



# COURSE OUTLINE

## HSP0145

Prepared: Hairstyling Department    Approved: Martha Irwin

<b>Course Code: Title</b>	HSP0145: CUT HAIR 1
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Semester/Term:</b>	17F
<b>Course Description:</b>	<p><b>COURSE DESCRIPTION:</b>                      This course will develop the students practical skills in cutting hair enabling them to meet the clients needs and expectations. Developing and utilizing analysis techniques to recognize and understand head shapes, hair characteristics and facial features in relation to the service of hair design. Lines, angles and cutting techniques will be the focus in our classroom theory and applied to the practical aspects of hair cutting.</p>
<b>Total Credits:</b>	5
<b>Hours/Week:</b>	5
<b>Total Hours:</b>	75
<b>Essential Employability Skills (EES):</b>	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.                      #2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.                      #3. Execute mathematical operations accurately.                      #4. Apply a systematic approach to solve problems.                      #5. Use a variety of thinking skills to anticipate and solve problems.                      #6. Locate, select, organize, and document information using appropriate technology and information systems.                      #7. Analyze, evaluate, and apply relevant information from a variety of sources.                      #8. Show respect for the diverse opinions, values, belief systems, and contributions of others.                      #9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.                      #10. Manage the use of time and other resources to complete projects.                      #11. Take responsibility for ones own actions, decisions, and consequences.</p>
<b>Course Evaluation:</b>	Passing Grade: 50%, D
<b>Other Course Evaluation &amp; Assessment Requirements:</b>	Attendance in all classes will be assessed and calculated in final grades. All hours of theory and practical must be completed to advance to the next semester.



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<b>Evaluation Process and Grading System:</b>	<b>Evaluation Type</b>	<b>Evaluation Weight</b>
	Assessment, communication and cutting tools and techniques technique	25%
	attendance and professionalism	10%
	Practical application selection	25%
	Theory tests, quizzes, projects	40%

<b>Books and Required Resources:</b>	<p>Milady Standard Cosmetology by Milady Title: Milady Standard Cosmetology 13th Edition                      Publisher: Milady Binding Edition: 13th                      ISBN: 9781305774773</p> <p>Practical Workbook by Practical Workbook for Milady Standard Cosmetology                      Publisher: Milady Binding Edition: 13th                      ISBN: 9781285769479</p> <p>Salon Fundamentals by Salon Fundamentals Book Set                      Publisher: Pivot Point International Inc. Edition: 3rd                      ISBN: 9781934636664                      Study Guide</p> <p>Theory Workbook by Theory Workbook for Milady Standard Cosmetology 2016                      Publisher: Milady Binding Edition: 13th                      ISBN: 9781285769455</p>
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<b>Course Outcomes and Learning Objectives:</b>	<p>Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:</p> <p><b>Course Outcome 1.</b></p> <p>Interpret consultation results to determine type of cutting design to be performed</p> <p><b>Learning Objectives 1.</b></p> <p>. Determine facial shape and bone structure of head</p>
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- Identify prominent or irregular features
- Interpret hair analysis in terms of:  
texture  
elasticity  
growth patterns  
Apply knowledge of reference points and areas of the head for execution of the hair cut design

### **Course Outcome 2.**

Describe the purpose of elevations and angles used in cutting hair.

### **Learning Objectives 2.**

- Differentiate between the different elevations used to cut hair (0,45,90)
- Describe the outcome of the finished cut when using over-directed elevation
- Describe and demonstrate consistent tension and moisture on the hair when cutting
- Identify horizontal, vertical and diagonal lines and angles used in hair cutting

### **Course Outcome 3.**

Compare the results achieved from the use of stationary and traveling guides.

### **Learning Objectives 3.**

- Differentiate between a stationary guide and a traveling guide
- Identify the outcome when using a traveling guide
- Identify the outcome when using a stationary guide

### **Course Outcome 4.**



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Select tools and apply techniques to achieve desired cutting results.

### **Learning Objectives 4.**

- Demonstrate the use of shears, razors, clippers, trimmers and texturizing shears
- Describe the purpose of maintaining consistent tension on the hair during cutting service and demonstrate correct technique
- Adapt cutting procedure to accommodate face shape, density, texture, natural growth and wave patterns
- Perform procedural steps for cutting service to assure accuracy in design
- Demonstrate effective cross checking for evenness of cut
- Perform visual inspection for design shape, form and texture

### **Course Outcome 5.**

Describe procedures for non-elevated and elevated haircuts on wet and dry hair.

### **Learning Objectives 5.**

- Apply client information to design a specific cut
- Apply knowledge of reference points, head surface changes and areas of the head for execution of the design
- Demonstrate effective body positioning and tool manipulation
- Design cutting procedure
- Complete procedural steps to finish cut

#### **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



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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.** 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.

**B. 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.

**C. 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.

**D. 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



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- 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

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

Wednesday, September 6, 2017

Please refer to the course outline addendum on the Learning Management System for further information.