

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

CICE COURSE OUTLINE

COURSE TITLE: Hairstyling – CICE – Theory 3
MODIFIED CODE: HSL0180 **SEMESTER:** Fall 09
PROGRAM: Hairstylist
MODIFIED BY: Hilda Bojko, Learning Specialist – CICE Program
DATE: Sept. 2009 **PREVIOUS OUTLINE DATED:** Sept. 2008
APPROVED: “Angelique Lemay”

| | CHAIR, COMMUNITY SERVICES | DATE |
|-------------------------|----------------------------------|-------------|
| TOTAL CREDITS: | 10 | |
| PREREQUISITE(S): | HSL0150 | |
| HOURS/WEEK: | 10.5 hrs/wk | |

Copyright ©2009 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact the Chair, Community Services
School of Health and Community Services
(705) 759-2554, Ext. 2603

I. COURSE DESCRIPTION:

The CICE student(s) will demonstrate increasing skill and knowledge of the fundamentals of hairstyling, including how to protect oneself and others from injury and basic functions to be applied in the Salon. The CICE student will partake in the sanitization of equipment and will acquire increased knowledge relevant to the application of scalp and hair treatments, hair style techniques, application of hair colour, lightening and toning hair, performing a permanent wave, straightening and waving super curly hair, and utilizing wigs, hairpieces and extensions.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist, will acquire and demonstrate the basic concepts relative to the following:

- 1. The CICE student will be able to explain safe working practices in the workplace.**

Potential Elements of the Performance:

- Identify personal hygiene procedures
- Comprehend the importance of MSDS
- Identify the functions of the human body through anatomy and physiology as these apply to the service provided

- 2. The CICE student will develop a fundamental knowledge of sanitization procedures as these apply to hairstyling.**

Potential Elements of the Performance:

- Explain the importance of sanitization of equipment
- Provide a fundamental explanation regarding the procedures involved in sanitization
- Develop a knowledge of the application of sanitization procedures under a variety of circumstances

- 3. The CICE student will acquire a basic knowledge of how to perform scalp and hair treatments.**

Potential Elements of the Performance:

- Explain the steps involved in at least two types of scalp treatments
- Explain the steps involved in at least two types of hair treatments
- Be knowledgeable of the reasons for providing scalp and hair treatments

4. **The CICE student will continue to acquire basic knowledge relevant to styling hair.**

Potential Elements of the Performance:

- List several of the elements of good design
- List the different facial types
- Describe the different combs, brushes, rollers, and clips
- Describe how to make a part in the hair
- Describe how to find the natural part in the hair

5. **The CICE student will acquire the knowledge necessary to be able to assist and perform the application of colour to the hair.**

Potential Elements of the Performance

- List the steps in scalp analysis
- Explain how to prepare a client for application of hair colour
- Explain the steps involved in performing a strand test
- Describe how to interpret the results of the strand test
- Define the terms related to hair: texture, condition, porosity
- Identify and describe the uses of 2-3 colour categories

6. **The CICE student will continue to acquire a basic knowledge of the methods used to lighten and tone hair.**

Potential Elements of the Performance

- Describe the theory of double process colour
- Identify the stages of decolourization
- Identify the tonal value within a toning colour
- Identify the chemical composition of the products
- Describe the chemical action of the products on the hair
- Identify the methods for highlighting hair

7. **The CICE student will describe the key elements involved in performing a permanent wave.**

Potential Elements of the Performance

- Explain the machine age of permanent waving
- Define the term “cold wave”
- Describe several of the physical and chemical changes in the structure of the hair during a permanent wave
- Describe the difference between alkaline and acid perms
- Identify the meaning of PH of a perm

- 8. The CICE student will continue to acquire a basic knowledge of the chemistry of hair relaxing and waving.**

Potential Elements of the Performance

- Identify the chemical changes that occur to the hair during the relaxing service
- Describe the chemical process of a chemical relaxer
- Identify the chemical compound of each chemical relaxer
- Identify the chemical changes that occur
- Identify the steps within each process
- Identify the preparation steps of the client

- 9. The CICE student will develop increasing comfort and skill related to selling, styling and servicing human and synthetic hair.**

Potential Elements of the Performance

- List some of the principles involved in the selection, styling of wigs and hairpieces to best benefit the client
- Determine the difference between human hair and synthetic hair
- Describe hair extensions
- Explain the factors involved in ordering wigs and hairpieces

III. TOPICS:

1. Safe working practices in the workplace
2. Sanitization procedures
3. Basic scalp and hair treatments
4. Styling hair
5. Colouring hair
6. Lightening and toning hair
7. Performing a permanent wave
8. Straightening and waving super curly hair
9. Working with wigs, hairpieces and extensions

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Milady Standard Cosmetology Practical Workbook
- Milady Standard Cosmetology Theory Workbook
- Milady Standard Cosmetology Textbook
- Hair Kit (purchased at the College Campus Bookstore)

V. EVALUATION PROCESS/GRADING SYSTEM:

| | |
|---------------------------------------|------------|
| Tests/Quizzes | 35% |
| Projects | 15% |
| Practical Testing | 30% |
| Final In-School Practical Exam | 20% |

The following semester grades will be assigned to students in post-secondary courses:

| <u>Grade</u> | <u>Definition</u> | <u>Grade Point Equivalent</u> |
|--------------|--|-------------------------------|
| A+ | 90 – 100% | |
| A | 80 – 89% | 4.00 |
| B | 70 - 79% | 3.00 |
| C | 60 - 69% | 2.00 |
| D | 50 – 59% | 1.00 |
| F (Fail) | 49% and below | 0.00 |
| CR (Credit) | Credit for diploma requirements has been awarded. | |
| S | Satisfactory achievement in field /clinical placement or non-graded subject area. | |
| U | Unsatisfactory achievement in field/clinical placement or non-graded subject area. | |
| X | A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course. | |
| NR | Grade not reported to Registrar's office. | |
| W | Student has withdrawn from the course without academic penalty. | |

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

It is your responsibility as a special needs student in the Child and Youth Worker program to schedule your tests at the beginning of each semester in order that your tests occur on the same day as tests on the academic schedule. If you are unable to schedule your test on the same day, it may be scheduled within the 48 hours *prior* to the established test date. Students, who write the test *after* the regularly scheduled test, may not have the test accepted for evaluation.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.