



INSTRUCTIONAL PACKAGE

DHG 151

Dental Hygiene Principles

202010
Fall/2020

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 202010

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 its importance in clinical dental hygiene care.
2. Discuss various approaches to research including the strength of evidence each provides.
3. Describe a systematic approach used to find credible scientific literature.
4. Describe skills needed for analyzing evidence-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. Identify factors that influence health communication.
3. Explain how the patient's age, culture, and health literacy level affect health communication strategies.
4. Identify communication theories relevant to effective health communication and motivational interviewing.
5. Health communication is the use of communication strategies to enhance the ability to provide patient-centered health information, motivate positive changes in health behaviors, and achieve improved health outcomes.

6. In the context of dental hygiene care, good communication skills help patients embrace healthy behaviors of all types that allow them to attain and maintain oral health.

Module 4

Materials Covered: *Wilkins*: Ch. 4; Dental Hygiene Care in Alternative Settings

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Identify and define key terms and concepts related to oral health care in alternative settings.
2. Identify materials necessary for providing dental hygiene care in alternative settings.
3. Plan and document adaptations to dental hygiene care plans and oral hygiene instructions for the patient who is residence-bound, bedridden, unconscious, or terminally ill.

Module 5

Materials Covered: *Wilkins*: Ch. 5; 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.
4. Evaluate the oral healthcare needs of each patient with a transmissible disease(s).

Module 6

Materials Covered: *Wilkins*: Ch. 6; 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 7

Materials Covered: *Wilkins*: Ch. 7; 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 8

Materials Covered: *Wilkins*: Ch. 8; 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.
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 9

Materials Covered: *Wilkins*: Ch. 9; 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 to emergencies.
4. Describe stress minimization techniques.
5. Identify procedures for specific emergencies.
6. Incorporate documentation into the emergency plan.

Module 10

Materials Covered: *Wilkins*: Ch. 10; 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 11

Materials Covered: *Wilkins*: Ch. 11; Medical, Dental, and Psychosocial 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 medical, dental, and psychosocial 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 12

Materials Covered: *Wilkins*: Ch. 12; 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 13

Materials Covered: *Wilkins*: Ch. 13; 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 evaluation.

Module 14

Materials Covered: *Wilkins*: Ch. 14; Family Violence,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Describe the general, extraoral, and intraoral signs of child abuse and neglect.
2. Describe the general, physical, extraoral, and intraoral signs of elder abuse and neglect.
3. Discuss the signs and attitudes of the abused in an intimate partner violence situation.
4. Discuss the role of the dental hygienist in reporting suspected abuse or neglect of children, elders, and intimate partners.
5. Discuss Munchausen syndrome by proxy and describe indicators associated with the syndrome.
6. Describe the general and behavioral indicators of human trafficking victims.

Module 15

Materials Covered: *Wilkins*: Ch. 16; Hard Tissue Examination of the Dentition

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, American Dental Association Caries Classification, and International Caries Detection and Assessment System classification of dental carious lesions used for diagnosis, treatment planning, management, cavity preparations, and finished restorations.
5. Explain the initiation and development of early childhood caries.
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.
8. Explain the basic principles of occlusion.
9. Classify occlusion on a patient or case study according to Angle's classification and describe facial profile associated with each classification.
10. Describe functional and parafunctional contacts.
11. Give examples of parafunctional habits.
12. Discuss types of occlusal trauma and explain the effects on the oral structures.
13. List the purposes and uses of study models.

14. Identify and explain the purposes and uses of study models in the clinical practice of dental hygiene.

Module 16

Materials Covered: *Wilkins*: Ch. 17; Dental Soft Deposits, Biofilm, Calculus, and Stains

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 and hard deposits.
4. Recognize the factors that influence the accumulation of biofilm, calculus, and stain.
5. Explain the location, composition, and properties of dental biofilm, calculus and stain.
6. Identify the modes of attachment of supra- and subgingival calculus to dental structure.
7. Describe the clinical and radiographic characteristics of supra- and subgingival calculus and its detection.
8. Educated patients regarding the etiology and prevention of dental biofilm, calculus, and stain.
9. Differentiate between exogenous and endogenous stains and identify extrinsic and intrinsic dental stains and discolorations.
10. Determine the appropriate clinical approaches for stain removal and maintenance.
11. Design biofilm, calculus, and stain management strategies to meet each patient's individual needs.

Module 17

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

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Recognize normal tissues of the periodontium.
2. Know the clinical features of the periodontium.
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 18

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 staging and grading of periodontal disease in the current classification system.
5. Describe the dental hygienist's role in educating the patient about management of modifiable risk factors for periodontal disease.

