



# **INSTRUCTIONAL PACKAGE**

COS 116  
Hairstyling I

Effective Term  
Fall 2024/Spring 2025/Summer 2025

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2024/Spring 2025/Summer 2025

COURSE PREFIX: COS 116

COURSE TITLE: Hairstyling I

CONTACT HOURS: 0 Lecture 12 Lab

CREDIT HOURS: 4

### **RATIONALE FOR THE COURSE:**

Purpose of Hair Styling is to introduce the students to the basic concepts of consulting with clients to determine their needs and preferences. While providing professional salon products in a safe environment which will help to achieve styling and finishing techniques to complete a hairstyle to the satisfaction of the client.

### **COURSE DESCRIPTION:**

This course is a study of the fundamentals of hair design, including principles, techniques, safety precautions, and chemistry.

### **PREREQUISITES/CO-REQUISITES:**

(Credit level [COS 114](#) Minimum Grade of C or Credit level [COS 114](#) Minimum Grade of TC) and (Credit level [COS 155](#) Minimum Grade of C or Credit level [COS 155](#) Minimum Grade of TC) and ( Background Check Form 1)

### **REQUIRED MATERIALS:**

Please visit the [BOOKSTORE](#) online site for most current textbook information.

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

### **ADDITIONAL REQUIREMENTS:**

New Manikin for State Board Procedures

New Uniforms, if old uniforms are soiled.

Cosmetology Kit

Pack of artificial Hair for Braiding

Track Hair for Wig Making

Wig Glue

Hair Needle

Thread for sewing

### **TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's learning management system (LMS) used for course materials.

Access to myHGTC portal for student self-services.

College email access – this is the college's primary official form of communication.

### **STUDENT IDENTIFICATION VERIFICATION:**

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

### **CLASSROOM ETIQUETTE:**

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

## **Part II: Student Learning Outcomes**

### **COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

1. Explain hair design principles and how they are the basis of every professional style design.
2. Outline the components of a successful design philosophy.
3. Identify the five elements of hair design and how they relate to hairstyling.
4. Outline the five principles of hair design and their specific contributions to a hairstyle.
5. Identify the different head shapes and reference points of the head.
6. Explain the influence of hair type and texture on design.
7. Identify the seven different facial shapes and design a beneficial hairstyle for each.
8. Describe how profiles and proportions contribute to hairstyles.
9. Outline principles of hair design as applied to sideburns
10. Explain professional hairstyling and how it can enhance your beauty career.
11. Detail the steps for an effective hairstyling consultation.
12. Describe professional hairbrushes, combs, and implements, and their specific uses.
13. Identify the different types of styling aids and their many uses.

14. Explain the features and benefits of professional blowdryers and the safety precautions to
15. take when using them.
16. Describe the different types of thermal irons used by salon professionals, including their safety
17. precautions and demonstrate curling iron and smoothing techniques.
18. Discuss thermal pressing in terms of type of pressing tools, products, and procedures.
19. Describe and demonstrate natural textured styles.
20. Describe and demonstrate curl formation and teasing techniques.
21. Explain the different types of wet sets and demonstrate how to perform them.
22. Describe the importance of updo preparation, sectioning, pinning, and balance, and create
23. two foundational updos for styling long hair.
24. Explain the advantages of learning basic braiding and braid extension styles.
25. Explain braiding salons and the braiding consultation.
26. Describe how to use each of the tools and materials for braiding and extensions.
27. Describe six types of foundational braiding techniques: rope, fishtail, halo, invisible, single,
28. and cornrow.
29. Explain why cosmetologists should study wigs and hair additions.
30. List the considerations for effective hair addition consultations.
31. Describe the different hair and fiber types used for hair additions and wigs.
32. Outline several different methods of attaching hair extensions.
33. Describe different types of wigs and hairpieces and how to care for them.
34. Describe several types of hairpieces and their uses.

**Unit one Chapter 9**

- LO 1 Explain hair design principles and how they are the basis of every professional style design.
- LO 2 Outline the components of a successful design philosophy.
- LO 3 Identify the five elements of hair design and how they relate to hairstyling.
- LO 4 Outline the five principles of hair design and their specific contributions to a hairstyle.
- LO 5 Identify the different head shapes and reference points of the head.
- LO 6 Explain the influence of hair type and texture on design.
- LO 7 Identify the seven different facial shapes and design a beneficial hairstyle for each.
- LO 8 Describe how profiles and proportions contribute to hairstyles.
- LO 9 Outline principles of hair design as applied to sideburns

Utilize the 14 lesson Activities located in CIMA

**Lecture: Why study principles of hair design? Slides 3-5**

Group discussion – why did you choose your current hairstyle?

