



**I. COURSE DESCRIPTION:**

This course is designed to provide the student with the necessary theory and skills required to promote artistic ability and develop personal techniques to create a pleasing image for the client. The student will enhance the positive features of the client while minimizing the negative features. The student will be able to roller set, pin curl, back comb and braid a client's hair. This is the definition of hairstyling – creative wearable art.

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

Upon successful completion of this course, the student will demonstrate the ability to:

1. ***Apply artistic skills and judgement to analyze the entire person, keeping in mind the basic elements of design.***

Potential Elements of the Performance:

- List the elements of good design
- List the art principles in hair design
- List and explain the different facial types
- Describe how to camouflage facial flaws with hair design

2. ***Apply the technical skills of hairstyling, using knowledge of the characteristics of hair and the tools that are available to help move and shape it.***

Potential Elements of the Performance:

- Describe the different combs
- Describe the different brushes
- Describe the different rollers
- Describe the different clips
- Demonstrate making a part in the hair
- Demonstrate finding the natural part

3. ***Demonstrate knowledge of the principles by which the quality of hairstyles is judged. Use the principles of hair design to create looks that are pleasing to the eye.***

Potential Elements of the Performance:

- List and explain the five art principles important for hair design

4. ***Use good judgement in creating harmony between hairstyle and facial structure and apply the guidelines to select what is most appropriate in order to achieve a beautiful appearance.***

Potential Elements of the Performance:

- Identify the ideal facial and head feature
- Describe three common profiles
- List six basic facial shapes

5. ***Use finger waving techniques when moving and directing hair. Develop dexterity, coordination and finger strength required for professional hairstyling.***

Potential Elements of the Performance:

- Describe the purpose of finger waving
- Describe the preparation involved for finger waving
- Identify tools and supplies required
- Demonstrate the procedure of finger waving the entire head

6. ***Use pin curls to provide the basis for patterns, lines, waves, curls, the stem and the circle. Wind and taper the hair to achieve a smooth effect.***

Potential Elements of the Performance:

- List and describe the three principle parts of a pin curl
- Describe the mobility of a curl
- Explain open and closed centre curls and stem direction
- Explain shaping and placement of pin curls
- Demonstrate the technique for pin curling the hair

7. ***Use rollers to create volume; describe the difference between rollers and pin curlers. Master the skills of shaping and molding hair. Demonstrate fast, simple and effective methods for comb-outs.***

Potential Elements of the Performance:

- List and describe the parts of a roller curl
- Identify and explain three kinds of bases
- Explain the relationship between roller sizes and length of hair
- List the roller procedure

8. ***Use thermal irons and combs in the art of thermal curling.***

Potential Elements of the Performance:

- Demonstrate curling iron manipulations
- Demonstrate the procedure of curling short to medium hair
- Demonstrate the procedure of curling long hair
- Define safety precautions to be used when using electric curling irons

9. ***Use thermal waving and curling as a procedure in the art of waving and curling straight hair with thermal irons. Perform blowing-drying and thermal styling using hand-held equipment to direct and curl hair into a particular pattern.***

Potential Elements of the Performance:

- Define the purpose of thermal waving and curling
- Demonstrate proper thermal wave techniques and tools
- List safety measures used in thermal waving
- Demonstrate blow-dry styling
- Demonstrate the use of implements, techniques and cosmetics in blow-dry styling

10. ***Execute smooth comb-outs resulting from perfect sets. Master the skills of shaping and molding hair, then carry out fast, simple and effective methods for comb-outs.***

Potential Elements of the Performance:

- Explain why brushing-out roller curls is necessary
- List the procedure for back-combing the hair
- List the procedure for back-brushing the hair
- List the recommended procedure for a professional comb-out

11. ***Demonstrate proficiency in blow-drying as a technique of drying and styling damp hair in one operation. Create the basic structure of hairstyles quickly and effectively using blow-drying techniques.***

Potential Elements of the Performance:

- List the cosmetics and tools used in blow drying
- List the procedure of blow drying a head of hair
- Demonstrate safety precautions when blow drying

12. ***Demonstrate the ability to braid or cornrow hair using correct tension to create long-lasting and neat styles.***

Potential Elements of the Performance:

- Identify the two types of French braiding and the techniques of completing these types of braids.

**III. TOPICS:**

1. Artistry in Hairstyling
2. Wet Hairstyling
3. Thermal Hairstyling

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

- ✂ Milady's Standard Textbook of Cosmetology
- ✂ Milady's Standard Theory Workbook
- ✂ Milady's Standard Practical Workbook
- ✂ Prentice-Hall Textbook of Cosmetology
  
- ✂ Hairstyling Kit
- ✂ Hairstyling Uniform
  
- ✂ Large Binder, dividers; paper, pens, pencils

**V. EVALUATION PROCESS/GRADING SYSTEM:**

- 35% test/quizzes
- 15% projects
- 30% practical testing
- 20% final in school practical test

**V. EVALUATION PROCESS/GRADING SYSTEM:**

The following semester grades will be assigned to students:

| <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.  |                               |

**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.

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. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. 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.