



INSTRUCTIONAL PACKAGE

DHG 151

Dental Hygiene Principles

201910
Fall/2019

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 201910

COURSE PREFIX: DHG 151

COURSE TITLE: Dental Hygiene
Principles

CONTACT HOURS: 9

CREDIT HOURS: 5

RATIONALE FOR THE COURSE:

This course is a study of how to utilize communication techniques in clinical settings. Develop comprehensive patient cases utilizing a medical history, dental history, dental charting, dental radiographs, vital signs, and oral inspection. Utilize evidence-based decision making for patient care. Learn ergonomics to prevent operator injury during patient treatment. Gain the basic skills to manipulate dental instruments too effectively perform dental hygiene procedures. Understand the principles of infection control for the safety of the patient, operator and co-workers.

COURSE DESCRIPTION:

This course is a study of the principles of infection control and hazardous waste communication; instrumentation, instrument design; operator and patient positioning; operation of basic dental equipment; patient evaluation and medical history review.

PREREQUISITES/CO-REQUISITES:

PRE-REQUISITES:

3-3-4	BIO 210	Anatomy & Physiology I
3-3-4	CHM 105	General, Organic & Biochemistry
3-0-3	CPT 101	Introduction to Computers
3-0-3	ENG 101	English Composition

CO-REQUISITES:

1-0-1	AHS 113	Head & Neck Anatomy
3-3-4	BIO 211	Anatomy & Physiology II
3-3-4	BIO 225	General Microbiology
2-3-3	DHG 125	Tooth Morphology & Histology

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 student portal for course materials.
WaveNet and D2L email access.

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.

CLASSROOM DECORUM:

Students are expected to abide by certain guidelines within the classroom. Out of respect for classmates and professors, it is requested that students

- Take ownership and responsibility for one's learning.
- Understand that all course material cannot be covered during lecture/laboratory time.
- Show respect for others.
- Engage in classroom activities.
- Exhibit respect for college property.
- Show respect for authority.
- Realize and understand the College's Student Code of Conduct
- Understand and follow the Class Decorum/Social Media Policy

****Please refer to Program Manual for further explanation of Student Responsibilities and the Class Decorum Policy.**

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Module 1

Materials Covered: *Wilkins*: Ch. 1; The Professional Dental Hygienist,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Identify and define key terms and concepts related to the professional dental hygienist.
2. Describe the scope of dental hygiene practice.
3. Identify and describe the components of the dental hygiene process of care.
4. Identify and apply components of the dental hygiene code of ethics.
5. Explain legal, ethical, and personal factors affecting dental hygiene practice.
6. Apply concepts in ethical decision making.

Module 2

Materials Covered: *Wilkins*: Ch. 2; Evidence-Based Dental Hygiene Practice,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Explain evidence-based dental hygiene practice and identify the skills needed to practice evidence-based dental hygiene care.
2. Discuss research approaches and connect research types to the strength of evidence each provides.
3. Describe a systematic approach to finding science-based information.
4. Describe skills needed for analyzing Internet-based health information.

Module 3

Materials Covered: *Wilkins*: Ch. 3; Effective Health Communication,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Discuss the skills and attributes of effective health communication.
2. Explain how the patient's age, culture, and health literacy level affect health communication strategies.
3. Identify barriers to effective communication.
4. Identify communication theories relevant to effective health communication and motivational interviewing.

Module 4

Materials Covered: *Wilkins*: Ch. 4; Infection Control: Transmissible Diseases,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Apply the concept of standard precautions to the process of dental hygiene care.
2. Describe the infectious disease process and prevention of disease transmission.
3. Describe and identify transmissible diseases that may pose a risk to patients and dental healthcare personnel (DHCP).
4. Evaluate the oral healthcare needs of each patient with a transmissible disease.

Module 5

Materials Covered: *Wilkins*: Ch. 5; Exposure Control: Barriers for Patient and Clinician,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Identify and define key terms and concepts related to exposure control, clinical barriers, and latex sensitivity.
2. Explain the rationale and techniques for exposure control.
3. Identify the criteria for selecting effective barriers.
4. Explain the rationale, mechanics, and guidelines for hand hygiene.
5. Identify and describe the clinical manifestation and management of latex sensitivity.