**Lecture Design philosophy Slides 6-12**

- Activity 1 What inspires you?
- Learner Assignment 1- art of Hairstyling
- Lecture 5 elements of hair design slides 13-36
- Activity 2 Design lines
- Activity 3 Partner hair design
- Activity 4 Creating and changing texture
- Activity 5 Hair color design

**Lecture Five principles of hair design – Slides 37-48**

- Activity 6 hair design principles
- Learner assignment 3 hair design principles
- Lecture Head Forms – slides 49-57
- Activity 7 – head forms
- Activity 8 Head form review

**Lecture: Hair type and texture Slides 58-69**

- Activity 9 Hair type and texture analysis

**Lecture: Hairstyle and facial shapes Slides 70-81**

- Activity 10- face shapes

**Lecture profiles and proportions Slides 82-102**

- Activity 11 what's the best style
- Learner assignment 4 the best part of the style

**Lecture sideburns slides 103-106**

- Activity 12 -sideburns throughout the years
- Learner assignment 5 measuring facial shapes
- Activity 13 story moment questions
- Activity 14 review activity

**Test on Chapter 9**

## Unit 2 Chapter 12 Hairstyling

- LO 1 Explain professional hairstyling and how it can enhance your beauty career.
  - LO 2 Detail the steps for an effective hairstyling consultation.
  - LO 3 Describe professional hairbrushes, combs, and implements, and their specific uses.
  - LO 4 Identify the different types of styling aids and their many uses.
  - LO 5 Explain the features and benefits of professional blowdryers and the safety precautions to take when using them.
  - LO 6 Describe the different types of thermal irons used by salon professionals, including their safety precautions and demonstrate curling iron and smoothing techniques.
  - LO 7 Discuss thermal pressing in terms of type of pressing tools, products, and procedures.
  - LO 8 Describe and demonstrate natural textured styles.
  - LO 9 Describe and demonstrate curl formation and teasing techniques.
  - LO 10 Explain the different types of wet sets and demonstrate how to perform them.
  - LO 11 Describe the importance of updo preparation, sectioning, pinning, and balance, and create two foundational updos for styling long hair.
- Lesson activities listed in CIMA

### Instructor Demo / Student Perform

Instructor will review and demonstrate (show a video), and students will practice the following procedures:

- 12-1: Preparing the Hair for Styling
- 12-2: Blowdrying Highly Textured Hair Prior to Thermal Setting
- 12-3: Blowdrying and Thermal Setting to Produce Full, Smooth Hair
- 12-4: Blowdrying Short, Curly Hair in Its Natural Wave Pattern
- 12-5: Diffusing Curly Hair in Its Natural Wave Pattern
- 12-6: Blowdrying Straight or Wavy Hair for Maximum Volume
- 12-7: Blowdrying Blunt or Long-Layered, Straight to Wavy Hair into a Straight Line
- 12-8: Marcel Manipulations (Thermal Curling)
- 12-9: Hollywood Waves (Thermal Waving)
- 12-10: Curly and Coily Methods
- 12-11: Double-Strand Twist
- 12-12: Coil Comb Technique—Nubian Coils and Starting Locs
- 12-13: Cultivating and Grooming Locs
- 12-14: Wet Set with Rollers
- 12-15: Horizontal Finger-Waving
- 12-16: Hair Wrapping on Coarse, Coily Hair
- 12-17: Curling Short Relaxed Hair
- 12-18: Silk Press
- 12-19: Chignon
- 12-20: Curly Chignon Updo
- 12-21: French Pleat or Twist

Activity 1 Brainstorming

Working in small groups, I want you to brainstorm together and make a list of every term that you can think of that has to do with hairstyling—types of hairstyling, tools, products, and so on. You have three minutes to make your list.

At the end of the three minutes, each group should list what you came up with. As each group goes, list only unique items that the other groups didn't come up with.

### **Lecture why study hairstyling slides 4-7**

Group discussion

What are you most excited to learn about in this chapter?

Why is this chapter so important to your life as a professional?

Lecture hairstyling consultation slides 8-10

Activity 2 consultation

Activity 3 brushes combs and implements

Activity 4 which do you prefer

Activity 5 show and tell

Group discussion: Do you have certain styling aids that you prefer? Why do you prefer them?

Now that we have covered in detail the different types of styling products, which ones are you excited to try out?

