



1900 Pico Boulevard Santa Monica, CA 90405  
310.434.4611

# Curriculum Committee Agenda

Wednesday, December 7, 2022, 3:00 p.m.  
Zoom Meeting:

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/96386192571>

Or iPhone one-tap (US Toll): +16699006833,96386192571# or +16694449171,96386192571#

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Meeting ID: 963 8619 2571

International numbers available: <https://cccconfer.zoom.us/u/abqJVu9Gkv>

Or Skype for Business (Lync): <SIP:96386192571@lync.zoom.us>

**Members:**

Sal Veas, <i>Chair</i>	Fariba Bolandhemat	Alex Ibaraki	Redelia Shaw
Patricia Ramos, <i>Vice Chair</i>	Susan Caggiano	Sharlene Joachim	Scott Silverman
Bren Antrim	Javier Cambron	Jacqueline Monge	Briana Simmons
Alyssa Arreola (A.S.)	Lisa Collins	Matthew Musselman	Lydia Strong
Jason Beardsley	Rachel Demski	Estela Narrie	Audra Wells
Mary Bober	Christina Gabler	Brandon Reilly	Associated Students Rep
Walter Butler	Aileen Huang	Janet Robinson	

**Interested Parties:**

Joelle Adams	Dione Carter	Kiersten Elliott	Maral Hyeler
Stephanie Amerian	Department Chairs	Kamiko Greenwood (A.S.)	Stacy Neal
Maria Bonin	Nathaniel Donahue	Tracie Hunter	Tammara Whitaker

**Ex-Officio Members:**

Jamar London

*(Information items are listed numerically; action items are listed alphabetically)*

- I. Call to Order and Approval of Agenda
- II. Public Comments *(Two minutes is allotted to any member of the public who wishes to address the Committee.)*
- III. Announcements
- IV. Approval of Minutes ..... 4
- V. Chair's Report

## VI. Information Items

1. Addition of new prefix/discipline in the Business Department – Non-Profit Management (NPMGMT)
2. Addition of new prefix/discipline in the Life Sciences Department – Aquaculture (AQUA)

### *(Non-Substantial Changes)*

3. COSM 10A Related Science 1A
4. COSM 10B Related Science 1B
5. COSM 20 Related Science 2
6. COSM 30 Related Science 3
7. COSM 50A Written Preparation for Cosmetology State Board Exam
8. COSM 64 Salon Management
9. ENGL 1 Reading and Composition 1

## VII. Action Items

### *(Courses: New)*

- |  |    |
|--|----|
| a. ECE 904 Health and Safety for ECE Providers .....     | 7  |
| b. ECE 930 Gender and Equity in Early Childhood .....    | 10 |
| c. ETH ST 8 Introduction to Asian American Studies ..... | 14 |
| d. FILM 41 Advanced Cinematography .....                 | 20 |

### *(Courses: Substantial Changes)*

**All COSM courses listed below have the following changes in addition to specific details listed at each course individually:**

- **Hours/Units: 2 lab/0.5 unit – changing to 1 lecture/1 lab/1 unit (all courses)**
- **Course Description (except COSM 16, 38C)**
- **Course Objectives (except COSM 21C)**
- **Course Content (all courses)**
- **Methods of Presentation (except COSM 16)**
- **SLOs (except COSM 21A, 21C, 21E, 38, 38B, 38C)**
- **Textbook updates (all courses)**
- **Sample Assignments (except COSM 28A)**

- |   |    |
|---|----|
| e. COSM 11A Hair Cutting 1 .....  | 23 |
| f. COSM 11B Hair Styling 1 .....  | 27 |
| g. COSM 11C Hair Coloring 1 .....   | 29 |
| h. COSM 11D Permanent Waving (changed: name (was: “Permanent Wave 1”)) .....  | 31 |
| i. COSM 16 Nail Care 1 .....  | 33 |
| j. COSM 18 Skin Care 1 (changed: methods of evaluation) .....   | 36 |
| k. COSM 21A Hair Cutting 2 (changed: advisory COSM 11A to prerequisite, methods of evaluation) .....  | 38 |
| l. COSM 21B Hair Styling 2 (changed: advisory COSM 11B to prerequisite) .....   | 42 |
| m. COSM 21C Hair Coloring 2 (changed: advisory COSM 11C to prerequisite, methods of evaluation) .....   | 45 |
| n. COSM 21E Curly Hair Techniques 2 .....   | 48 |
| o. COSM 26 Nail Care 2 .....  | 50 |
| p. COSM 28A Skin Care 2A (changed: advisory COSM 18 to pre/corequisite) .....   | 53 |
| q. COSM 28B Skin Care 2B (changed: advisory COSM 18 to prerequisite) .....  | 57 |
| r. COSM 31A Hair Cutting 3 (changed: add prerequisite COSM 11A) .....   | 60 |
| s. COSM 31B Hair Styling 3 (changed: add prerequisite COSM 21B) .....   | 64 |
| t. COSM 31C Hair Coloring 3 (changed: remove advisory COSM 21C, add prerequisite COSM 11C, methods of evaluation) .....                               | 67 |
| u. COSM 31E Multi Texture Styling (changed: name (was “Curly Hair Techniques 3”), add prerequisite COSM 11B) .....                                    | 70 |
| v. COSM 36 Nail Care 3 (changed: add prerequisite COSM 16) .....  | 74 |
| w. COSM 38 Skin Care 3 (changed: remove advisories COSM 28A, COSM 28B, add prerequisite COSM 18, SAM code (from B to C), methods of evaluation) ..... | 78 |

x. COSM 38B Mechanical Exfoliation (changed: remove advisory COSM 38, add prerequisite COSM 18, methods of evaluation).....	81
y. COSM 38C Chemical Exfoliation (changed: remove advisories COSM 20, COSM 38, add prerequisite COSM 18, methods of evaluation).....	84
z. COSM 41B Hair Styling 4 (changed: remove advisory COSM 21B, add prerequisite COSM 11B).....	87
aa. COSM 42 Short Hair Cutting (changed: name (was “Men’s Hair Styling”), methods of evaluation).....	91
bb. COSM 46 Nail Care 4 (changed: add prerequisite COSM 18).....	93
cc. COSM 48 Skin Care 4 (changed: remove advisory COSM 38, add prerequisite COSM 18).....	97
dd. COSM 48B Advanced Make-Up (changed: advisory COSM 28A to prerequisite).....	100

*(Courses: Distance Education)*

ee. ECE 904 Health and Safety for ECE Providers .....	8
ff. ECE 930 Gender and Equity in Early Childhood .....	11
gg. ESL 15 Conversation and Culture in the U.S.....	105
hh. ETH ST 8 Introduction to Asian American Studies .....	17