Module 6

Materials Covered: *Wilkins*: Ch. 6; Infection Control: Clinical Procedures,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Describe the basic considerations for safe infection control practices.
2. Explain methods for cleaning and sterilizing instruments.
3. Describe procedures to prepare, clean, and disinfect the treatment area.
4. Explain process for managing hypodermic needles and occupational postexposure management.
5. List types of waste disposal and explain how each type is handled.

Module 7

Materials Covered: *Wilkins*: Ch. 7; Patient Reception and Ergonomic Practice,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Describe the rules of etiquette in relationship to patient reception and care.
2. Describe the components of ergonomic practice and relationship to career longevity.
3. Identify the range of working positions for a right-handed and left-handed clinician.
4. Describe the elements of a neutral working position (NWP).
5. Explain the musculoskeletal disorders and their causes and symptoms most often associated with the clinical practice of dental hygiene.
6. Explain the ergonomic risk factors of clinical dental hygiene practice.

Module 8

Materials Covered: *Wilkins*: Ch. 8; Emergency Care,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Develop a plan to prevent and prepare of medical emergencies.
2. Identify signs and symptoms related to a possible emergency.
3. Define key words related o emergencies.
4. Describe stress minimization techniques.
5. Identify procedures for specific emergencies.
6. Incorporate documentation into the emergency plan.

Module 9

Materials Covered: *Wilkins*: Ch. 9; Documentation for Dental Hygiene Care,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Identify and define key terms and concepts related to written and computerized dental records and charting.
2. Describe concepts related to ensuring confidentiality and privacy of patient information.
3. Compare three tooth-numbering systems
4. Discuss the various components of a patient's permanent, comprehensive dental record.
5. Recognize and explain a systematic method for documenting patient visits.

Module 10

Materials Covered: *Wilkins*: Ch. 10; Personal, Dental, and Medical Histories,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Relate and define key terms and concepts utilized in the creation of patient histories.
2. Explain the significance and purpose of accurate and complete patient personal, medial, and dental histories.
3. Compare and contrast the different methods available for the compilation of patient histories and the advantages and disadvantage of each.
4. Discuss how the components of patient histories relate directly to application of patient care.

Module 11

Materials Covered: *Wilkins*: Ch. 11; Vital Signs,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. List and explain the vital signs and why proper assessment is key to identifying the patient's health status.
2. Demonstrate and explain the correct procedures for assessing the vital signs: temperature, respiration, radial pulse, and blood pressure.

3. Recognize and explain factors that may affect temperature, respiration, pulse, and blood pressure.
4. Describe and evaluate equipment used for assessing temperature and blood pressure.
5. Recognize normal vital signs across varied age groups

Module 12

Materials Covered: *Wilkins*: Ch. 12; Extraoral and Intraoral Examination,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Explain the rationale for a comprehensive extra-and intraoral examination.
2. Explain the systematic sequence of the extra-and intraoral examination.
3. Identify normal hard and soft tissue anatomy of the head, neck, and oral cavity.
4. Describe and document physical characteristics (size, shape, color, texture, consistency_ and morphological categories (elevated, flat, and depressed lesions) for notable findings.
5. Identify suspected condition that require additional testing and referral for medical reevaluation.

Module 15

Materials Covered: *Wilkins*: Ch. 15; Dental Biofilm and Other Soft Deposits,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Define acquired pellicle and discuss the significance and role of the pellicle in the maintenance of oral health
2. Describe the different stages in biofilm formation and identify the changes in biofilm microorganisms as biofilm matures.
3. Differentiate between the types of soft deposits.
4. Recognize the factors that influence biofilm accumulation.
5. Explain the location, composition, and properties of dental biofilm.
6. Design biofilm control strategies individualized to meet each patient's needs.

Module 16

Materials Covered: *Wilkins*: Ch. 16; The Teeth,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Identify the three divisions of the human dentition: primary teeth, mixed (transitional) dentition, and permanent teeth.
2. Recognize and explain the various developmental and noncarious dental lesions.
3. Describe types of dental injuries and tooth fractures that may occur.
4. List the G.V. Black classification of dental carious lesions as used for diagnosis, treatment planning, cavity preparations, and finished restorations.

5. Explain the initiation and development of early childhood caries (ECC).
6. Compare methods for determining the vitality of the pulp of a tooth.
7. Provide a list of the factors to be observed and recorded during a complete dental charting with a new patient.