Learner assignment 1 professional product line

### **Lecture – blowdryer slides 37-49**

Activity 7 sidebar discussion

Learner assignment 2 self evaluation

### **Instructor demo/student perform**

**Instructor will review and demonstrate (show a video), and students will perform the**

**following procedures:**

12-1: Preparing the Hair for Styling

12-2: Blowdrying Highly Textured Hair Prior to Thermal Setting

12-3: Blowdrying and Thermal Setting to Produce Full, Smooth Hair

12-4: Blowdrying Short, Curly Hair in Its Natural Wave Pattern

12-5: Diffusing Curly Hair in Its Natural Wave Pattern

12-6: Blowdrying Straight or Wavy Hair for Maximum Volume

12-7: Blowdrying Blunt or Long-Layered, Straight to Wavy Hair into a Straight Line

### **Lecture thermal irons Slides 50-65**

Activity 6 curl size

### **Instructor demo/student perform**

**Instructor will review and demonstrate (show a video), and students will perform the**

**following procedures:**

12-8: Marcel Manipulations (Thermal Curling)

12-9: Hollywood Waves (Thermal Waving)

Learner assignment 3 thermal iron self evaluation

### **Lecture thermal pressing slides 66-76**

Learner assignment 7 thermal pressing Have each student section their mannequin head into four sections. They should then roll each section with perm rods and gel (no perming solution). Then have them roll each section with a different size rod to represent different curl patterns. When dry, have them practice applicable pressing techniques on each section.

### **Lecture hairstyling slides 77-97**

Activity 10 difference between curly and coil methods

#### **Instructor demo/student perform**

Have each student section their mannequin head into four sections. They should then roll each section with perm rods and gel (no perming solution). Then have them roll each section with a different size rod to represent different curl patterns. When dry, have them practice applicable pressing techniques on each section.

Activity 11 find that look

Instructor demo/student perform

Instructor will review and demonstrate (show a video), and students will practice the following procedures:

12-11: Double-Strand Twist

12-12: Coil Comb Technique—Nubian Coils and Starting Locs

12-13: Cultivating and Grooming Locs

### **Lecture understanding and creating curls slides 98-109**

Activity 12 windowpane curls

#### **Lecture wet sets slides 110-136**

#### **Instructor demo/student perform**

**Instructor will review and demonstrate (show a video), and students will practice the**

**following procedures:**

12-14: Wet Set with Rollers

12-16: Hair Wrapping on Coarse, Coily Hair

12-17: Curling Short, Relaxed Hair

12-18: Silk Press

Activity 13 wet set design

Learner assignment 5 wet set design

### **Lecture special occasion styles slides 137-141**

#### **Instructor demo/student perform**

12-19: Chignon

12-20: Chignon Curly Updo

12-21: French Pleat or Twist

### **Test on Chapter 12**



### **Unit Three Chapter 13 Braiding and Braid extensions**

- LO 1 Explain the advantages of learning basic braiding and braid extension styles.
- LO 2 Explain braiding salons and the braiding consultation.
- LO 3 Describe how to use each of the tools and materials for braiding and extensions.
- LO 4 Describe six types of foundational braiding techniques: rope, fishtail, halo, invisible, single, and cornrow.

Utilize lesson activities for Chapter 13 – CIMA

#### **Instructor demo/student perform**

- 13-1: Preparing Textured Hair for Braiding
- 13-2: Halo Braids
- 13-3: Single Braids with Extensions
- 13-4: Basic Cornrows

#### **Lecture: Why study braiding and braiding extensions Slides 3-5**

Group discussion: what are you most excited about in this chapter? Hwy is learning about braiding important?

#### **Lecture: Braiding salons: slides 6-11**

- Activity 1 Braiding consultation role play
- Activity 2 Braiding and extension – tools and materials

Lecture Tools and materials for braiding and extensions slides 12-17

Activity 3 tools and materials

#### **Lecture braiding the hair slides 18-36**

- Activity 4 foundation braids
- Learner assignment 1 matching facial shapes to braiding styles

#### **Instructor demo/student perform**

- 13-1: Preparing Textured Hair for Braiding
- 13-2: Halo Braids
- 13-3: Single Braids with Extensions
- 13-4: Basic Cornrows

Activity 5 story moment questions

Activity 6 review activity

#### **Test on chapter 13**

### **Unit 4 chapter 14 wigs and hair additions**

- LO 1 Explain why cosmetologists should study wigs and hair additions.
- LO 2 List the considerations for effective hair addition consultations.
- LO 3 Describe the different hair and fiber types used for hair additions and wigs.
- LO 4 Outline several different methods of attaching hair extensions.

LO 5 Describe different types of wigs and hairpieces and how to care for them.  
 LO 6 Describe several types of hairpieces and their uses.

Lesson activities listed in CIMA

### **Lecture why study wigs and hair additions slides 3-6**

Group discussion:

Why do you think hair additions have become such a mainstream service?

Have you ever worn any type of hair additions? If so, why did you wear them?

### **Lecture hair addition consultation Slides 7-10**

Activity 1 role play

### **Lecture hair addition and wig fibers slides 11-18**

Activity 2 compare extension hair

### **Lecture hair extension methods slides 19-33**

Activity 3 hair extension methods

Learner assignment hair additions

### **Lecture wigs slides 34-48**

Activity 4 wig sizing

Learner assignment 2 wig shop visit

Activity 5 guidelines and sidebar discussions

### **Lecture hair pieces slides 49-54**

Activity 6 celebrities and hair additions

Activity 8 review activity

### **Test Chapter 14**

***\*Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

## **Part III: Grading and Assessment**

### **EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS\*:**

Students’ performance will be assessed, and the weight associated with the various measures/artifacts are listed below.

