



INSTRUCTIONAL PACKAGE

COS 112
Shampoo and Rinses

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 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 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.

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.

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

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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	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 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](#).