



INSTRUCTIONAL PACKAGE

COS 130
Professional Image

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 130 COURSE TITLE: Professional Image

CONTACT HOURS: 1 Lecture 3 Lab CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

This course will introduce the student to the concepts and vocabulary which will provide the student with personal and professional success which will include ethics, professional presentation, and personal health and well-being.

COURSE DESCRIPTION:

This course is an introductory course that includes an overview of professionalism. Emphasis is on conduct, ethics, appearance and interpersonal skills.

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 Manikin for State Board Procedures

New Uniforms, if old uniforms are soiled.

Cosmetology Kit

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:

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*:

Chapter 4 Healthy Professional Foundations book

Learning outcomes:

1. Explain the healthy professional.
2. Discuss nutritional needs in a beauty context.
3. Practice proper hydration.
4. Describe how immunity keeps the body safe.
5. Explain when to take a sick day.
6. Identify common beauty professional health issues.
7. Protect yourself with proper body mechanics.
8. Recognize the challenges posed by pregnancy.

CIMA Activity at the start of class, review the Learning Objectives and Why Study video with students

CIMA Activity discover what students know before starting the lesson by completing The Healthy Professional Case Study and Warm Up.

- group discussion/discussion board:
 - How comfortable do you feel with your current knowledge on this chapter? Why?
 - Do you feel there is more to learn?

CIMA Activity Before beginning this chapter, confirm students have read Chapter 4 The Healthy Professional in their print or eBook.

Lesson activities listed in CIMA

Lecture Explain the healthy professional Slide 4

- CIMA Activity Have students complete The Healthy Professional Activity
- CIMA Activity Before beginning this section, confirm students have read the section Discuss Nutritional Needs in a Beauty Context in their print or eBook.

Lecture Discuss nutritional needs in beauty context slides 5-11

CIMA Activity Have students complete the Essential Nutrients Quiz

CIMA Activity Have students complete the Vitamins Quiz

Lecture Practice Proper hydration slides 12-15

- CIMA Activity Have students complete the Proper Hydration Quiz
- CIMA Activity Before beginning this section, confirm students have read the section Describe How Immunity Keeps the Body Safe in their print or eBook.

Lecture Describe how immunity keeps the body safe Slides 16-18

- CIMA Activity Have students complete the Immunity Quiz
- CIMA Activity Before beginning this section, confirm students have read the section Explain When to Take a Sick Day in their print or eBook.
- Lecture explain when to take a sick day slide 19-22
- CIMA Activity Have students complete the Call in Sick Role Play Activity
- CIMA Activity Before beginning this section, confirm students have read the section Identify Common Beauty Professional Health Issues in their print or eBook.

Lecture Identify common beauty professional health issues slides 23-27

- CIMA Activity Have students complete the Beauty Professional Health Issue Quiz.
- CIMA Activity Before beginning this section, confirm students have read the section Protect Yourself with Proper Body Mechanics in their print or eBook.

Lecture Protect yourself with proper body mechanics slides 28-37

- CIMA Activity Have students watch the animation The Straight Story on Ergonomics
- CIMA Activity Have students complete the Body Movement Quiz
- CIMA Activity Before beginning this section, confirm students have read the section Recognize the Challenges Posed by Pregnancy in their print or eBook.

Lecture Recognize the challenges posed pregnancy slides 38-39

- CIMA Activity Put students into small groups or chat rooms and discuss Pregnant Professionalism Discussion.

Lecture Apply the healthy professional slide 40

Chapter 1 Life skills Foundation book

Learning outcomes

1. Explain life skills.
2. List the principles that contribute to success.
3. Design a mission statement.
4. Set long-term and short-term goals.
5. Demonstrate effective time management.
6. Employ successful learning tools.

7. Define ethics.
8. Develop a positive personality and attitude.
 - CIMA Activity at the start of class, review the Learning Objectives and Why Study video with students.
 - CIMA Activity discover what students know before starting the lesson by completing the Life Skills Case Study and Warm Up.
 - group discussion/discussion board:
 - How comfortable do you feel with your current knowledge on this chapter? Why?
 - Do you feel there is more to learn?
CIMA Activity Before beginning this chapter, confirm students have read Chapter 1 Life Skills in their print or eBook.
 - Lesson activities listed in CIMA
CIMA Activity Before beginning this section, confirm students have read the section Explain Life Skills in their print or eBook.