Module 17

Materials Covered: *Wilkins*: Ch. 17; The Occlusion,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Explain the basic principles of occlusion.
2. Classify occlusion on a patient or case study according to Angle's classification and describe the facial profile associated with each classification.
3. Describe functional and parafunctional contacts.
4. Give examples of parafunctional habits.
5. Discuss types of occlusal trauma and explain the effects on the oral structures.

Module 18

Materials Covered: *Wilkins*: Ch. 18; The Periodontium,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Recognize normal periodontal tissues.
2. Know the clinical features of the periodontal tissues examined during a complete periodontal examination.
3. Describe the characteristics of healthy gingiva.
4. Compare and contrast the characteristics of gingiva in health and disease.
5. Describe characteristics of healthy gingiva following periodontal surgery.

Module 19

Materials Covered: *Wilkins*: Ch. 19; Periodontal Disease Development,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. List and describe the modifiable and nonmodifiable risk factors for periodontal disease.
2. Explain the signs and symptoms of periodontal disease.
3. Define the stages of development for periodontal lesions.
4. Compare and contrast the different classifications of periodontal disease.
5. Describe the dental hygienist's role in educating the patient about management of modifiable risk factors for periodontal disease.

Module 20

Materials Covered: *Wilkins*: Ch. 20; Periodontal Examination,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Describe the components of a comprehensive periodontal examination.
2. List the instruments used for a periodontal examination.
3. Explain the technique for use of the periodontal probe and explorers.
4. Explain how procedure for the comprehensive examination will be described to the patient.

Module 21

Materials Covered: *Wilkins*: Ch. 21; Calculus,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Describe the characteristics and common location of supragingival calculus and how it is detected clinically.
2. Describe the clinical and radiographic characteristics of subgingival calculus and the use of an explorer or a periodontal probe to identify locations.
3. List and compare modes of attachment of supra- and subgingival calculus to the tooth.
4. Explain the methods to prevent calculus formation.

Module 22

Materials Covered: *Wilkins*: Ch. 22; Dental Stains and Discolorations,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Recognize and identify extrinsic and intrinsic dental stains and discolorations.
2. Differentiate between exogenous and endogenous stains.
3. Educate patients regarding the etiology and/or prevention of dental stains.
4. Determine appropriate clinical approaches for stain removal and/or tooth whitening.

Module 23

Materials Covered: *Wilkins*: Ch. 23; Indices and Scoring Methods,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Identify and define key terms and concepts related to dental indices and scoring methods.
2. Identify the purpose, criteria for measurement, scoring methods, range of scores, and reference or interpretation scales for a variety of dental indices.
3. Select and calculate dental indices for a use in a specific patient or community situation.

Module 24

Materials Covered: *Wilkins*: Ch. 24; Planning for Dental Hygiene Care,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Identify and define key terms and concepts related to planning dental hygiene care.
2. Identify and explain assessment findings and individual patient factors that affect patient care.

3. Identify additional factors that can influence planning for dental hygiene care.
4. Apply the evidence-based decision-making process to determine patient care recommendations.

Module 25

Materials Covered: *Wilkins*: Ch. 25; The Dental Hygiene Care Plan,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Identify and define key terms and concepts related to the written dental hygiene care plan.
2. Identify the components of a dental hygiene care plan.
3. Write dental hygiene diagnostic statements based on assessment findings.
4. Prepare a written dental hygiene care plan.
5. Apply procedures for discussing a care plan with the dentist and the patient.
6. Identify and apply procedures for obtaining informed consent.

Module 27

Materials Covered: *Wilkins*: Ch. 27; Protocols for Prevention and Control of Dental Caries,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Describe the dental caries disease process.
2. Identify factor contributing to demineralization and remineralization.
3. Distinguish each step in caries management.
4. Evaluate each patient for individual risk for caries disease.
5. Apply caries risk status in developing individualized caries management protocols and carefully document.

Module 28

Materials Covered: *Wilkins*: Ch. 28; Oral Infection Control: Toothbrushes and Toothbrushing,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Identify characteristics of effective manual and power toothbrushes.
2. Differentiate between the different manual tooth brushing methods including limitations and benefits of each.
3. Describe the different motions of action for powered toothbrushes.
4. Identify the basis for powered toothbrush selection.
5. Describe tongue cleaning and its effect on reducing dental biofilm.
6. Identify negative effects improper tooth brushing can have on hard and soft tissues.