*(Courses: Global Citizenship)*

ii. ETH ST 8 Introduction to Asian American Studies .....	17
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*(Courses: Deactivation)*

jj. ENGL 80 Reading Laboratory .....	108
kk. ENGL 81A The Paragraph – Plus .....	110
ll. ENGL 81B The Basic Essay – Plus.....	112
mm. ENGL 83A Reading And Vocabulary I.....	114
nn. ENGL 83B Reading and Vocabulary II .....	116
oo. ENGL 84R Reading and Vocabulary III.....	118
pp. ENGL 84W The Basic College Essay .....	120
qq. ENGL 85 Reading and Writing 1 .....	123

*(Programs: Revisions)*

rr. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda

VIII. New Business

IX. Old Business

X. Adjournment

*Please notify Sal Veas, Patricia Ramos, and Rachel Demski by email if you are unable to attend this meeting.*

**The next Curriculum Committee meeting is February 15, 2023.**



1900 Pico Boulevard Santa Monica, CA 90405  
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# Curriculum Committee Minutes

## Wednesday, November 16, 2022, 3:00 p.m.

### Zoom Meeting

**Members Present:**

Sal Veas, <i>Chair</i>	Susan Caggiano	Sharlene Joachim	Redelia Shaw
Patricia Ramos, <i>Vice Chair</i>	Rachel Demski	Jacqueline Monge	Briana Simmons
Bren Antrim	Christina Gabler	Matthew Musselman	Audra Wells
Jason Beardsley	Aileen Huang	Estela Narrie	Lisa Collins
Mary Bober	Maral Hyeler*	Brandon Reilly	
Fariba Bolandhemat	Alex Ibaraki	Janet Robinson	

*\*Maral Hyeler filling in for Scott Silverman, Administrator*

**Members Absent:**

Alyssa Arreola (A.S.)	Walter Butler	Javier Cambron	Lydia Strong
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**Others Present:**

Hannah Nelson	Josh Sanseri
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*(Information items are listed numerically; action items are listed alphabetically)*

**I. Call to Order and Approval of Agenda**

The meeting was called to order at 3:04 pm. Motion to approve the agenda with no revisions.

**Motion made by:** Maral Hyeler; **Seconded by:** Lisa Collins

The motion passed unanimously. *(Estela Narrie not present)*

**II. Public Comments**

None

**III. Announcements**

This weekend is the Matika Wilbur: All My Relations Film Festival (Friday, November 18 and Saturday, November 19), and the Global Motion World Dance Company will be performing at The Broad Stage (Saturday, November 19 and Sunday, November 20)

**IV. Approval of Minutes**

Motion to approve the minutes of November 2, 2022 with no revisions.

**Motion made by:** Susan Caggiano; **Seconded by:** Alex Ibaraki

The motion passed with the following vote: Y: 17; N: 0; A: 1 (Maral Hyeler) *(Estela Narrie not present)*

**V. Chair’s Report**

The November 30, 2022 tentative Curriculum Committee meeting is cancelled. The committee will have the last meeting of fall on December 7, 2022.

**VI. Information Items**

*(Non-Substantial Changes)*

1. Commercial Dance Certificate of Achievement
2. Fashion Design AS/Certificate of Achievement

## VII. Action Items

### *(Courses: New)*

- a. ART 80 Introduction to Exhibition & Display  
Motion to approve ART 80 with no revisions.  
**Motion made by:** Jason Beardsley; **Seconded by:** Fariba Bolandhemat  
The motion passed unanimously. (*Estela Narrie not present*)
  
- b. PHOTO 70 Intro to Video for Photographers (Advisory: PHOTO 1 and PHOTO 5)  
Motion to approve PHOTO 70 (VII. b.), PHOTO 71 (VII. c.), and PHOTO 72 (VII. d.) as a block with no revisions.  
**Motion made by:** Audra Wells; **Seconded by:** Fariba Bolandhemat  
The motion passed unanimously. (*Estela Narrie not present*)  
  
Motion to approve PHOTO 70 advisories of PHOTO 1 and PHOTO 5 (VII. b.), PHOTO 71 advisories of PHOTO 1 and PHOTO 5 (VII. c.), and PHOTO 72 advisories of PHOTO 30 and PHOTO 70 (VII. d.) as a block with no revisions.  
**Motion made by:** Audra Wells; **Seconded by:** Fariba Bolandhemat  
The motion passed unanimously. (*Estela Narrie not present*)
  
- c. PHOTO 71 Intro to Video Editing for Photographers (Advisory: PHOTO 1 and PHOTO 5)  
*Passed as a block with PHOTO 70 (VII. b.)*
  
- d. PHOTO 72 Video for Commercial Photographers (Advisory: PHOTO 30 and PHOTO 70)  
*Passed as a block with PHOTO 70 (VII. b.)*

### *(Programs: New)*

- e. Analog Photography Certificate of Achievement  
Motion to approve Analog Photography Certificate of Achievement (VII. e.), Digital Technician Certificate of Achievement (VII. f.), Photographer's Assistant Certificate of Achievement (VII. g.), Photographic Retouching Certificate of Achievement (VII. h.), and Video for Photographers Certificate of Achievement (VII. i.) as a block with no revisions.  
**Motion made by:** Audra Wells; **Seconded by:** Lisa Collins  
The motion passed unanimously. (*Estela Narrie not present*)
  
- f. Digital Technician Certificate of Achievement  
*Passed as a block with Analog Photography Certificate of Achievement (VII. e.)*
  
- g. Photographer's Assistant Certificate of Achievement  
*Passed as a block with Analog Photography Certificate of Achievement (VII. e.)*
  
- h. Photographic Retouching Certificate of Achievement  
*Passed as a block with Analog Photography Certificate of Achievement (VII. e.)*
  
- i. Video for Photographers Certificate of Achievement  
*Passed as a block with Analog Photography Certificate of Achievement (VII. e.)*

### *(Programs: Revisions)*

- j. Photography AS/Certificate of Achievement
  - Total Major Units decreased from 40 units to 38 units
  - Required Courses: Changed units to 33 units (was 32 units); Removed: AHIS 52/PHOTO 52, PHOTO 31 (was PHOTO 31 or 32); Added: PHOTO 34
  - Area A: Restricted Electives (5 units): Removed DESIGN 11, PHOTO 31/32; Moved: PHOTO

- 34 and PHOTO 42 from electives to required; Added: PHOTO 70, PHOTO, 71, and PHOTO 72
- Removed Area B: Restricted Electives (3 units), and courses (ART 10A, ART 10C, ART 20A, BUS 22, BUS 34A, and BUS 63)

Motion to approve changes to Photography AS/Certificate of Achievement with no additional revisions.

**Motion made by:** Susan Caggiano; **Seconded by:** Lisa Collins

The motion passed unanimously. (*Estela Narrie not present*)

- k. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda  
Motion to approve changes to degrees, certificates, and program maps as a result of courses considered on this agenda.

