SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

CICE COURSE OUTLINE
Hairstylist 1500 Hours Program

COURSE TITLE: Style Hair II

CODE NO. : HSP153   **SEMESTER:** Winter
MODIFIED CODE: HSP0153

PROGRAM: Hairstylist

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MODIFIED BY: Chantale Tournier, Learning Specialist CICE Program

DATE: Jan. 2015   **PREVIOUS OUTLINE DATED:**   Jan. 2014

APPROVED: "Angelique Lemay"   Jan. 2015

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Dean, School of Community Services   **DATE**
and Interdisciplinary Studies

TOTAL CREDITS: 5

PREREQUISITE(S): HSP0140

HOURS/WEEK: 75 hours / 16 weeks

I.   COURSE DESCRIPTION:

This course will build the skills and knowledge of how hair responds to a variety of styling tools and methods. CICE students, with assistance from a Learning Specialist, will practice and develop skills in assisting with the process of styling wet and dry hair utilizing a variety of tools and methods of styling to meet client needs and expectations.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course with the assistance of a Learning Specialist, the student will be able to demonstrate a basic ability to:

1. **Define the foundational elements of design.**
    Potential Elements of the Performance:
    - Describe and apply design principles:
        o repetition
        o proportion
        o balance
        o rhythm
        o emphasis
        o harmony

2. **Select and use hair styling products for wet, thermal and dry hairstyling.**
    Potential Elements of the Performance:
    - Identify and describe the features of hair styling products for wet, thermal and dry styling

    - Select and apply product according to desired result and hair type

3. **Style wet hair using blow dryers, brushes, finger methods, diffuser, hood dryer, rollers, pin curls, braiding and finger waves.**
    Potential Elements of the Performance:
    - Perform brushing techniques to style hair, including:
        o round brush techniques
        o vent brush

4. **Thermal-set hair using blow dryers, hood dryers, curling irons, flat irons, and rollers.**
    Potential Elements of the Performance:
    - Perform brushing and combing techniques

    - Demonstrate tool and hand manipulation techniques

    - Examine and perform the various comb-out techniques, including back combing and back brushing

    - List the safety practices to ensure client comfort:
        o protecting scalp with comb when using thermal tools
        o directing air flow away from scalp

    - Perform visual inspection

    - Determine timing process

5. **Perform formal hair styling service on medium to long hair**.
    Potential Elements of the Performance:
    - Perform brushing and combing techniques

    - Demonstrate tool and hand manipulation techniques

    - Demonstrate updo techniques:
        o chignon
        o twists
        o knots
        o rolls
        o overlaps

    - Identify the hair placement and securing options for long hair design pinning

    - Use ornamentation or hair attachments to enhance hairstyle:
        o bridal hair
        o attaching veils
        o placing tiaras

    - Apply styling and finishing products

    - Perform visual inspection

III.   TOPICS:

1.   Elements of Design
2.   Principles of Design
3.   Product Knowledge and Use
4.   Tools and Implements
5.   Pin Placement
6.   Procedural steps and finishing techniques

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Milady Textbook
Milady Theory Workbook
Milady Practical Workbook
Pivot Point Textbook
Pivot Point Study Guide

V.   EVALUATION PROCESS/GRADING SYSTEM:

Theory
Tests and Quizzes	30%
Assignments	10%

Practical
Practical Application	40%
Final Assessment	20%

Students must achieve a 50% grade average in each component to meet Ministry and program standards.

The following semester grades will be assigned to students:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
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.

VI.   SPECIAL NOTES:

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. *It is the departmental policy that once the classroom door has
been closed, the learning process has begun. Late arrivers will not be
granted admission to the room.*

Addendum:

Further modifications may be required as needed as the semester
progresses based on individual student(s) abilities and must be discussed
with and agreed upon by the instructor.

VII.   COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part
of this course outline.

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.