### **EVALUATION\***

Tests	50%
Assignments	10%
Projects/Portfolios	10%
Class Participation	10%
Final Exam	20%
	100%

***\*Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

### **GRADING SYSTEM:**

Please note the College adheres to a 10-point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, F = 69 and below.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

## **Part IV: Attendance**

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

**For online and hybrid courses**, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, and if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

## Part V: Student Resources



### THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

The SSTC offers to all students the following **free** resources:

1. **Academic tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC at [ssc@hgtc.edu](mailto:ssc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). Email [ssc@hgtc.edu](mailto:ssc@hgtc.edu) or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.



### STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.



### HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries are equipped with computers to

support academic research and related school work; printing is available as well. Visit the [Library](#) website for more information or call (843) 349-5268.

### **STUDENT TESTING:**

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L.
- Test administered in writing on paper.
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

### **DISABILITY SERVICES:**

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability Services staff will review documentation of the student's disability and, in a confidential setting with the student, engage in an interactive process to develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided. Students will need to reach out to the Accessibility and Disability Services staff each semester to renew their accommodations.

### **COUNSELING SERVICES:**

HGTC Counseling Services strives to optimize student success through managing personal and academic concerns that may interfere with achieving educational goals. Staff are available to every student for assistance and guidance on personal matters, academic concerns and other areas of concern. HGTC offers free in-person and telehealth counseling services to students. For more information about counseling services, please reach out to [counseling@hgtc.edu](mailto:counseling@hgtc.edu) or visit the website the [Counseling Services webpage](#).

**STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:**

Horry-Georgetown Technical College shall not discriminate in employment or personnel decisions or in student admissions or in student decisions, or in all other segments of the College community on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation, in the educational programs and activities which it operates, and the college is prohibited from discrimination in such manner by applicable laws. Practices and requirements for nondiscrimination extend to the enrollment of students in programs and activities of the College and employment by the College.

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Tamatha Sells, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5218, [tamatha.sells@hgtc.edu](mailto:tamatha.sells@hgtc.edu) or to the US Department of Education Office of Civil Rights. (Telephone: 800-421-3481/Email: [OCR@ed.gov](mailto:OCR@ed.gov)).

Other employee and applicant inquiries concerning the federal laws and their application to the College may be directed to Jacquelyne Snyder, Vice President, Human Resources and Employee Relations & the College's Affirmative Action/Equal Opportunity Officer, Horry-Georgetown Technical College, Building 200C, Room 205B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, [jacquelyne.snyder@hgtc.edu](mailto:jacquelyne.snyder@hgtc.edu).

Other student and prospective student inquiries concerning the federal laws and their application to the College or any student decision may be directed to Dr. Melissa Batten, Vice President, Student Affairs, Section 504 & Title II Coordinator Horry-Georgetown Technical College, Building 1100C, Room 107A, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, [melissa.batten@hgtc.edu](mailto:melissa.batten@hgtc.edu).

**TITLE IX REQUIREMENTS:**

Title IX of the Education Amendments of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination.

HGTC prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking and will provide students, faculty, and staff with necessary information regarding prevention, policies, procedures, and resources.

Any student, or other member of the college community, who believes that they have been a victim of sexual harassment, domestic violence, dating violence, sexual assault, or stalking may file a report with the college's Title IX Coordinator or campus law enforcement\*.

\*Faculty and Staff are required to report these incidents to the Title IX Coordinator when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

For more information, contact Tamatha Sells, Title IX Coordinator, Conway Campus, Building 1100C, Room 107B, 843-349-5218, [tamatha.sells@hgtc.edu](mailto:tamatha.sells@hgtc.edu).

## **PREGNANCY ACCOMMODATIONS**

Under Title IX, colleges must not exclude a pregnant student from participating in any part of an educational program. Horry-Georgetown Technical College is committed to ensuring that pregnant students receive reasonable accommodations to ensure access to our educational programs.

Students should advise the Title IX Coordinator of a potential need for accommodations as soon as they know they are pregnant. It is extremely important that communication between student, instructors, and the Title IX Coordinator begin as soon as possible. Each situation is unique and will be addressed individually.

Title IX accommodations DO NOT apply to Financial Aid. Financial Aid regulations do not give the College any discretion in terms of Financial Aid eligibility.

Certain educational programs may have strict certification requirements or requirements mandated by outside regulatory agencies. Therefore, in some programs, the application of Title IX accommodations may be limited.

To request pregnancy accommodations, please complete the [Pregnancy Intake Form](#).