**Motion made by:** Jason Beardsley; **Seconded by:** Audra Wells

The motion passed unanimously. (*Estela Narrie not present*)

### VIII. New Business

- Local General Education Requirements – Sal Veas and Estela Narrie
  - The statewide Academic Senate is supporting the proposed CalGETC pathway
  - The CalGETC will impact a wide variety of faculty and disciplines, both locally and statewide, as well as students transferring to CSUs. ACCTG 45/BUS 45 will no longer count for Math credit, Lifelong Learning will no longer be a requirement, heavily impacting Counseling and Kinesiology departments across all California Community Colleges.
  - The grading issue – CSU currently allows grades of “D” in most areas, but UC does not allow anything below a “C” – has not yet been resolved.
  - The local GE pattern will increase to 21 units – we’ll also need to have further discussions about our local Global Citizenship requirement, with the new Ethnic Studies requirement for local GE patterns, which will go into effect in Fall 2024.

### IX. Old Business

- DEI in Course Outlines of Record  
No notes

### X. Adjournment

Motion to adjourn the meeting at 3:51 pm.

**Motion made by:** Susan Caggiano; **Seconded by:** Alex Ibaraki

The motion passed unanimously.

## New Course: ECE - NONCREDIT 904, Health and Safety for ECE Providers

<b>Units:</b>	0.00
<b>Total Instructional Hours (usually 18 per unit):</b>	6.48
<b>Hours per week (full semester equivalent) in Lecture:</b>	0.18
<b>In-Class Lab:</b>	0.18
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	6.48
<b>Date Submitted:</b>	August 2022
<b>Transferability:</b>	None
<b>Degree Applicability:</b>	Noncredit
<b>Proposed Start:</b>	Fall 2023
<b>TOP/SAM Code:</b>	130500 - Child Development/Early Care and Education / C - Clearly Occupational
<b>Grading:</b>	Noncredit (Progress Indicators Used)
<b>Repeatability:</b>	Yes
<b>Library:</b>	Library has adequate materials to support course
<b>Minimum Qualification:</b>	Child Development/Early Childhood Education Instructor must be certified to teach basic-level First Aid, CPR and AED courses.
<b>Program Impact:</b>	Introduction to Early Care and Education (Noncredit Certificate of Completion)

### Rationale

CPR/First Aid training is required for ECE students to complete practicum courses, internships, and to obtain employment, but the cost is often prohibitive. This course makes CPR/First Aid certification cost accessible to students.

### I. Catalog Description

Introduction and training on specific topics associated with cardiopulmonary resuscitation, emergency procedures, and first aid, with an emphasis on infants and young children.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. First Aid/CPR/AED Participant's Manual, American Red Cross, American Red Cross © 2021

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Recognize and respond appropriately to cardiac, breathing and first aid emergencies.
2. Recognize and respond appropriately to cardiac and first aid pediatric situations.
3. Demonstrate the ability to give immediate care to a suddenly injured or ill person until more advanced medical personnel arrive and take over.

### IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Lab, Critique

### V. Course Content

<b>% of Course</b>	<b>Topic</b>
15.000%	Lecture Content 1. Procedures to prevent job-related injuries such as proper lifting and carrying of infants and toddlers and proper body mechanics when diapering and toileting young children. 2. Procedures to prevent contamination of classroom materials and spreading of illness. 3. Proper classroom furniture and materials arrangement to prevent injuries. 4. Playground arrangement to prevent injuries.
15.000%	Online Content Instructional videos that outline workplace health and safety procedures for early childhood education teachers.
35.000%	Online Content

	Instructional videos that outline intervention procedures for cardiac and first aid emergencies.
35.000%	<b>Lecture Content:</b> 1. Life threatening emergencies that occur with adults, children, and infants 2. Procedures to address cardiac emergencies and health crises with adults, children, and infants 3. Implications for classroom practice and environmental circumstances 4. Skills for handling cardiopulmonary emergencies and administering first aid
100.000%	Total

#### VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
25%	Other: Case Study Reflections
25%	Quizzes
25%	Final exam: Final exam measuring knowledge of injury/illness prevention strategies.
25%	Final Performance: Final Demonstration of CPR/First Aid Skills
100%	Total

#### VII. Sample Assignments:

**Reading Assignment:** Reading Assignments: Students will read passages from First Aide Manual and CPR book.

**Demonstration of Mastery of Procedures:** Following reading assignment, students will by practice and demonstrate mastery of procedures.

#### VIII. Student Learning Outcomes:

1. Demonstrate competency in cardio-pulmonary resuscitation and acquire a CPR card which is valid for 2 years.
2. Demonstrate skills of basic first aid and acquire a First Aid card which is valid for 2 years.

## ECE 904 Distance Education Application

Online/Classroom Hybrid (not a delivery option when campus is closed)

#### **1a. Instructor - Student Interaction:**

The instructor will send out a pre-course "welcome letter" 1-2 weeks before the course begins with information about the course and how the instructor will communicate with the students. The instructor will provide on-going feedback, comments, and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. The instructor will send frequent reminders of upcoming due dates. The instructor will provide physical and virtual office hours along with telephone option and video conference option.

#### **1b. Student - Student Interaction:**

Using asynchronous discussion activities, students will engage in discussion with their classmates throughout the course about course content and everyday life.

#### **1c. Student - Content Interaction: Describe the nature and expected frequency of student-content interactions:**

Students will interact with course content on a weekly basis through readings, videos, discussions and/or reflective assignments.

#### **1d. Distance Ed Interactions:**

<b>Online class activities that promote class interaction and engagement</b>	<b>Brief Description</b>	<b>% of Online Course Hours</b>
Videos	Online videos will present cardiac & first aid emergency scenarios. Students will watch and reflect on potential interventions. (25% emergency scenario videos, 25% intervention demonstration videos)	50.00%
Written assignments	Students will respond to emergency case study scenarios with written intervention plans.	25.00%



Exams	After watching videos, students will demonstrate understanding via written or video exam.	25.00%
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**2. Organization of Content:**

The course will be divided into weekly modules, including an assignment and objective page sharing with the students the weekly required activities, such as readings, reflective writing, and videos.

**3. Assessments:**

<b>% of grade</b>	<b>Activity</b>	<b>Assessment Method</b>
25.00%	Case Study Reflection	Case study reflections that provide practice applying critical content
25.00%	Quizzes	Quizzes consisting of multiple choice questions, key term identification, and short answer components
25.00%	Demonstration of Skills	Final Demonstration of CPR/AED Skills
25.00%	Demonstration of skills	Final Demonstration of First Aid Skills

**4. Instructor's Technical Qualifications:**

Instructors should be familiar with the college's learning management system (LMS). The instructor should be knowledgeable about accessibility resources on and off-campus, familiar with LMS tools and available supports, and willing to stay current as technology changes every day.

