



INSTRUCTIONAL PACKAGE

COS 108
Nail Care

Effective Term
Fall 2024/Spring 2025/Summer 2025

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2024/Spring 2025/Summer 2025

COURSE PREFIX: COS 108

COURSE TITLE: Nail Care

CONTACT HOURS: 1 lecture 1 lab

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

The purpose of Nail Care is to introduce the student to the basic concepts and vocabulary of nail care. Basic skills for manicuring and pedicure techniques and will include services in a safe environment, taking measures to prevent the spread of infectious and contagious diseases.

COURSE DESCRIPTION:

This course is a study of nail structure and manicuring techniques, including anatomy, chemistry and safety.

PREREQUISITES/CO-REQUISITES:

(Credit level COS 155 Minimum Grade of C or Credit level COS 155 Minimum Grade of TC) and (Background Check Form 1)

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.

ADDITIONAL REQUIREMENTS:

New manicure kit (Mandatory purchase by end of the first week of class)

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.

STUDENT IDENTIFICATION VERIFICATION:

2024-2025

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

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.

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

1. Identify the characteristics of normal healthy nails.
2. List the basic parts of the nail.
3. Discuss nails growth.
4. List and describe the various nail diseases and disorders.
5. Perform a hand, nail, and skin analysis.
6. Identify the types of nail tools required to perform a manicure.
7. Explain single use and multiuse implements.
8. Perform a manicure
9. Explain the importance of client consultations in nail care.
10. List the five basic nail shapes.
11. List the massage movements for hand and arm massage.
12. List the equipment used in pedicuring.
13. Perm a basic and spa pedicure.
14. Discuss and identify the importance of sanitation and disinfection of a pedicure bath.
15. Identify the supplies needed for nail tip applications.
16. Name the three types of nail tips available and how to correctly fit the nail tip.
17. Demonstrate how to apply and remove fabric nail wraps.
18. Explain the chemistry behind monomer liquid and polymer powder and how it works.
19. List the tools needed for perform a nail enhancement service.
20. Demonstrate a nail enhancement using monomer and polymer products.
21. Discuss the safety and sanitation when performing any nail service.
22. Explain why you would use a light cured gel product.
23. List the different types of light cured gel products.
24. Discuss the differences between light cured lamps and bulbs.
25. Explain how to correctly apply and remove a light cured gel product

Unit one

Chapter 5 and 20

Learning objectives

1. Describe the characteristics of a normal healthy nail
2. Describe the nine basic parts of the nail unit

3. Discuss how nails grow

Instructor lecture – nail structure, nail anatomy and nail growth

Student assignments – end of chapter questions, vocab and CIMA assignments

Learning Objectives

1. Define the scope of practice

2. Describe the potential consequences if a nail technician works outside the state's scope of practice

3. Identify the four types of nail technology tools required to perform a manicure

4. Explain the difference between multiuse and single use implements

5. Name and describe the three-part procedure used on the performance of the basic manicure

6. Explain what a consultation is important before a service in the salon

7. List and describe the five basic nail shapes

8. List the massage movements for performing a relaxing arm and hand massage

9. Explain the difference between spa manicures and basic manicures

10. Describe how aromatherapy is best used in manicuring services

11. Explain the benefits of paraffin wax in manicuring

Instructor lecture: nail technology and tools

Instructor lecture: basic manicure

Instructor demo – basic manicure

Student practical lab – basic manicure

Instructor lecture: spa manicure, aromatherapy, paraffin wax

Instructor demo – paraffin wax

Student practical lab – paraffin wax

Instructor lecture- nail art

Student practical lab – nail art

Student assignments – end of chapter questions, vocab, and CIMA assignments

Lesson Activities

1. Natural Nails. Have students use their cell phones to google images of healthy nails. Have each student select one image they feel shows the healthiest nail. Then have them walk around to show other students the image they chose and explain why they feel it best represents healthy nails.

2. Are Your Nails Healthy? Ask students to review their own nails now to determine the health and well-being of their nails. Ask them to work in groups of three and answer these questions:

- Do your nails fit the description of healthy nails?
- Are the nails firm and yet flexible, or are they rigid and inflexible?
- What does the surface of your nails look like?
- Do your nails look hydrated, or are they lacking in hydration?

