



**I. COURSE DESCRIPTION:**

Under the supervision of the Salon supervisors, the CICE student(s) will employ the skill of observation and will apply the basic skills acquired in Theory 2 relative to the protection of self and others from injury. The CICE student will also demonstrate appropriate equipment sanitization measures, perform hair and scalp treatments under a variety of circumstances within the Salon.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student will demonstrate a measurable and progressive skill level relative to the following:

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

**Potential Elements of the Performance:**

- Demonstrate personal hygiene procedures
- Handle and store hazardous materials
- Practice safety procedures

- 2. The CICE student will demonstrate increasing independence in regard to the knowledge of sanitization procedures as these apply to hairstyling.**

**Potential Elements of the Performance:**

- Demonstrate the skill of equipment sanitization
- Demonstrate a knowledge of the application of sanitization procedures under a variety of circumstances
- Identify areas within the Salon where sanitization is most important

- 3. The CICE student will observe, assist and perform scalp and hair treatments.**

**Potential Elements of the Performance:**

- Demonstrate the steps involved in at least two types of scalp treatments
- Demonstrate the steps involved in at least two types of hair treatments
- Demonstrate to clients how the procedures of hair and scalp treatments can make a positive contribution to the health and condition of their hair

- 4. The CICE student will demonstrate a basic skill level relevant to styling hair.**

**Potential Elements of the Performance:**

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

5. **The CICE student will observe, assist and demonstrate an emerging knowledge of the process of applying colour to the hair.**

**Potential Elements of the Performance**

- Assist with the steps in scalp analysis
- Demonstrate how to prepare a client for application of hair colour
- Demonstrate the steps involved in performing a strand test
- Demonstrate how to interpret the results of the strand test
- Define the terms related to the hair types relevant to texture, condition & porosity

6. **The CICE student will observe, assist and perform the basics in preparation for lightening and toning hair.**

**Potential Elements of the Performance**

- Demonstrate the application of the product to the hair
- Determine the final colour result desired
- Apply the toning lotion using the corresponding technique
- Demonstrate the removal of the product from the hair
- Demonstrate the application and removal of finishing rinse to seal the cuticle of the hair
- Demonstrate the method of cap highlighting
- Demonstrate the method of foil highlighting
- Demonstrate the method of freehand highlighting
- Demonstrate the removal of each product and the application of the rinse used to seal the cuticle of the hair

7. **The CICE student will observe, assist and demonstrate the basic elements involved in performing a permanent wave.**

**Potential Elements of the Performance**

- Prepare the client
- Identify scalp condition
- Select the different rod sizes
- Demonstrate the blocking procedure
- Demonstrate the placement of the end paper
- Demonstrate wrapping the hair around the rod
- Demonstrate the use of barrier cream
- Demonstrate the placement of cotton strip
- Demonstrate the physical application of perm solution
- Demonstrate the use of the plastic cap
- Demonstrate rinsing and blotting procedures
- Demonstrate the application of the neutralizer
- Demonstrate the procedure for removing rods from the hair

8. **The CICE student will observe, assist and demonstrate a basic knowledge of the chemistry of hair relaxing and waving.**

**Potential Elements of the Performance**

- Demonstrate the preparation of the client
- Demonstrate the application of the selected product
- Demonstrate the removal of the product
- Demonstrate the application of the neutralizer
- Demonstrate the removal of the neutralizer
- Demonstrate the reconditioning of the client's hair
- Demonstrate safety procedures

**III. TOPICS:**

Observation and demonstration of the following within the Salon:

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. Applying wigs, hairpieces and hair 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:**

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%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.