**5. Student Support Services:**

Department website, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Child Development Training Consortium, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, SMC Reading Lab, SMC Writing Lab, Child Care.

**6. Accessibility Requirements:**

Instructors will consult with the Disabled Student Serviced High-Tech Training Center. Testing accommodations will be provided to students who qualify. Videos will be properly captioned. Audio-only files will include transcripts. Images will have alt text. Pages will use Rich Text Editor and best practices for accessibility for page design. When possible, PDFs will be converted to Canvas Pages. PDFs will otherwise be made accessible to screen-readers, in consultation with DSPS.

**7. Representative Online Lesson or Activity:**

Students will view an instructional video on Canvas demonstrating the recommended intervention steps when choking is suspected in an infant. Students will complete a multiple choice quiz asking them to put the intervention steps in the proper order.

## New Course: ECE - NONCREDIT 930, Gender and Equity in Early Childhood

<b>Units:</b>	0.00
<b>Total Instructional Hours (usually 18 per unit):</b>	13.50
<b>Hours per week (full semester equivalent) in Lecture:</b>	0.75
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	27.00
<b>Date Submitted:</b>	May 2022
<b>Transferability:</b>	None
<b>Degree Applicability:</b>	Noncredit
<b>Proposed Start:</b>	Fall 2023
<b>TOP/SAM Code:</b>	130500 - Child Development/Early Care and Education / C - Clearly Occupational
<b>Grading:</b>	Noncredit (Progress Indicators Used)
<b>Repeatability:</b>	Yes
<b>Library:</b>	Library has adequate materials to support course
<b>Minimum Qualification:</b>	Child Development/Early Childhood Education
<b>Program Impact:</b>	Forthcoming degree or certificate: JEDI (justice, equity, diversity, inclusion)

### Rationale

California early childhood education programs overwhelmingly lack a gender studies component, leading to a workforce that is unprepared to address current and future gender issues in education. This is significant due in part to the current inundation of nationwide legislative attempts to silence educators on topics of gender, race, and sexuality. This course will be the first of its kind and a potential model for curriculum development statewide. Target students include pre-service teachers, current teachers, and potentially, parents.

### I. Catalog Description

This course examines the topics of gender, power, and equity, focusing on how they relate to identity development and the life trajectory of young children in concert with the intersection of race, ability, family structure, and economic status. Issues examined include the development of gender identity, theoretical and practical implications of power and oppression, cultural and socializing agents, and application of theory to classroom environments and curriculum, including strategies to empower teachers to develop pedagogical skills to support all children. Students will self-examine and reflect on personal experiences related to gender identity and expression, gender stereotypes and bias, cultural implications, and media and societal impacts. Students will recognize and contrast perspectives through an intersectional lens that promotes understanding, knowledge, and skills for supporting all children. Topics and strategies will be explored emphasizing culturally and linguistically focused anti-bias approaches.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Supporting Gender Diversity in Early Childhood Classrooms, Julie Nicholson, Katie Steele, Encian Pastel, Cyndi Maurer, Julia Hennock, Jonathan Julian, Tess Unger, & Nathanael Flynn, Jessica Kingsley Publishers © 2019, ISBN: 987 1 78450 914 9

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Describe how the four core goals of Anti-Bias Education (ABE) as defined by the National Association for the Education of Young Children (NAEYC) translate into practice when working with young children and their families.
2. Describe a variety of strategies for creating partnerships with parents through building mutual, collaborative relationships.
3. Develop strategies to interrupt and challenge gender stereotypes and promote positive gender attitudes in the classroom setting.
4. Describe a variety of strategies to challenge gender-related bias and injustice in the lives of children.

### IV. Methods of Presentation:

Distance Education, Lecture and Discussion

V. **Course Content**

<b>% of Course</b>	<b>Topic</b>
15.000%	Students will view and reflect on videos related to course material, including illustrative video case studies.
15.000%	Online lectures will reinforce course content using illustrative examples and video commentary from the instructor and/or other relevant media sources.
20.000%	Reflective assignments, observation assignments, and article reviews will provide opportunities for students to apply course content to their lives. Reflective assignments can be submitted using text, audio and/or video features in the LMS.
50.000%	Discussion / Discussion Boards: Weekly discussion topics/prompts will be posted to promote student-teacher interaction and student-to-student interaction on a variety of reflective parenting topics. Students are required to respond to peers' comments/posts. Small group discussions will be offered periodically throughout the course.
100.000%	Total

VI. **Methods of Evaluation**

<b>% of Course</b>	<b>Topic</b>
25%	Final Project: Students will create a multi-media presentation to illustrate their learning journey in the course.
50%	Class Participation: Students will share experiences and provide feedback to peers on discussion boards. A rubric with clear expectations for assessment will be provided.
25%	In Class Writing: Students will submit reflective assignments weekly. Rubrics with clear expectations for assessment will be provided.
100%	Total

VII. **Sample Assignments:**

**Reflective Journal :** Answer the following questions. 1) While growing up, what things were you expected to do (or not to do) because of the sex you were assigned at birth? (Before you answer, reflect upon these questions to guide your writing: How did your family treat you? Your teachers? Were you expected to conform to gender norms? What happened if you rebelled against them?) 2) How do you think societal gender norms impacted your socialization? Your education? Your choice of career? 3) How do you feel when you meet a person that doesn't conform to traditional gender roles/norms? 4) What are two citations from this week's class materials that you find personally meaningful? State them here and add two personal annotations as well (see information on personal annotations in Journal One.) For full credit, journals must be 2-3 paragraphs in length, single spaced with proper spelling and grammar, and be supported with at least 2 citations from the readings.

**Class Discussion / Discussion Board Posting:** For this assignment, answer the following questions by Thursday. Respond to 2 peers' postings by Sunday. 1) What is your definition of feminism? What are some common stereotypes about feminists and feminism? 2) What is your definition of masculinity? What traits do you feel define a person who is masculine? 3) How has society informed your definition of each of these concepts? 4) How has your family culture informed your definition of each of these concepts?

VIII. **Student Learning Outcomes:**

1. Apply principles of self-examination and reflection to personal experiences of gender and examine how these experiences impact interactions with and expectations of young children.
2. Identify gender-affirming strategies to utilize when supporting adult-child and child-child interactions.
3. Identify and assess the overt and covert ways in which stereotypes and prejudice are learned and propagated in education settings.

**ECE NC 930 Distance Education Application**

- Fully Online
- Online/Classroom Hybrid (not a delivery option when campus is closed)

**1a. Instructor - Student Interaction:**

The instructor will send out a pre-course welcome letter 1-2 weeks before the course begins with information about the course and how the instructor will communicate with the students. The instructor will provide ongoing feedback, comments, and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. The instructor will send reminders of assignment due dates. The instructor will post an announcement about each week's activities. The instructor will offer weekly check-ins and provide physical and/or virtual office hours along with a telephone option as needed.