Lecture explain life skills slides 4-6

- CIMA Activity Have students watch the video Defining Success.
- CIMA Activity Have students complete the Life Skills Quiz
- CIMA Activity Before beginning this section, confirm students have read the section List the Principles that Contribute to Success in their print or eBook.

Lecture List the principles that contribute to success slides 7-9

- CIMA Activity Have students complete the Action Steps for Success Quiz.
- CIMA Activity Have students complete the Becoming Successful Quiz
- CIMA Activity Before beginning this section, confirm students have read the section Design a Mission Statement in their print or eBook.
- CIMA Activity Have students watch the video The Mission Statement

Lecture Design a mission statement slides 10-12

- CIMA Activity Have students complete the activity Personal Mission Statement Activity.
- Group Discussion/Discussion Board: Have students share their mission statement with the class and explain what it means to the
- CIMA Activity Before beginning this section, confirm students have read the section Set Long-Term and Short-Term Goals in their print or eBook.

Lecture set long term and short-term goals slides 13-15

- CIMA Activity Have students complete the Goal Setting Quiz.
- CIMA Activity Have students watch the video SMART Goals
- CIMA Activity Have students complete the activity Goal Planning Activity.
- Group Discussion/Discussion Board: Ask students to share one of their short-term goals and one of their long-term goals with the class. Why do they want to accomplish these goals?

- CIMA Activity Before beginning this section, confirm students have read the section Demonstrate Effective Time Management in their print or eBook.

Lecture Demonstrate effective management slides 16-19

- CIMA Activity Have students complete the activity Time Management Activity.
- CIMA Activity Put students into small groups or chat rooms and discuss Making Time Discussion
- CIMA Activity Before beginning this section, confirm students have read the section Employ Successful Learning Tools in their print or eBook.

Lecture employ successful learning tools slides 19-23

- CIMA Activity Have students watch the video Study Skill
- CIMA Activity Have students complete the Learning Tools Quiz
- CIMA Activity Before beginning this section, confirm students have read the section Define Ethics in their print or eBook

Lecture Define ethics slides 24-27

- CIMA Activity Have students complete the activity The Self-Care Test.
- CIMA Activity Have students watch the video Don't Stress, Just Do Your Best.
- CIMA Activity Before beginning this section, confirm students have read the section Develop a Positive Personality and Attitude in their print or eBook.

Lecture Develop a positive personality and attitude slides 28-29

- CIMA Activity Have students complete the Positive Attitude Quiz.

Lecture apply Life skills slide 30

Exam on Chapter

Chapter 2 Professional Image Foundation book

Learning outcomes

1. Explain professional image.
2. Employ image-building basics.
3. Demonstrate a professional attitude.
4. Create your personal portfolio.
5. Implement social media best practices
 - CIMA Activity at the start of class, review the Learning Objectives and Why Study video with students.
 - CIMA Activity discover what students know before starting the lesson by completing the Professional Image Case Study and Warm Up.
 - group discussion/discussion board:
 - How comfortable do you feel with your current knowledge on this chapter? Why?
 - Do you feel there is more to learn?
 - CIMA Activity Before beginning this chapter, confirm students have read Chapter 2 Professional Image in their print or eBook
 - Lesson activities listed in CIMA

Lecture Explain Professional Image Slides 4-5

- CIMA Activity Put students into small groups or chat rooms and discuss Image Enhancement Discussion.
- CIMA Activity Before beginning this section, confirm students have read the section Employ Image-Building Basics in their print or eBook

Lecture Employ Image building basics slides 6-11

- CIMA Activity Have students complete the Grooming Habits Quiz.
- CIMA Activity Have students complete the Personal Hygiene Quiz.
- CIMA Activity Before beginning this section, confirm students have read the section Demonstrate a Professional Attitude in their print or eBook.

Lecture Demonstrate a professional attitude slides 12-19

- CIMA Activity Have students complete the Work Ethics Quiz.
- CIMA Activity Have students complete the Professional Attitude Quiz
- CIMA Activity Before beginning this section, confirm students have read the section Create Your Personal Portfolio in their print or eBook.