3. Nail Structure. As you proceed through the "Nail Structure" section, have students create a drawing of the nail. At the end of discussing each layer, pause the lesson and have students draw out what they just learned.

4. Nail Structure Drawing. Students should now have completed a drawing of the nail. Have them share their drawing with a partner and explain the layers of the nail.

5. Windowpane Nail Shapes. Have students draw a windowpane with 16 panes. Have students draw and label the 16 various nail shapes found in Figure 5–2, one shape in each pane.

6. Story Moment Questions. Place students in groups and ask them to review the story questions located at the end of the Instructor Support Slides. Have each group review, discuss, and answer the

questions. Once they are completed, have the groups share what they discussed.

7. Review. Place students in small groups. Ask them to use their cell phones or tablets to look up the “scope of practice” for a cosmetology license and what nail services they are allowed to perform as a cosmetologist. Once they have read the scope of practice, hold a discussion with classmates

Lesson Activities

1. Scope of Practice. Break the class into small groups and have them use their cell phones/tablets to look up your state’s scope of practice for manicuring as a licensed cosmetologist. Hold a discussion on what the state says is legal and illegal to perform.

2. Manicure Station Equipment. Divide the class into small groups. Have each group research price ranges and available options for manicure tables, cosmetologist and client chairs, and autoclaves. Have each group share their findings and discuss the results.

3. Manicure Implements. As you go through the next two sections, have a set of manicuring implements (single-use and multiuse) available for each student. As you lecture on each type of implement, have the students find the item and observe it while you are covering the key points.

4. Single or Multiuse? Have students work in pairs. Have them take turns holding up different manicuring implements. As one student holds up the implement, the other student identifies the item, if the tool is a single-use or multiuse implement, and what the item is used for. Continue until students have correctly identified all items.

5. Client Consultation. Have every student complete the school’s client consultation form. Then place students in pairs. Each student will use their partner’s client consultation form to perform a consultation for a manicure service on their partner.

6. Nail Tip Shapes. Have each student glue nail tips to a wooden dowel (create at least five dowels). Have each student file the nail tips, creating the five basic nail shapes (square, squoval, round, oval, and pointed).

7. The Perfect Polish. Have students practice the three-stroke polishing technique on a nail tip that was filed in Activity 6.

8. Practice Different Massage Techniques. Have students choose partners and take turns practicing massage movements. While giving and receiving these practice massages, ask students to consider the different routines they could use them for, including the number of strokes or movements per massage technique and the order. Ask them to create a routine to perform on most clients when providing nail services (with the exception of special concerns).

9. Theme Manicures. Working in small groups, have students brainstorm ideas for “theme manicures.” Have each group share their ideas with the class.

10. Nail Art. Working with a partner, have students search for nail art ideas. Have students select one image for French manicure, color fading, color blocking, and marbelizing. On a sheet of paper, ask them to sketch the idea for each piece of nail art.

11. Story Moment Questions. Place students in groups and ask them to review the story questions located at the end of the Instructor Support Slides. Have each group review, discuss, and answer the questions. Once they are completed, have the groups share what they discussed.

12. Review Activity. Place students in groups of three and have a cell phone scavenger hunt. Give each group a list of 10 to 20 pieces of equipment, tools, or products needed to perform a manicure service. Give students 10 minutes to go on a scavenger hunt throughout the school. They must find and take a picture of each item. Once they are back in the classroom, talk about whether they had a hard time finding any of the items.

Unit two

Chapters 6 and 21

Learning objectives

1. List and describe the various disorders and irregularities of the nails
2. Recognize the diseases of the nails that should not be treated in the salon
3. Perform a hand, nail, and skin analysis on a client

Instructor lecture – nail disorders

Instructor lecture – nail diseases

Student project – nail diseases and disorders

Learning objectives

1. Describe the equipment used when performing pedicures
2. Identify materials only used when performing pedicures
3. Describe the function of callus softener in a pedicure procedure
4. Explain the difference between a basic pedicure and a spa pedicure
5. Define reflexology and its use during a pedicure procedure
6. Summarize the importance of cleaning and disinfecting a pedicure bath

Instructor lecture -tools and materials used during a pedicure

Instructor lecture – pedicure products, service, scheduling

Instructor lecture – disinfecting and sanitation for pedicure procure and foot spas

Instructor demo – basic pedicure – foot and leg massage

Student practical lab – basic pedicure – foot and leg massage

Test – refer to instructors’ packet and D2L for dates.