**1b. Student - Student Interaction: Describe the nature and expected frequency of student-student interactions:**

Using asynchronous discussion activities students will communicate with their classmates throughout the course about course content and everyday life. Small group activities/discussions will take place 3-4 times during the course. Asynchronous Threaded Discussions will occur 1-2 times weekly. A Student Lounge Discussion Board will be available for discussion of non-course related topics.

**1c. Student - Content Interaction: Describe the nature and expected frequency of student-content interactions:**

Students will interact with course content on a weekly basis through readings, videos, discussions and/or reflective assignments.

**1d. Distance Ed Interactions:**

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	Discussion / Discussion Boards: Weekly discussion topics/prompts will be posted to promote student-teacher interaction and student-to-student interaction on a variety of reflective parenting topics. Students are required to respond to peers' comments/posts. Small group discussions will be offered periodically throughout the course.	50.00%
Written assignments	Reflective assignments, observation assignments, and article reviews will provide opportunities for students to apply course content to their lives. Reflective assignments can be submitted using text, audio and/or video features in the LMS.	20.00%
Online Lecture	Online lectures will reinforce course content using illustrative examples and video commentary from the instructor and/or other relevant media sources.	15.00%
Videos	Students will view and reflect on videos related to course material, including illustrative video case studies.	15.00%

**2. Organization of Content:**

The course will be divided into weekly modules, including an assignment and objective page outlining weekly activities. Modules will include activities such as observations, readings, mini-recorded lectures, reflective journaling, videos, and conducting web searches.

**3. Assessments:**

% of grade	Activity	Assessment Method
50.00%	Discussion/ Discussion Boards	Students will share experiences and provide feedback to peers on discussion boards. A rubric with clear expectations for assessment will be provided.
25.00%	Journals/Reflective Assignments	Students will submit reflective assignments weekly. Rubrics with clear expectations for assessment will be provided.
25.00%	Final Project	Students will create a multi-media presentation to illustrate their learning journey in the course.

**4. Instructor's Technical Qualifications:**

Instructors should be familiar with the college's learning management system (LMS). The instructor should be knowledgeable about accessibility resources on and off-campus, familiar with LMS tools and available supports, and willing to stay current as technology changes every day.

**5. Student Support Services:**

Links that may be integrated into the online course include: The department website, Center for Wellness and Well-Being, Campus Police, Office for Students with Disabilities, Title IX statement, Learning Environment Statement, SMC DREAM Program and DACA statement, Veteran Resource Center, ECE Teacher Resource Room, Child Development Training Consortium, Library Resources, Scholarships, Academic Counseling, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, California Early Childhood Educator Competencies, SMC Reading Lab, and the SMC Writing Lab.

## **6. Accessibility Requirements:**

Course design will adhere to California Community College Distance Education Guidelines, CA Code 11135 and Section 508 of the Rehabilitation Act. This includes closed captioning of all videos and video lectures, following principles for Universal Design when formatting LMS pages, PDFs and other web-based documents, using descriptive Alt-text for images and graphics, and ensuring links to external websites are descriptive and provide accurate information about the linked content. Consultation with accessibility experts from the Office of Students with Disabilities and/or Distance Education Team will occur when additional accommodations are needed or questions arise.

## **7. Representative Online Lesson or Activity:**

Objective #1: Be prepared to work toward the four core goals of ABE (anti-bias education) as defined by the National Association for the Education of Young Children.

Step One: Read an article describing the four core goals of ABE. Step Two: Watch an observation video showing a gender-related classroom activity/lesson with young children. Step Three: Post a response to the following prompt by Thursday: Were each of the four goals of ABE effectively addressed in this video activity? Explain your answer, giving specific examples. Step Four: Respond to at least 2 peers by Sunday evening. Peer responses must include references to class content AND/OR related content from outside sources. Refer to the discussion rubric.

## New Course: ETHNIC STUDIES 8, Introduction to Asian American Studies

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	54.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	3.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	108.00
<b>Transferability:</b>	Transfers to CSU, UC (pending review)
<b>IGETC Area</b>	4C: Ethnic Studies (pending review)
<b>CSU GE Area</b>	D3 - Ethnic Studies (pending review); F - Ethnic Studies (pending review)
<b>SMC GE Area</b>	Area II-B: Social Science (Group B)
<b>Degree Applicability:</b>	Credit – Degree Applicable
<b>Proposed Start:</b>	Fall 2024
<b>TOP/SAM Code:</b>	220300 - Ethnic Studies / E - Non-Occupational
<b>Grading:</b>	Letter Grade or P/NP
<b>Repeatability:</b>	No
<b>Library:</b>	Library has adequate materials to support course
<b>Minimum Qualification:</b>	Ethnic Studies
<b>Program Impact:</b>	Ethnic Studies AA/Certificate of Achievement

### Rationale

This course is proposed to round out the core offerings for SMC's emergent Ethnic Studies (hereafter "ES") program. Like its cognates ES 6, ES 7, and eventually ES 9: Introduction to Native American Studies, ES 8 offers an introductory course to one of the four subfields of ES, Asian American Studies. It is distinct from other classes that center Asian Americans, for instance HIST 62: History of Asian Americans, in that it is structured according to the theories, epistemologies, and discipline at large of ES. Like HIST 62, it will become one of the very few courses at SMC that speaks to the experience of Asian American students, some 9% of our student population. As with other ES courses, it is constructed in a way that it will be accessible to all in the wider community.

### I. Catalog Description

This course introduces students to the interdisciplinary field of Asian American Studies. It examines the foundation, theories and methodologies informing the study of APIDA (Asian Pacific Islander Desi American) communities. This course explores the historical and contemporary Asian American political, social and cultural practices and experiences in the United States. Course topics include history, social movements, politics, community, art, spirituality, cultural production, transnational and transpacific considerations of race, ethnicity, im(migration), gender, sexuality, class, intersectional identity formation, gender, sexuality, class, family, social justice, and agency and self-affirmation. Moreover, the course critically analyzes race and ethnicity, equity, ethno-centrism, Eurocentrism, and white supremacy.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Voices of the Asian American and Pacific Islander Experience, Chi, Sang and Emily Moberg Robinson, Greenwood © 2012
2. Asian America, Dhingra, Pawan and Robyn Magalit Rodriguez, Polity © 2021
3. The Spirit Catches You and You Fall Down, Fadiman, Annie, Farrar, Straus, Grioux © 2012
4. Nisei Radicals: The Feminist Poetics and Transformative Ministry of Mitsuye Yamada and Michael Yasutake, Fujino, Diane, Univ. of Washington © 2020
5. The Good Immigrants: How the Yellow Peril Became the Model Minority, Hsu, Madeline Y. , Princeton © 2015
6. Our Voices, Our Histories: Asian American and Pacific Islander Women, Hune, Shirley and Gail Nomura, NY UP © 2020
7. The Loneliest Americans, Jay Caspian Kang, Crown © 2021
8. Major Problems in Asian American, 2nd, Kurashige, Lon, and Alice Yang Murray, Cengage © 2017
9. The Making of Asian America: A History, 2nd, Erika Lee, Simon and Schuster © 2021
10. Passing for Perfect: College Impostors and Other Model Minorities, Ninh, Erin Khue, Temple © 2021
11. Minor Feelings: An Asian American Reckoning, Park Hong, Cathy, One World © 2020
12. Black, Brown, Yellow, and Left Radical Activism in Los Angeles, Pulido, Lauren, UC Press © 2006
13. Straitjacket Sexualities: Unbinding Asian American Manhoods in the Movies, Shimizu, Celine, Stanford © 2012