Lecture Create your personal portfolio slides 20-24

- CIMA Activity Before beginning this section, confirm students have read the section Create Your Personal Portfolio in their print or eBook.
- CIMA Activity Have students complete the activity Professional Portfolio Activity
- CIMA Activity Before beginning this section, confirm students have read the section Implement Social Media Best Practices in their print or eBook.
- CIMA Activity Have students watch the animation The Social Savvy Pro.

Lecture Implement social media best practices slides 25-28

- CIMA Activity Have students complete the Social Media Quiz.
- CIMA Activity Have students complete the activity Social Media Plan.
- Group Discussion/Discussion Board:
 - Ask students to share their number one goal for building their social media presence.

Lecture apply professional image slides 29-30

Exam on Chapter

Chapter 3 Communicating for Success

Learning Outcomes

1. EXPLAIN COMMUNICATING FOR SUCCESS.
2. PRACTICE COMMUNICATION SKILLS.
3. CONDUCT THE CLIENT CONSULTATION.
4. HANDLE COMMUNICATION BARRIERS.
5. FOLLOW GUIDELINES FOR WORKPLACE COMMUNICATION.

CIMA Activity At the start of class, review the Learning Objectives and Why Study video with students.

CIMA Activity Discover what students know before starting the lesson by completing the Communicating for Success Case Study and Warm Up.

Group Discussion/Discussion Board:

- How comfortable do you feel with your current knowledge on this chapter? Why?
- Do you feel there is more to learn?
 - CIMA Activity Before beginning this chapter, confirm students have read Chapter 3 Communicating for Success in their print or eBook.
 - Lesson Activities as listed in CIMA
 - CIMA Activity Before beginning this section, confirm students have read the section Explain Communicating for Success in their print or eBook

Lecture explain communicating for success slide 3

- CIMA Activity Have students watch the animation The Laws of Etiquette.
- CIMA Activity Put students into small groups or chat rooms and discuss Communicating Champion Discussion
- CIMA Activity Before beginning this section, confirm students have read the section Practice Communication Skills in their print or eBook

Lecture Practice communication skills slide 4-12

- CIMA Activity Have students complete the Practice Communication Skills Quiz.
- CIMA Activity Have students complete the Client Intake Form Quiz.
- CIMA Activity Before beginning this section, confirm students have read the section Conduct the Client Consultation in their print or eBook.

Lecture Conduct the client consultation slides 13-20

- CIMA Activity Have students complete the Service Experience Activity.
- CIMA Activity Have students complete the activity Client Consultation Role Play
- CIMA Activity Have students complete the Consultation Check Quiz
- CIMA Activity Have students complete the Concluding the Client Service Quiz
- CIMA Activity Before beginning this section, confirm students have read the section Handle Communication Barriers in their print or eBook

Lecture Handle communication barriers slides 21-26

- CIMA Activity Have students complete the activity Late Client Role Play
- CIMA Activity Have students watch the video Handling Touch Conversations
- CIMA Activity Have students complete the Personality Check Role Play Activity
- CIMA Activity Before beginning this section, confirm students have read the section Follow Guidelines for Workplace Communication in their print or eBook.

Lecture Follow guidelines for workplace communication slides 27-31

- CIMA Activity Have students watch the video Communicating with Coworkers
- CIMA Activity Have students complete the Employee Evaluation Quiz

Lecture Apply communicating for success slide 32

Exam on Chapter

- **EPIC class assignments elevator pitch and mock consultation**

- **See instructors course information sheet for additional assignments, projects and exams.**

EFFECTIVE PROFESSIONAL AND INTERPERSONAL COMMUNICATION (EPIC):

This course fulfills HGTC's Quality Enhancement Plan for Effective Professional and Interpersonal Communication. Upon completion of this course, students will be able to:

(Check all that apply.)

- ✓ Utilize appropriate communication formats when conveying professional and interpersonal thoughts and ideas.
- ✓ Apply appropriate language when speaking and writing for their chosen field of study or Industry.
- ✓ Demonstrate appropriate communication techniques when engaging audiences.

****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	50%
Assignments	10%
Projects/Portfolios	10%
Class Participation	10%
Final Exam	20%
	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 sstc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email sstc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand

Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [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](#).