

HGTC

Horry-Georgetown
Technical College

COURSE INSTRUCTIONAL PACKAGE

DHG 125

Tooth Morphology and Histology

Effective Term

Fall 2026

Part I: Course Information

Effective Term: Fall 2026

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. 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.

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."

***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 the 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 malocclusions 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 on 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 teeth
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 and to identify the three occlusal classifications
7. To understand the relationship that exists between the teeth during protrusive and lateral excursion 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 in different 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 changes 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.***

GENERAL EDUCATION OUTCOMES:

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	60% (15% each)
Quizzes-9	18% (2% each)
Professionalism	2%
Final Exam	20%
	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, 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.**

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

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 Synder, 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](#).