Student assignments – end of chapter questions, vocab, and CIMA assignments

Lesson Activities Chapter 6

1. Identify Unhealthy Nails. Divide the class into groups of three. Assign each group five nail disorders. Have the groups search the web for photos of their assigned nail disorder. Have them share their findings with the rest of the class. Discuss which nails can or cannot be safely worked on in a salon.
2. Create a Nail Disorder Model. Assign each student four different nail disorders. Have the student re-create the nail disorders on a plastic finger, an oversized printed nail outline, or a nail tip glued to a popsicle stick. Allow students to use any materials available in the school, including artificial nail products, nail polish, markers, playdough, glue, cotton, gloves, and so on.
3. Telephone. Use the game of telephone as a term pronunciation activity! Have the students play several rounds of telephone using the nail diseases terms. Divide the class into small groups of five to seven. Have them stand up and form a straight line. Pull the first student in each group to the side and give them one of the nail diseases terms. Make sure they know how to properly pronounce the term. Have each student return to their group and begin the telephone game. They will whisper the term into the ear of the second student. The second student will then pass what they heard on to the third student and so on—until it reaches the last student in the group. The last student of each group will then repeat the key term aloud for the class to hear. Have the class discuss the difference between what they heard and how the term is really pronounced. Discuss how the term changed through the game.
4. Create a Nail Disease Model. Assign each student four different nail diseases. Have the students re-create the nail diseases on a plastic finger, an oversized printed nail outline, or a nail tip glued to a popsicle stick. Allow students to use any materials available in the school, including artificial nail

products, nail polish, markers, playdough, glue, cotton, gloves, and so on. List nail diseases on flash cards or on the board.

5. Hand, Nail, and Skin Analysis. Have each student find a partner and complete a hand, nail, and skin analysis on each other. Afterward, ask them to share their findings with you.

6. Scope of Practice. Have students work in pairs and search online for your license's scope of practice found in your state's cosmetology laws and statutes. Once they have all read the scope of practice, hold a discussion with the class on what services they can and cannot do with their state license.

Note: If you are close to a neighboring state, you may have students research both states.

7. Story Moment Questions. Place students in groups and ask them to review the story questions located at the end of the Instructor Support Slides. Have each group review, discuss, and answer the questions. Once they are completed, have the groups share what they discussed.

8. Review Activity. Working in groups of three, assign each group four nail diseases and disorders. Have them identify the root of each word. To show the root of the word, draw a line before and after the root word, separating it from the prefix onych and the ending of the word. Once students identify the word root, have them come up with a statement that ties the root word to the definition. Once they have completed their four terms, have each group share theirs with the rest of the class.

Lesson activities Chapter 21

Lesson Activities

1. Pedicure Footbaths. Divide the class into small groups. Have each group research price ranges and available options for various types of pedicure footbaths. Have each group share their findings and discuss the results.

2. Pedicure Implements. As you go through the "Pedicuring Implements" and "Unique Pedicure Materials" sections, have a set of pedicuring implements available for each student. As you lecture on each type of implement, have the student find the item and observe it while you are covering the key points.

3. Single or Multiuse? Have students work in pairs. Have them take turns holding up different pedicuring implements. As one student holds up the implement, the other student identifies the item, if the tool is a single-use or multiuse implement, and what the item is used for. Continue until students have correctly identified all items.

4. Show and Tell. Have a set of the professional products used at the school. As you lecture on each type of product, share what products the school uses and share the benefits of each product.

5. Pedicure Service Role-Play. Have students practice with another student, creating a scenario in which they must explain to a client that they need a pedicure series. Ask students to explain the benefits, time frame, and process for this additional treatment.

6. Menu of Pedicure Services. Working in small groups, have students create a menu of pedicure services, including theme packages and pedicure series. Ask them to share their menu with the class.

