



# **INSTRUCTIONAL PACKAGE**

COS 112  
Shampoo and Rinses

Effective Term  
Fall 2022/Spring 2023/Summer 2023

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2022/Spring 2023/Summer 2023

COURSE PREFIX: COS 112

COURSE TITLE: Shampoo and Rinses

CONTACT HOURS: 1 lecture 9 lab

CREDIT HOURS: 4

### **RATIONALE FOR THE COURSE:**

The Purpose of Shampoo and Rinses is to introduce the student to the basic concepts and vocabulary of shampoos. Students will develop skills for consulting with clients to determine their needs and preferences by utilizing of a variety of salon products while providing client services.

### **COURSE DESCRIPTION:**

This course is a study of procedures and safety precautions in the application of shampoo and rinses.

### **PREREQUISITES/CO-REQUISITES:**

(Credit level [COS 206](#) Minimum Grade of C or Credit level [COS 206](#) Minimum Grade of TC) and (Credit level [COS 114](#) Minimum Grade of C or Credit level [COS 114](#) Minimum Grade of TC) and (Credit level [COS 116](#) Minimum Grade of C or Credit level [COS 116](#) Minimum Grade of TC) and (Credit level [COS 210](#) Minimum Grade of C or Credit level [COS 210](#) Minimum Grade of TC) and (Credit level [COS 155](#) Minimum Grade of C or Credit level [COS 155](#) Minimum Grade of TC) and (Background Check Form 1)

\***Online/Hybrid** courses require students to complete the [Dli Orientation Video](#) prior to enrolling in an online course.

### **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

Cosmetology kit

### **TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's student portal for course materials. myHGTC and college email access.

### **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.

**NETIQUETTE:** is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

## **Part II: Student Learning Outcomes**

### **COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

1. List the difference between organic and inorganic chemistry.
2. Explain the different substances for each state of matter: Solid, Liquid and Gas.
3. Define the differences between pure substances and physical mixtures
4. List the differences between solutions, suspensions, and emulsions.
5. Explain the pH scale.
6. Demonstrate a scalp massage during a shampoo service.
7. List the differences and similarities of treating scalp and hair conditions (Oily, Dry and dandruff)
8. Explain how brushing the hair contributes to a healthy scalp.
9. List the benefits of the different types of shampoos and conditioners.
10. Demonstrate the three- part procedure and its importance.

**Topic to be Reviewed Assignments/Reading  
Syllabus and course review**

**Unit one****Instructor Lecture on Chapter 12****Learning outcomes:**

1. List the difference between organic and inorganic chemistry.
2. Explain the different substances for each state of matter: Solid, Liquid and Gas.
3. Define the differences between pure substances and physical mixtures
4. List the differences between solutions, suspensions, and emulsions.

Video: An introduction to basic chemistry

Video: experience learning about chemistry

Video: Chemistry and matter slide show

Video: Properties on matter slide show

Video: Substances and mixtures slide show

Read pages: 254-264

**Instructor lecture:** Science of cosmetology, matter, elements, physical and chemical properties of matter, physical and chemical changes, pure substances, and physical mixtures.

**Student project one:** Divide students into small groups, discuss and record everything they did between waking up this morning and arriving for school, beginning with the alarm clock going off. After they have completed their list, have them indicate which tasks used chemistry

**Student project two:** Have students perform the oil and water activity found in the textbook. Pour some water into a glass and then add a little cooking oil (or other oil). What happens? Stir the water briskly with a spoon and observe for a minute or two. Discussion question: What does the oil do?

**Student project three:** Divide students into groups and have them use the Internet to research the wet line products used in the school to find their pH. If the information is not available online, contact the manufacturers. Discussion question: how does the pH of these products will affect the hair.

Complete assignments in CIMA, additional information will be listed on the instructor's course sheet and D2L

\*Various guest speakers will be scheduled in coordination with above topics to include but not limited to haircutting, coloring, chemical services, product sales, professionalism, and salon readiness.

\*Handout and worksheets will be given to support instructor's lecture.

**Unit Two****Learning Outcome:**

5. Explain the pH scale

**Lecture: The effects of pH on hair nail and skin**

Video: pH Potential Hydrogen

Read pages: 264-267

**Project:** Chemistry – PH scale – students will test the PH of 5 salon products, discuss and document results, Students will create various products based on solutions, suspensions, and emulsions. Students will discuss and document results.