Module 29

Materials Covered: *Wilkins*: Ch. 29; Oral Infection Control: Interdental Care,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Review the anatomy of the interdental area and explain why toothbrushing alone cannot remove biofilm adequately for prevention of periodontal infection.
2. Describe types of dental floss and outline steps for use of floss for biofilm removal from proximal tooth surfaces.
3. Develop a list of the types and purposes of various floss aids and provide a rationale for the choice of the best ones to meet a specific patient's needs.
4. Compare types of interdental brushes and explain why they may be more effective than floss for some patients.
5. Demonstrate and recommend other devices for biofilm removal including toothpick in holder, wooden interdental cleaner, interdental rubber tip, and water irrigation.

Module 30

Materials Covered: *Wilkins*: Ch. 30; Dentifrices and Mouthrinses,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Identify and define the active and inactive components in dentifrices and mouthrinse.
2. Explain the mechanism of action for preventive and therapeutic agents in dentifrices and mouth rinses.
3. Explain the purpose and use of dentifrices and mouthrinses.
4. Discuss the Food and Drug Administration (FDA) and the purpose of FDA.
5. Explain the American Dental Association (ADA) Seal of Acceptance program and purpose.

Module 36

Materials Covered: *Wilkins*: Ch. 36; Fluorides,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Describe the mechanisms of action of fluoride in the prevention of dental caries.
2. Explain the role of community water fluoridation on the decline of dental caries incidence in a community.
3. Recommend appropriate over-the-counter (OTC) and professionally applied Fluoride therapies based on each patient's caries risk assessment.
4. Compare use of fluoride home products (OTC and prescription).
5. Incorporated fluoride into individualize prevention plans for patients of various ages and risk levels.

Module 44

Materials Covered: *Wilkins*: Ch. 44; Dentin Hypersensitivity,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Describe stimuli and pain characteristics specific to hypersensitivity, and explain how this relates to differential diagnosis.
2. Describe factors that contribute to dentin exposure and behavioral change that could decrease hypersensitivity.
3. Explain the steps in the hydrodynamic theory.
4. Describe two mechanisms of desensitization and their associated treatment interventions for managing dentin hypersensitivity.

Module 45

Materials Covered: *Wilkins*: Ch. 45; Extrinsic Stain Removal,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Describe the difference between a cleaning agent and a polishing agent.
2. Explain the basis for selection of the grit of polishing paste for each individual patient.
3. Discuss the rationale for avoiding polishing procedures on areas of demineralization.
4. Explain the effect abrasive particle shape, size, and hardness have on the abrasive equalities of a polishing paste.
5. Explain the types of powdered polishing agents available and their use to remove tooth stains.
6. Explain patient conditions that contraindicate the use of air-powder polishing.

Module 47

Materials Covered: *Wilkins*: Ch. 47; Principles of Evaluation,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Identify and define key terms and concepts related to evaluation of dental hygiene interventions.
2. Discuss standards for dental hygiene practice.
3. Identify skills related to self-assessment and reflective dental hygiene practice.

Module 48

Materials Covered: *Wilkins*: Ch.48; Continuing Care,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Describe the goals of a continuing care program in dental hygiene practice.
2. Determine appointment intervals based on an individual patient's risk factors, compliance, and oral health history.
3. Name and discuss the contributing factors in recurrence of periodontal disease.

4. List steps in a continuing care appointment including assessment, care plan, and therapy.
5. Outline methods for continuing care systems in the dental office or clinic.

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Tests	60%
Quizzes	30%
Final Exam	10%
	100%

*****ALL CLINICAL COMPETENCIES ARE PASS OR FAIL. IF A STUDENT DOESN’T PASS ALL HIS/HER COMPETENCIES, IT WILL RESULT IN NOT PASSING THE CLASS, EVEN IF THE DIDACTIC SCORE IS 77% OR HIGHER.**

****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

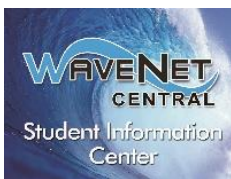


The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, 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 any time.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, 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.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, 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 educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, 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 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, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

Title IX Requirements

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

*Faculty and Staff are required to report incidents to the Title IX Coordinators 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).

<p>Inquiries regarding the non-discrimination policies:</p>	
<p>Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.</p>	<p>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.</p>
<p>Dr. Melissa Batten, VP Student Affairs <i>Title IX Coordinator</i></p> <p>Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu</p>	<p>Jacquelyne Snyder, VP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i></p> <p>Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu</p>