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, Eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as they apply to Asian American peoples.
2. Apply theory and knowledge produced by Asian American communities to describe the critical events, histories, cultures, cultural production, intellectual traditions, contributions, identities, lived-experiences and social struggles of those groups with a particular emphasis on agency and self-affirmation.
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, language, and/or age in Asian American communities.
4. Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by Asian Americans, are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, settler colonialism, multiculturalism, and language policies.
5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Asian American communities to build a just and equitable society.

### IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Observation and Demonstration, Discussion, Critique, Projects, Field Trips, Visiting Lecturers, Individualized Instruction, Work Experience (internship), Service Learning, Group Work, Online instructor-provided resources

### V. Course Content

<b>% of Course</b>	<b>Topic</b>
20.000%	Contemporary, Socio-Economic Profiles and Agency 1. Immigration, Education, Language, and Other Socio-Economic Demographic Patterns. 2. Self-Determination: Identification and analysis of power structures where significant inequities exist based on prior analysis of intersectionality such as structures within housing, healthcare, education, labor, media, civil rights, criminal justice, and government. 3. Student-guided research aimed at possible reimaginations of more equitable futures within and without these power dynamics and structures.
20.000%	Asian American Cultural Expressions and Productions (Discuss works of fiction, poetry, theater, film, memoir, painting, performance, music, and cultural criticism by artists and thinkers of varied backgrounds and time periods with an emphasis on the twentieth and twenty-first century) 1. Expressions in literature 2. Expressions in visual and performing arts a. theater, performance, and dance. b. Murals, paintings, sculpture 3. Musical expressions (traditional, popular music, globalization) 4. Media, Film, and Popular Culture (print media, social media, television, representations in small/big screens & Hollywood, commercials, advertisement, etc.)
20.000%	Asian American Ethnic, Racial, and Intersectional Identity and Social Institutions 1. Intra-racial and inter-racial relations a. "Pan-Asian" identity b. Multi-ethnic identity (Hapa, multiracial) c. Transpacific transnationalism 2. Religiosity and spirituality. 3. Gender and sexuality 4. Education & the Model Minority 5. Families & Communities (Shifting and emerging family structures – interracial, queer, international adoption)
20.000%	Historical Background 1. Orientalism 2. US Imperialism, trade, colonization and war 3. Postcolonial Studies 4. Migration, immigration, anti-immigrant

	5. Community formation as part of global movement of culture/ capital/labor 6. Labor movements, feminisms, anti-racism, and social justice struggles
20.000%	1. History of the discipline and specific terminology a. History of the Discipline b. Key framework and concepts such as Orientalism, Immigration, Race and Racialization, Ethnicity, Intersectionality, Settler Colonialism, imperialism, White Supremacy, Racial Capitalism, Assimilation/Acculturation, model minority, Modes of Oppression and Resistance, Decolonization, global politics and economics, critical refugee studies 2. Heterogeneity of the Asian American population in the U.S. a. Chinese. b. Japanese. c. Korean. d. South Asian e. Filipino. f. Vietnamese & SE Asian g. Pacific Islander
100.000%	Total

#### VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
10%	Class Work: Discussions, Peer Reviews, Interactive Assignments
20%	Exams/Tests
15%	Group Projects
15%	Other: Journals
15%	Research Projects
25%	Written assignments
100%	Total

#### VII. Sample Assignments:

**Small Group and Class Discussion:** Students will review and analyze the concept (1) race and (2) ethnicity in relation to Asian American identity. In a small group discussion, students will apply both concepts to Asian American populations to distinguish five characteristics of race and five characteristics of ethnicity. They will share the characteristics for each concept with the class for additional input and analysis.

**Short Writing Exercise:** Students will be given a question about how a concept/analytic theme does or does not apply to APIDA peoples/communities. Students will formulate an answer by drawing evidence from assigned readings and class sessions as well as determine how the concept/theme helps them understand APIDA experience.

**Short Writing Exercise:** Reflect on the experiences of Asian American communities and discuss how race and racism intersect class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, language, and/or age. Students should also explain how these intersections influence the group's resistance efforts.

**Research/Group Project:** In small groups, students will identify an issue impacting the Asian American community (i.e. education, healthcare, immigration, etc). They will then focus on a specific aspect within the issue (i.e. affirmative action, suicide rates, etc). The group will create a project that shows how structural, cultural, and economic factors created the issue. Finally, students will develop a plan, proposal or project that engages APIDA community resources to address the issue. Along with the presentation, final products might include interactive/mixed media, digital, and/or formal essay to bring together the research and analysis.

#### VIII. Student Learning Outcomes:

1. Analyze and articulate core concepts of Asian American studies, including but not limited to race and ethnicity, racialization, intersectionality, colonialism, hegemony, imperialism, white supremacy, feminisms, modes of oppression and resistance.
2. Apply theory to describe critical events in the histories, cultures, and intellectual traditions of Asian American peoples with a particular emphasis on agency and self-affirmation.



3. Describe the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age.
4. Describe how resistance, social justice, and liberation as experienced by Asian American peoples are relevant to current issues (communal, national, and international).
5. Demonstrate active engagement with issues of race and ethnicity to build diverse, just, and equitable communities beyond the classroom.
6. • Apply theory to describe critical events in the histories, cultures, and intellectual traditions of APIDA peoples with a particular emphasis on agency and self-affirmation • Describe how resistance, social justice, and liberation as experienced by APIDA peoples are relevant to current issues (communal, national, and international)

### **Global Citizenship Application**

#### **Global Citizenship Category**

- Global Studies

#### **Course meets all of the following three criteria:**

- Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.
- Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.
- Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).

#### **Outcomes that pertain to this Global Citizenship Category**

- Apply theory to describe critical events in the histories, cultures, and intellectual traditions of APIDA peoples with a particular emphasis on agency and self-affirmation
- Describe how resistance, social justice, and liberation as experienced by APIDA peoples are relevant to current issues (communal, national, and international)

#### **Narrative**

The experiences of Asian Pacific Americans explored in the course content and SLOs are intertwined with the historical and contemporary processes related to the impact of international wars and empire building (i.e., Spanish American War, Korean War, Vietnam War, War on Terror) on immigration and migration patterns, the (re)racialization of APIDA racial/ethnic groups, and the creation of diasporic and transnational labor and artistic communities and social movements from and between U.S. and Asian and Pacific Islander countries.