**Assignment:** End of chapter questions for chemistry due to dropbox.

\*Various guest speakers will be scheduled in coordination with above topics to include but not limited to haircutting, coloring, chemical services, product sales, professionalism, and salon readiness.

\*Handout and worksheets will be given to support instructor's lecture.

**Unit Three****\*Test on Chemistry chapter****Learning outcome:**

6. Demonstrate a scalp massage during a shampoo service.

7. List the differences and similarities of treating scalp and hair conditions (Oily, Dry and dandruff)

8. Explain how brushing the hair contributes to a healthy scalp.

9. List the benefits of the different types of shampoos and conditioners.

10. Demonstrate the three- part procedure and its importance.

**Instructor Lecture on Chapter 15** safely and effectively use massage in scalp care.

Read pages: 322-326

Read page 326

\*Various guest speakers will be scheduled in coordination with above topics to include but not limited to haircutting, coloring, chemical services, product sales, professionalism, and salon readiness.

\*Handout and worksheets will be given to support instructor's lecture.

**CIMA activity – student assignment:** Have students read Career Q&A: Maggie Nowell.

Group Discussion/Discussion Board: Ask the students the following questions.

- What did you find the most interesting in this interview?
- Did you see something in Maggie that you also see in yourself?
- Maggie's advice for a future professional is to keep long-term goals written down. What are your long-term goals? Do you have them written down?

## Unit Four

**Instructor Lecture:** Proper and effective shampoo service

Video: Shampooing

Video: Chemistry of shampoo

Read pages 327-335

Recommend and Use Conditioners

Video: Chemistry of Conditioner

Video: Conditioning

Read pages: 335-337

**Instructor lecture:** chemistry of shampoos, how to provide a proper and effective shampoo service

\*Various guest speakers will be scheduled in coordination with above topics to include but not limited to haircutting, coloring, chemical services, product sales, professionalism, and salon readiness.

\*Handout and worksheets will be given to support instructor's lecture.

**Student assignment one:** Ask students to share their experiences with hard and soft water. For example, ask them if they have ever taken a shower in extremely softened water. Perhaps they have experienced that feeling of never being able to get the soap off or the shampoo out of their hair. Or conversely, maybe they have showered in water so hard they couldn't seem to get it to lather at all.

**Student assignment two:** Discussion Board: After reviewing the Learning Objectives and watching the Why

Study video and reviewing the section Why Study Scalp Care, Shampooing, and Conditioning, hold a

discussion.

- Think back to your visits to the salon. How much did you enjoy the shampoo portion of the service?
- Did you find sometimes you loved it and other times you left disappointed in the shampoo?
- Why do you think shampoo is such an important part of the professional service?

**Student assignment three:** Have students research the shampoos used in the school and those used in their homes. Have them make a chart indicating the common ingredients to all the products. Then have the students categorize the shampoos according to recommended use such as for dry hair, oily hair, damaged hair, thinning hair, and so on. List any differences in the directions for proper use.

**Unit five****Instructor Lecture on draping**

Video: Draping a client

Lecture: 3 Part Procedure

Video: Draping procedures

Read pages 337-338

**Project:** Students will create a sales video showcasing three products, features benefits, customer reviews, and demonstration of use.

**Assignment:** End of chapter questions for Shampoo chapter due to dropbox.

**Final Chapter exam – date posted in D2L**

\*Various guest speakers will be scheduled in coordination with above topics to include but not limited to haircutting, coloring, chemical services, product sales, professionalism, and salon readiness.

\*Handout and worksheets will be given to support instructor's lecture.

Complete assignments in CIMA, additional information will be listed on the instructor's course sheet and D2L

***\*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	20%
Assignments	20%
Projects/Portfolios	20%
Class Participation	20%
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:**

State the College's or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, F = 69 – 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](mailto:sstc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). Email [sstc@hgtc.edu](mailto: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.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option #1.

## STUDENT TESTING:

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 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 staff 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.

### **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).

### **INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:**

**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.

**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](mailto: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**

*EEO and Title IX Coordinator*

Building 200, Room 212A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

[Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu)