dentin, dead tracts, sclerotic dentin
10. To describe the components and age-related changes of pulp
11. To describe and classify pulp stones

### **Module 21**

**Materials Covered:** *Brand/Isselhard*, Ch. 21 Root Formation and Attachment Apparatus

**Assessment:** Exam, Lab Assignments, & Final

### **Objectives:**

1. To discuss the role of the epithelial root sheath in tooth formation and dentin formation
2. To describe the fate of the epithelial root sheath
3. To describe the beginning of cementum formation, the two varieties, and where they are found
4. To define and diagram alveolar bone and its components
5. To define periodontal ligament and list its various groups and subgroups of fibers
6. To briefly describe bone's reaction to pressure and tension and how this affects tooth movement

### **Module 22**

**Materials Covered:** *Brand/Isselhard*, Ch. 22 Eruption and Shedding of Teeth

**Assessment:** Exam, Lab Assignments, & Final

### **Objectives**

1. To name the three stages of active tooth eruption and the points at which each stage begins
2. To discuss the fate of the epithelial layers covering the crown of the tooth

3. To name some of the forces in tooth eruption and which ones most likely have their greatest influence
4. To discuss briefly what causes the shedding of primary teeth
5. To diagram or describe the origin and position of permanent teeth compares with deciduous teeth
6. To list and describe the factors that lead to a retained primary tooth

### **Module 23**

**Materials Covered:** *Brand/Isselhard*, Ch. 23 Oral Mucous Membrane

**Assessment:** Exam, Lab Assignments, & Final

#### **Objectives:**

1. To name the three categories of the oral mucosa and discuss where they are found
2. To name the three stages of keratinization of oral mucous membrane and discuss where these different types are found
3. To discuss the factors that affect the mobility of various types of the mucosa
4. To understand what the submucosa is and where it is found
5. To describe the four stages of passive eruption
6. To describe the typical clinical picture of normal gingiva
7. To describe some of the change seen in diseased gingiva

### **Module 24**

**Materials Covered:** *Brand/Isselhard*, Ch. 24 The Tongue

**Assessment:** Exam, Lab Assignments, & Final

#### **Objectives:**

1. To describe the formation of the tongue as it relates to the germ layers and its pharyngeal arches of origin
2. To discuss the difference between the extrinsic and intrinsic muscles of the tongue
3. To describe briefly how the tongue movement is accomplished
4. To describe the papillae of the tongue

### **Module 25**

**Materials Covered:** *Brand/Isselhard*, Ch. 25 Histology of the Salivary Glands

**Assessment:** Exam, Lab Assignments, & Final

#### **Objectives:**

1. To describe the components of a salivary gland
2. To describe the duct system of a salivary gland
3. To describe the arrangement of the cells of a mixed salivary gland
4. To describe how saliva is formed and modified before secretion
5. To describe the functions of saliva

***\*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-4	70%(17.5% each)
Quizzes-9	10%(1.11%each)
Professionalism	2%
Final Exam	15%
	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=77-79

D=70-76

F=69 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, 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 ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

## Part IV: Attendance

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.** **\*Refer to the HGTC Dental Sciences Program Manual for additional attendance policies.**

## 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 **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, contact the SSTC at [sstc@hgtc.edu](mailto:sstc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). Email [sstc@hgtc.edu](mailto:sstc@hgtc.edu) or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [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. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.

3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **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 are equipped with computers to support academic research and related school work; printing is available as well. 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.

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. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability Services staff will review documentation of the student's disability and, in a confidential setting with the student, engage in an interactive process to develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted

documentation of a disability, accommodations may be determined, accepted, and provided. Students will need to reach out to the Accessibility and Disability Services staff each semester to renew their accommodations.

### **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](mailto:counseling@hgtc.edu) or visit the website the [Counseling Services webpage](#).

### **STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:**

Horry-Georgetown Technical College shall not discriminate in employment or personnel decisions or in student admissions or in student decisions, or in all other segments of the College community on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation, in the educational programs and activities which it operates, and the college is prohibited from discrimination in such manner by applicable laws. Practices and requirements for nondiscrimination extend to the enrollment of students in programs and activities of the College and employment by the College.

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Tamatha Sells, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5218, [tamatha.sells@hgtc.edu](mailto:tamatha.sells@hgtc.edu) or to the US Department of Education Office of Civil Rights. (Telephone: 800-421-3481/Email: [OCR@ed.gov](mailto:OCR@ed.gov)).

Other 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 & 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](mailto:jacquelyne.snyder@hgtc.edu).

Other 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, Section 504 & Title II Coordinator Horry-Georgetown Technical College, Building 1100C, Room 107A, 2050 Hwy 501 E, PO

Box 261966, Conway, SC 29528-6066, 843-349-5228, [melissa.batten@hgtc.edu](mailto:melissa.batten@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).

For more information, contact Tamatha Sells, Title IX Coordinator, Conway Campus, Building 1100C, Room 107B, 843-349-5218, [tamatha.sells@hgtc.edu](mailto:tamatha.sells@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](#).