#### **Departmental Vote:**

Yes 6; No 0; Abstain 0; Not Voting 0

## **ETH ST 8 Distance Education Application**

- Fully Online
- Online/Classroom Hybrid (not a delivery option when campus is closed)

#### **1a. Instructor - Student Interaction:**

The instructor will send out a pre-course "welcome letter" 1-2 weeks before the course begins with information about the course and how the instructor will communicate with the students. The instructor will provide on-going feedback, comments, and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. The instructor will send frequent reminders of upcoming due dates. The instructor will post an announcement for each week's activities. (Weekly Check-ins, Instructor's time for the weekend along with assignments due by Sunday. Provide physical and virtual office hours along with telephone option and facetime option.)

#### **1b. Student - Student Interaction:**

Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course, Asynchronous Threaded Discussion - 1-2 weekly, Student Lounge discussion board non-course topics.

**1c. Student - Content Interaction:**

Students will interact with course content on a weekly basis through readings, videos, discussions and/or reflective assignments.

**1d. Distance Ed Interactions:**

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Threaded Discussions	Sample Threaded Discussion #1 In a discussion post, briefly explain a core concept such as racialization, equity, or white supremacy. Then provide two examples to illustrate its usage. Where possible, indicate its link to other core concepts. Once this has been completed, reply to two students and either affirm or argue against their analysis, and cite evidence as you do so.	25.00%
Threaded Discussions	Sample Threaded Discussion #2 In a discussion post, write a brief analytical essay that identifies and discusses relevant political, economic, social, cultural, and/or external causes of a major event and its outcome. Your essay should draw on secondary sources (the text and lectures) and a minimum of six primary sources. Once this has been completed, reply to two students and either affirm or argue against their analysis of their primary sources, and cite evidence as you do so.	25.00%

**2. Organization of Content:**

The course will be divided into weekly modules, including an assignment and objective page sharing with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches.

**3. Assessments:**

% of grade	Activity	Assessment Method
30.00%	Online lecture	Online interactions will constitute a variety of techniques that include but are not limited to: weekly announcements with feedback, message boards, Zoom lectures, group projects, and threaded discussions of multimodal media. Usage of these techniques will vary by instructor. Each one is designed to promote student-teacher and student-to-student interaction about a variety of historical topics.
%		Reviewing textbook-specific notes, lecture slides
25.00%	Threaded discussions	Threaded discussion, peer feedback, chat room, discussion, or group presentation, collaborative learning activities
20.00%	Exams/tests	Midterm and final exams consisting variously of multiple-choice, key term identification, short answer, and essay components. No single exam will exceed 30% of the class grade.
25.00%	Written assignments	These will use a combination of assignments based on objective questions, short answers/identifications, and brief essays. Various assignments, including book reviews, short research papers, critical analyses of documents, chapter study questions, etc. may also be given.

**4. Instructor's Technical Qualifications:**

Instructors should be familiar with the college's learning management system (LMS). The instructor should be knowledgeable about accessibility resources on and off-campus, familiar with LMS tools and available supports, and willing to stay current as technology changes every day.

**5. Student Support Services:**

Department website, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Child Development Training Consortium, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, SMC Reading Lab, SMC Writing Lab, Child Care

**6. Accessibility Requirements:**

Instructors will consult with the Disabled Student Serviced High-Tech Training Center. Testing accommodations will be provided to students who qualify. Videos will be properly captioned. Audio-only files will provide transcripts. Images will have alt text. Pages will use Rich Text Editor and best practices for accessibility for page design. When possible, PDFs will be converted to Canvas Pages. PDFs will otherwise be made accessible to screen-readers, in consultation with DSPS.

## **7. Representative Online Lesson or Activity:**

### **Sample Threaded Discussion #1**

In a discussion post, briefly summarize and analyze two primary sources, identifying their perspectives, purposes, the contexts in which they were produced, and their historical significance. Once you have analyzed each document, discuss how they relate to one another. For example, do they reveal different perspectives or change over time? Once this has been completed, reply to two students and either affirm or argue against their analysis of their primary sources, and cite evidence as you do so.

### **Sample Threaded Discussion #2**

In a discussion post, write a brief analytical essay that identifies and discusses relevant political, economic, social, cultural, and/or external causes of a major event and its outcome. Your essay should draw on secondary sources (the text and lectures) and a minimum of six primary sources. Once this has been completed, reply to two students and either affirm or argue against their analysis of their primary sources, and cite evidence as you do so.

## New Course: FILM STUDIES 41, Advanced Cinematography

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	90.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	2.00
<b>In-Class Lab:</b>	2.00
<b>Arranged:</b>	1.00
<b>Outside-of-Class Hours:</b>	72.00
<b>Transferability:</b>	Transfers to CSU
<b>Degree Applicability:</b>	Credit – Degree Applicable
<b>Proposed Start:</b>	Fall 2023
<b>TOP/SAM Code:</b>	061220 - Film Production / C - Clearly Occupational
<b>Grading:</b>	Letter Grade or P/NP
<b>Repeatability:</b>	No
<b>Library:</b>	Library has adequate materials to support course
<b>Minimum Qualification:</b>	Film Studies (Masters Required) - Or equivalent professional experience, in this case as a professional Cinematographer or Director of Photography.
<b>Program Impact:</b>	Film Production AS/Certificate of Achievement

### Rationale

Advanced Cinematography will address cinema's technical and aesthetic aspects, emphasizing developing skillful techniques and operating methods to better prepare each SMC student to transition onto a higher level of a professional working environment. In learning to make informed, accurate, and ethically appropriate decisions concerning the cinematography of a film, the students will demonstrate that they can apply several skills necessary for the working cinematographer consistently, effectively, and artistically.