7. Pedicure Upgrade Role-Play. Working with a partner, have students practice upgrading a pedicure service.

8. Pedicuring Ergonomics. Have students partner with another student and practice sitting ergonomically correct while pretending to perform a pedicure. Ask them to critique each other on areas where they can improve their posture. Ask them to challenge themselves to sit up straight and notice how it feels when they do.

9. Story Moment Questions. Place students in groups and ask them to review the story questions located at the end of the Instructor Support Slides. Have each group review, discuss, and answer the questions. Once they are completed, have the groups share what they discussed.

10. Review Activity. Throughout this chapter there are numerous Caution! sidebars. Working in small groups, have the students go through and review and discuss each Caution! Why do they feel the information in each side bar was important enough to be singled out as a Caution! feature?

Unit 3

Chapters 22, 23, 24

Test – see instructors packet and D2L for specific dates

Learning objectives

1. In addition to your basic manicure table set up, identify any supplies that are needed for nail tip application and explain their use
2. Name and describe the three types of nail tips available, and describe the importance of correctly fitting the nail tip
3. Demonstrate the stop, rock, and hold method of applying tips
4. List the types of fabrics used in nail wraps and explain the benefits of using each
5. Describe the main difference between performing the two-week fabric wrap maintenance and the four-week fabric wrap maintenance
6. Demonstrate how to remove fabric wraps and what to avoid

Instructor lecture – nail wraps application and maintenance

Instructor demo – nail tip application

Instructor demo - nail wrap application

Instructor demo fabric wrap maintenance and removal

Student practical lab – tip application and nail wrap

Learning objectives

1. Explain monomer liquid and polymer powder nail enhancement and how it works
2. Name the specific tools, equipment and supplies required to perform monomer liquid and polymer powder nail enhancements
3. List the steps to apply nonacid and acid free nail primers
4. Explain how to properly store monomer liquid and polymer powder products
5. Describe the apex, stress area, and sidewall and tell where each is located on the anil enhancement
6. Describe how to perform a one-color maintenance service on nail enhancements using monomer liquid and polymer powder
7. Demonstrate how to perform crack and repair procedures
8. Implement the proper procedure for removing monomer liquid and polymer powder nail enhancements
9. Describe the general process for using odorless products
10. List two ways to create nail art from monomer and liquid and polymer powder

Instructor lecture – monomer liquid and polymer powder nail enhancements

Instructor lecture – Safety and storage for nail enhancements

Instructor lecture nail enhancement maintenance

Instructor lecture – odorless monomer liquid and polymer powder products

Instructor demo one color monomer liquid and polymer powder nail enhancements

Student practical lab – application of one-color monomer liquid and polymer powder nail enhancements

Instructor demo – two color monomer liquid and polymer powder nail enhancement using forms

Student practical lab - two color monomer liquid and polymer powder nail enhancement using forms

Instructor demo- one color monomer liquid and polymer product powder maintenance
Student practical lab - one color monomer liquid and polymer product powder maintenance

Learning objectives

1. Describe the chemistry and main ingredients of light cured gels
2. Explain when you would use a one color or two-color method for applying UV or LED gels
3. List the different types of light cured gel used in current systems
4. Identify the supplies needed for light cured gel application
5. Determine when to use light cured gels on your client
6. List the four guidelines that will assist you in choosing the proper light cured gel technology for your client
7. Discuss the difference between light cured lamps and bulbs
8. Identify the advantages of using light cured gel polish
9. Describe how to maintain light cured gel nail enhancements
10. Explain how to correctly remove hard light cured gels
11. Identify the correct way to remove soft light cured gels

Instructor lecture – chemistry of light cured gels, typed of light cured gels

Instructor lecture – supplies for light cured gels when to use light cured gels, the differences between light cured bubs and lamps

