



# **INSTRUCTIONAL PACKAGE**

COS 112  
Shampoo and Rinses

Effective Term  
Fall 2023/Spring 2024/Summer 2024

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2023/Spring 2024/Summer 2024

COURSE PREFIX: COS 112

COURSE TITLE: Shampoo and Rinses

CONTACT HOURS: 1.9.4

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)

### **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 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.

2023-2024

**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\*:**

1. Explain chemistry and chemical safety.
2. Identify the basics of chemical structure.
3. Explain the differences between solutions, suspensions, and emulsions.
4. Describe potential hydrogen and how the pH scale works.
5. Summarize neutralization and redox reactions.
6. Practice chemical safety.
7. Interpret safety data sheets.
8. Explain why cosmetologists need a thorough understanding of shampooing, conditioning,
9. and basic scalp care.
10. Explain the benefits of the three-part hair care service.
11. List important information to gather about your client before performing a shampoo and
12. conditioning service or scalp massage.
13. Demonstrate appropriate draping for a basic shampooing and conditioning service and for a
14. chemical service.
15. Describe how to properly brush the hair and how hair brushing contributes to a healthy
16. scalp.
17. Describe the benefits of a scalp massage during a shampoo and conditioning service.
18. Describe treatments for normal to mild scalp conditions.
19. Describe the uses and benefits of the various types of shampoos.
20. Outline the uses and benefits of the various types of conditioners

**Unit one****Instructor Lecture on Chapter 06****Learning outcomes:**

1. Explain chemistry and chemical safety.
2. Identify the basics of chemical structure.
3. Explain the differences between solutions, suspensions, and emulsions.
4. Describe potential hydrogen and how the pH scale works.
5. Summarize neutralization and redox reactions.
6. Practice chemical safety.
7. Interpret safety data sheets.

**Lecture slides 4-5 Explain Chemistry and Chemical Safety****Lesson activities 1-3**

CIMA Activity - Put students into small groups or chat rooms and discuss Chemistry Matters Discussion

**Lecture slides 6-13 Identify the basics of chemical structure**

CIMA - Have students complete the Basic Chemical Structure Quiz

CIMA - Have students complete the Physical and Chemical Properties Quiz.

CIMA - Have students complete the Pure Substances and Physical Mixtures Quiz

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

**Lecture Slides 14-23 Explain the differences between solutions, suspensions, and emulsions.**

CIMA - Have students complete the Solutions, Suspensions, and Surfactants Quiz.

CIMA - Have students complete the Chemical Ingredients Quiz

\*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.

**Lecture: Slides 24-30 Describe potential hydrogen and how the PH scale works**

**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.

CIMA- Have students complete the pH Scale Quiz.

**Lecture slides 31-34 summarize neutralization and redox reactions**

CIMA- Have students complete the Neutralization and Redox Reactions Quiz.

**Lecture slides 35-39 Practice chemical safety**

CIMA - Have students complete the Chemical Safety Quiz.

CIMA -Have students complete the Chemical Storage Poster Activity

**Lecture slides 40-45 Interpret safety data sheets**

CIMA - Have students complete the Safety Data Sheets Quiz.

Lecture slides 46-47 apply chemistry and chemical safety

**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.

**Lecture: Slides 24-30 Describe potential hydrogen and how the PH scale works**

**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.

CIMA- Have students complete the pH Scale Quiz.

Lecture slides 31-34 summarize neutralization and redox reactions

CIMA- Have students complete the Neutralization and Redox Reactions Quiz.

Lecture slides 35-39 Practice chemical safety

CIMA - Have students complete the Chemical Safety Quiz.

CIMA -Have students complete the Chemical Storage Poster Activity

Lecture slides 40-45 Interpret safety data sheets

CIMA - Have students complete the Safety Data Sheets Quiz.

Lecture slides 46-47 apply chemistry and chemical safety

**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 Two****\*Test on Chemistry chapter****Chapter 10 Hair Service Preparation****Learning outcome:**

LO 1 Explain why cosmetologists need a thorough understanding of shampooing, conditioning, and basic scalp care.

LO 2 Explain the benefits of the three-part hair care service.

LO 3 List important information to gather about your client before performing a shampoo and conditioning service or scalp massage.

LO 4 Demonstrate appropriate draping for a basic shampooing and conditioning service and for a chemical service.

LO 5 Describe how to properly brush the hair and how hair brushing contributes to a healthy scalp.

LO 6 Describe the benefits of a scalp massage during a shampoo and conditioning service.

LO 7 Describe treatments for normal to mild scalp conditions.

LO 8 Describe the uses and benefits of the various types of shampoos.

LO 9 Outline the uses and benefits of the various types of conditioners.

**Instructor Lecture on Chapter 10****Lesson activities listed in CIMA****Instructor Demo/student perform.**

10-1: Pre-Service Procedure

10-2: Post-Service Procedure

10-3: Draping

10-4: Hair Brushing and Detangling

10-5: Shampooing and Conditioning

10-6: Scalp Massage

**Lecture slides 3-6 Why study hair service preparation**

Group discussion What experiences have you had in the salon that were enjoyable?

Have you ever had a salon experience that you did not enjoy?

Group discussion: We are about to look at the three-part client service process.

What do you think is included in the pre-service?

What do you think is included in the actual service?

What do you think is included in the post-service?

**Lecture slides 7-9 Three-part client service process****Lecture slides 10-14 client consultation**

Activity 1 -client consultation

Learner assignment 1 Scalp analysis

**Lecture professional draping slides 15-18**

Activity 2 instructor demo/student perform – draping.

**Lecture – slides 19-25 Hair brushing**

Activity 3 types of brushes

Instructor demo -student perform – hair brushing.

**Lecture slides 26-30 scalp massage**

Activity 4 share the massage experience

Instructor demo/student perform scalp massage.

**Lecture – slides 31-35 scalp treatments.**

Activity 5 scalp treatments

**Lecture slides 36-40 – shampoo types**

Activity 6 place the product on the pH scale

**Group discussion**

What are your experiences with hard or soft water?

If you have ever taken a shower in extremely softened water, you may have that feeling of never being able to get the shampoo out of your hair. Or maybe the water was so hard, it didn't seem like the shampoo would lather at all.

Have you ever thought about it?

Have you ever noticed a difference in water?

Activity 7 type of shampoo

Activity 8 role play recommending products

Learner assignment 3 – product comparison

**Lecture slides 61-69 conditioner types**

Activity 8 what conditioner do I need

**Instructor demo/student perform.**

10-1: Pre-Service Procedure

10-2: Post-Service Procedure

10-5: Shampooing and Conditioning

\*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. .

Test on chapter 10

Final exam on Chapter 6 and Chapter 10

***\*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%
	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 and below. You must have your Dean's approval if changes in the scale are made.

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.



### 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 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, Title VII, 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, Section 504, and Title II 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**

*Affirmative Action/Equal Opportunity Officer and Title IX Coordinator*

Building 200, Room 205B, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

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