Module 19

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 20

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

Materials Covered: *Wilkins*: Ch. 22; Dental Hygiene Diagnosis

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Explain the significance of developing a dental hygiene diagnosis as a component of the dental hygiene process of care.
2. Formulate a dental hygiene diagnosis based on the assessment findings
3. Identify and define key terms and concepts related to planning dental hygiene care.
4. Identify and explain assessment findings and individual patient factors that affect patient care.
5. Identify additional factors that can influence planning for dental hygiene care.

Module 22

Materials Covered: *Wilkins*: Ch. 23; The Dental Hygiene Care Plan,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Discuss rationale and objectives for developing a dental hygiene care plan.
2. Identify the components of a dental hygiene care plan.
3. Prepare a written dental hygiene care plan from a dental hygiene diagnosis.
4. Apply procedures for discussing a care plan with the dentist and the patient.
5. Identify and apply measures for obtaining informed consent and informed refusal.

Module 23

Materials Covered: *Wilkins*: Ch. 24; Preventive Counseling and Behavior Change

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Explain the steps in a preventive program, identify the need to conduct preventive counseling and describe the proper setting.
2. Describe the importance of partnering with the patient to come up with a plan for change.
3. Describe and explain the methods of motivational interviewing.
4. Describe how to recognize and explore the patient's ambivalence and describe techniques to elicit and recognize change talk.
5. Understand and explain various plans to strengthen the patient's commitment for change.

Module 24

Materials Covered: *Wilkins*: Ch. 25; Protocols for Prevention and Control of Dental Caries,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Describe the dental caries disease process.
2. Identify factors 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 25

Materials Covered: *Wilkins*: Ch. 26; 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 modes of action of powered toothbrushes.
4. Identify the basis for power toothbrush selection.
5. Describe tongue cleaning and its effect on reducing dental biofilm.
6. Identify adverse effects of improper tooth brushing on hard and soft tissues.

Module 26

Materials Covered: *Wilkins: Ch. 27; 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 the types of interdental brushes and explain why they may be more effective than floss for some patients.
3. Describe types of dental floss and outline steps for use of floss for biofilm removal from proximal tooth surfaces.
4. Develop a list of the types and purposes of various floss aids including floss holders and power flossing devices, and provide a rationale for the choice of the best ones to meet a specific patient's needs.
5. Demonstrate and recommend other devices for biofilm removal including toothpick in holder, wooden interdental cleaner, interdental rubber tip, and oral irrigation.

Module 27

Materials Covered: *Wilkins: Ch. 28; Dentifrices and Mouthrinses,*

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Identify and define the active and inactive components in dentifrices and mouthrinses.
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 Food and Drug Administration (FDA) and the purpose of FDA.
5. Explain the American Dental Association (ADA) Seal of Acceptance program and purpose.

Module 28

Materials Covered: *Wilkins: Ch. 34; 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 29

Materials Covered: *Wilkins: Ch. 35; Sealants,*

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Describe the development and purposes of dental sealant materials.
2. Explain the types of sealant material and list the criteria of an ideal dental sealant material.
3. List indications and contraindications for placement of dental sealants.
4. Describe the clinical procedures for placement and maintenance of a dental sealant.
5. Explain the factors that affect sealant penetration.
6. Identify factors to document a dental sealant placement in the patient record.

Module 30

Materials Covered: *Wilkins: Ch. 41; Dentinal 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 changes 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 31

Materials Covered: *Wilkins*: Ch. 42; 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 qualities of a polishing paste.
5. Explain the types of powdered polishing agents available and their use in removal of tooth stains.
6. Explain patient conditions that contraindicate the use of air-powder polishing.

Module 32

Materials Covered: *Wilkins*: Ch. 43; Tooth Bleaching,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Discuss the mechanism, safety, and efficacy of tooth bleaching agents.
2. Identify specific tooth conditions and staining responses to tooth bleaching.
3. Differentiate reversible and irreversible side effects associated with the tooth bleaching process.
4. Assess appropriate interventions for tooth bleaching side effects.

Module 33

Materials Covered: *Wilkins*: Ch. 44; Principles of Evaluation,

Assessment: Tests, Quizzes, Competencies

Objectives:

1. Identify and define key terms and concepts related to the 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 34

Materials Covered: *Wilkins*: Ch.45; 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-6	80%
Final Exam	20%
	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.

TECH Central – Student Information Center



TECH Central provides quality enrollment and collegiate guidance for students, faculty, and staff. Services include phone, walk-in, and online technical support for technology training and troubleshooting. Additionally, we offer support in Office 365, Outlook E-mail setup, and ID cards.

Phone: 843-349-5340

Email: techcentral@hgtc.edu

Text: 843-357-8552

TECH Talk (Live Chat): Located on the "Home" tab in WaveNet.

Website: www.hgtc.edu/techcentral

Locations:

Conway Building 1100, Room 132D

Grand Strand Building 200, Room 136

Student Testing: (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more 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 RPNOW, 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 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>