Instructor demo – light cured gels and removal of gels

Student practical lab – light cured gel application and removal

Instructor demo- hard gel application

Student practical lab – application of hard gel

Student assignments – end of chapter questions, vocab, and CIMA assignments

Test on chapters 27, 28 and 29 – see instructors' packet and D2L for dates

Student assignments – end of chapter questions, vocab and CIMA assignments

Lesson Activities Chapter 22

1. Brainstorming. In small groups, have students brainstorm all the common problems they can think of that are associated with wearing nail extensions, for example, lifting, breaking, and peeling. Have each group share their list.
2. Dry Manicure Practice. Have students pair up to perform a dry manicure on one hand in 15 minutes. Set a timer and then inspect their work. Ensure there is no cuticle left on the nail plate and that all shine is removed. It's also important that the nail is clean and free of dust.
3. Cutting the Nail Tip. Have students try cutting a few tips with tip cutters, holding them at different angles. See what happens to the tip with each cut. Does the tip bend? Does it crease or turn white? Does it cut straight across? Ask students to cut five tips in a row, focusing on keeping the edge consistent on all five.
4. Practice Your Forms. Have students work with a partner and practice applying nail forms. Have them apply one form and look at it from all angles. Then have them remove it and apply another. Ask them to apply five forms and then switch. Practice will make it easier and increase the speed of

application.

5. Nail Tip Shapes. Have students use full-well tips to practice filing the three new nail shapes: almond, stiletto, and ballerina.

6. Support and Foundation. Ask each student to take a pen and lay it on their desk/table with the tip of the pen facing the edge. Then have them gently push the pen toward the edge, moving it half an inch at a time. Have them to continue pushing the pen half an inch at a time, and ask the following questions: What eventually happens? It falls off—correct? Why did it fall off?

It fell off because eventually the majority of the pen was sticking off of the table and it no longer had support—it lost its foundation. As we are talking about nail extensions, you must have a thorough understanding of the parts of the nail. Earlier we brainstormed about some of the common problems that exist with wearing nail extensions. Breaking is one of those problems. As nail extensions are applied and the free edge extends beyond the nail plate, where does the support come from? That is what we are going to look at now.

7. Dipping Practice. Have each student adhere six full-welled nail tips to wooden sticks. Have them apply a dip system application with six different colored powders. Ask them to notice how long the tip has to be kept in the dip powder to grab the color. They should also notice how thick the nail gets depending on the resin application. Discuss with students what they have learned.

8. Story Moment Questions. Place students in groups and ask them to review the story questions located at the end of the Instructor Support Slides. Have each group review, discuss, and answer the questions. Once they are completed, have the groups share what they discussed.

9. Review Activity. In small groups, have students review the resin systems that are offered in your school. Then ask the following questions: What are the benefits of each system? What other systems are available that you would personally prefer?

Lesson Activities chapter 23

Lesson Activities

1. Soda Geyser. For a fun example to demonstrate a catalyst in action, try this activity. You will need a 2-liter bottle of Diet Coke and a package of Mentos. And you will need to take your class outside. To demonstrate how a catalyst works, perform a Diet Coke and Mentos experiment. What happens when you shake a bottle of soda? It fizzes and explodes all over you—correct? The explosion might go a few feet from you. What if you wanted to create a soda explosion that went 10 feet high? For that, you would need a catalyst. Place the 2-liter bottle of Diet Coke outside (away from cars and the building). Then quickly drop in a pack of Mentos candy. Be prepared to step back quickly. When the Mentos are dropped into the soda, they catalyze the release of gas from the soda, which creates an eruption that pushes the liquid up and out of the bottle.

2. Review SDSs. Place students in small groups and have them review the Safety Data Sheets (SDSs) for the liquid and powder nail enhancement products used by the school. Have students discuss any hazardous ingredients, handling and storage requirements, physical and chemical properties, toxicological information, and disposal considerations.

3. Score Files. Give each student a few files and buffers, and have them score or season each one.

4. Electric File Practice. To help students get the feel for an electric file and learn not to damage the nail, have them practice using the file on various objects:

- Take the paint off a pencil without leaving divots.
- Use a marker on an egg and have them remove the marker without breaking the egg.
- Fill a rubber glove with cornmeal (or a similar item), glue a nail tip to a finger on the glove; polish the tip, and have students remove the polish without touching the glove.

5. Perfect Bead Practice. To learn to create the perfect bead, have students practice creating various liquid and powder nails. Give each student a copy of Handout 23-1 (found at the end of this lesson plan). Place each handout in a sheet protector or have them laminated. Have students practice forming the nails on the plastic. Once they have achieved a level of competence in forming the bead and working with the product, have them proceed to practicing on fingers or plastic hands.
6. Three-Dimensional Nail Art. Have students work in groups of three. Have them do an Internet search for images or videos of three-dimensional acrylic nail art. Have them choose their three favorites and share with the rest of the class.
7. Story Moment Questions. Place students in groups and ask them to review the story questions located at the end of the Instructor Support Slides. Have each group review, discuss, and answer the questions. Once they are completed, have the groups share what they discussed.
8. Review Activity. In small groups, have students discuss the following: How can you see yourself incorporating liquid and powder nail enhancements into your career?

Lesson activities Chapter 24

Lesson Activities

1. Gel Chemistry. Working in groups of three, have students create a study tool covering gel chemistry. For example, they might make their own detailed chart, mind map, window pane or flash cards.
2. UV or LED. In small groups, have students research two or three popular nail brands and determine if their curing systems are LED or UV. Ask them to report their findings to the class.
3. The Curing Process. Have students place a small amount of white building gel on a disposable form and spread it with a gel brush. Ask them to apply the gel so that they can see through it onto the form's surface. They should then cure the gel in their lamp for the recommended duration and then clean the gel's surface to remove the sticky residue of the inhibition layer. Have them peel the form away from the gel and examine the side of the gel that was against the form. Remind them that if there is a layer of uncured gel, the gel was applied too thickly. Have them reapply the gel so that it is thinner and repeat the curing and examination process.
4. Understanding Gel Viscosity. Explain to students that understanding differences in building gels is critical. Some building gels remain the same shape for hours after they are applied to the fingernail; others move around the fingernail after application. To demonstrate this, open various building gel containers. While holding the building gels in one or two hands, tip the containers sideways and ask students to watch the building gels flow—or in some cases, not flow at all. Afterward, have each student apply a tiny amount of each gel onto four fingernails. Ask them to observe how the gels react when they are first applied and then again after a few minutes of being on a warm fingernail (as opposed to a plastic tip).
5. Role-Play. Working with a partner, have students role-play choosing gel services. One partner will be the client, and the other will be the stylist. The stylist will ask various questions of the client to determine which type of gel service would be best. After they have completed the role-play, have them switch roles and go again.
6. Story Moment Questions. Place students in groups and ask them to review the story questions located at the end of the Instructor Support Slides. Have each group review, discuss, and answer the questions. Once they are completed, have the groups share what they discussed.
7. Review Activity. In small groups, have students discuss which type of nail enhancement they prefer—gel or liquid and powder?

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	50%
Assignments	10%
Projects/Portfolios	10%
Class Participation	10%
Final Exam	20%
	<hr/>
	100%

****Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

GRADING SYSTEM:

Please note the College adheres to a 10-point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, 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. 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.

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, and if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

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

1. **Academic tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC at ssc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email ssc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.



STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.



HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries are equipped with computers to support academic research and related school work; printing is available as well. Visit the [Library](#) website for more information or call (843) 349-5268.

STUDENT TESTING:

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

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

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

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

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

DISABILITY SERVICES:

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

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided. Students will need to reach out to the Accessibility and Disability Services staff each semester to renew their accommodations.

COUNSELING SERVICES:

HGTC Counseling Services strives to optimize student success through managing personal and

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

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

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

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

Other employee and applicant inquiries concerning the federal laws and their application to the College may be directed to Jacquelyne Snyder, Vice President, Human Resources and Employee Relations & the College's Affirmative Action/Equal Opportunity Officer, Horry-Georgetown Technical College, Building 200C, Room 205B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, jacquelyne.snyder@hgtc.edu.

Other student and prospective student inquiries concerning the federal laws and their application to the College or any student decision may be directed to Dr. Melissa Batten, Vice President, Student Affairs, Section 504 & Title II Coordinator Horry-Georgetown Technical College, Building 1100C, Room 107A, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, melissa.batten@hgtc.edu.

TITLE IX REQUIREMENTS:

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

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

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

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

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

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](#).