### I. Catalog Description

Advanced study of the principles of Cinematography, which includes the technical and aesthetic discussion of film and digital cameras and their corresponding workflows. Film genres, lighting (light and shadows), composition, camera movement, and lens selection (Spherical & Anamorphic) are also discussed. The analysis of Cinematic Film format aspect ratios, their history and most common uses today, and a brief study of art history and painting. The interpretation of the meaning of color-related and applied to art direction, wardrobe, and production design, while carrying the process through color grading and color correction of the visual image (footage) to the ultimate presentation of the actual finished film.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Cinematography: Theory and practice for cinematographers and directors, 4th Edition, Blain Brown, Focal Press © 2021, ISBN: 978-0367373450
2. Digital Cinematography: Fundamentals, Tools, Techniques, and Workflows, 2nd Edition, David Stump, Routledge © 2021, ISBN: 978-1138603868

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Operate cinematography equipment in a safe and professional manner at all times.
2. Evaluate and Break down a script visually in terms of mood, shooting style, and pace.
3. Apply practical and aesthetic choices regarding color art direction and digital imaging tools.
4. Understand the significance of camera placement as it affects the look and feel of a shot.
5. Create shots that demonstrate control of depth-of-field.
6. Analyze and select an appropriately sized shot and composition for the story.
7. Understand how to stage actors for compelling shots that serve the story.
8. Design shots that maintain screen direction and eye lines.
9. Execute effective camera movement.
10. Execute incident, reflected exposure and color temperature metering techniques.
11. Design lighting for the mood and tone of a piece while maintaining continuity within each scene.
12. Distinguish between the four elements of light.
13. Use cinematography tools (lenses, cameras, filtration, etc.) to create shots and sequences.
14. Use available equipment to achieve the desired effect.

15. Describe and implement industry safety protocols and procedures.
16. Lead and support a cast and crew through a production.
17. Demonstrate efficient use and management of set resources.
18. Communicate directions clearly to all cast and crew.
19. Recognize all members of the production team and listen to their feedback.
20. Demonstrate proper film set etiquette during all productions.

**IIIb. Arranged Hours Objectives:**

Upon completion of this course, the student will be able to:

1. Implement the principles of color applied to art direction, production design and color grading.
2. Practice and understand the purpose and function of various advanced stage lighting techniques.
3. Use natural and artificial light and control mixed color temperatures to illuminate subjects and objects.
4. Demonstrate proper lighting, shot composition, exposure, and color grading of images in order to evoke mood and achieve desired cinematic aesthetics.

**IV. Methods of Presentation:**

Lecture and Discussion, Field Experience, Observation and Demonstration, Lab, Critique, Projects, Field Trips, Group Work, Other, Visiting Lecturers

**IVb. Arranged Hours Instructional Activities:**

Critique, Field Trips, Group Work, Other, Projects, Visiting Lecturers, Field Experience

**V. Course Content**

<u>% of Course</u>	<u>Topic</u>
10.000%	Final Exam.
6.000%	Optics and Focus. Technical issues.
5.000%	Set Operations.
5.000%	Image Control and Grading.
5.000%	Potential field trip day to Panavision or ARRI.
8.000%	Exposure theory, what do we want the exposure to do for us?
6.000%	Measurement. The waveform monitors. The Vector scopes.
10.000%	Color and color terminology.
5.000%	Field trip to Sony Pictures.
6.000%	Coverage and continuity. What is Cinematic.
5.000%	Visual storytelling. Telling stories with pictures.
8.000%	Language of the lens. The lens and the frame.
5.000%	Visual language, more than just a picture, design principles.
5.000%	Writing with motion, building a visual world.
6.000%	All cameras and sensors available to the advance Cinematographer.
5.000%	Advance Cinematography introduction class and go over the syllabus.
100.000%	Total

**Vb. Lab Content**

<u>% of Course</u>	<u>Topic</u>
7.00%	Mechanics of Camera & Digital workflow, Camera Operating, Prep Stage in class exercise together with sample test clips.
7.00%	Building the Camera System, Camera Operating, Motivated Camera Movement, Camera Dolly, build up and operating.

10.00%	Grip and Lighting Equipment, build up a book light, Use of Dimmer Control board, Use of Light Meters, Exposure Latitude. Prep stage in class exercise.
10.00%	What do you want the Exposure, Color and Color Temperature do for your film? Prep Stage in class exercise.
7.00%	Spherical and anamorphic lenses, Review Dailies, Prep Stage in class exercise together with sample test clips.
7.00%	Prep Stage in class exercise Depth of Field.
7.00%	Prep Stage in class exercise together with sample clips of theatrical and diffusion gels
7.00%	ARRI Sky-panels, Prep Stage program, remote control units in field trip exercise.
7.00%	Lightroom – Davinci Resolve, Prep Stage in class exercise together with sample test clips.
7.00%	Lighting Green Chroma Key, Prep Stage in class exercise together with sample test clips.
7.00%	Working with Shadows, Prep Stage in class exercise together with sample test clips.
7.00%	High Dynamic Range. Potential field trip exercise at Sony.
10.00%	Impromptu Shoot
100.00%	Total

#### VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation: Readings from the required text are listed on the week they will be discussed. Discussion questions will be provided to help guide your comprehension and the questions will be discussed in class. Supplemental readings like articles and blog posts may be assigned in the same manner. Screening of films and film clips/tutorials to illustrate and complement lectures.
40%	Projects: Three Projects will be completed outside of class and submitted on their respective due dates. All project files must be named properly and submitted at the beginning of class via thumb drive or portable hard drive.
10%	Quizzes: Quizzes are given during class. They are usually 5 to 10 questions and refer to the readings and material covered in class. They are unscheduled and cannot be made up.
30%	Final exam: A passing grade on the Final Exam is necessary to pass this course. Exceptions are only granted if a student has two exams scheduled at the same time or three examinations scheduled on the same day.
100%	Total

#### VII. Sample Assignments:

**Project 1: Filming with available light:** Available Light, following details, characteristics and discussions over the first month of class: Each student will tell a short story in five or more shots and five or more different compositions. You must use only available light (e.g. sunlight through a window, house lamps, city lights, etc.). MOS, no dialogue.

**Project 2: Shoot and edit a short film:** Following details, characteristics and discussions over the first and second month of class: Each student will shoot a short film, paying attention to the lighting, composition, art direction, production design, color and contrast. Including sound.

**Project 3: Collaborative Final Film:** Following details, characteristics and discussions over the first, second and third month of class: Depending on the number of students in class, we will regroup them into a crew of 7 or 8 crew members per group. (Director, Director of Photography, Producer, Production Manager, Sound, Talent, Editor.) Each group would be responsible for their final finished film.

#### VIII. Student Learning Outcomes:

1. Exhibit proficiency in image-making techniques using film/digital equipment to demonstrate competent skill levels in advanced cinematography.
2. Develop strategies to interpret the screenplay from an advanced cinematographer's viewpoint – i.e., translate the written word into visual content at the narrative, intellectual, and emotional levels.
3. Demonstrate advanced skills in using prime lenses as applied to Super 35 mm and Full Frame camera sensor technologies and aesthetics, to be assessed through acquired manual skills testing and sample clips.

## Substantial Change: COSMETOLOGY 11A, Hair Cutting 1

<b>Units:</b>	1.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Degree Applicability:</b>	Credit - Degree Applicable

### Rationale

Senate Bill SB803 updated the licensure requirements for barbers, cosmetologists, estheticians, hairstylists and manicurists. This bill updates the evaluation requirements to require a written evaluation only. The bill states "The bill would also recast the examination requirements to require a written examination that evaluates competency in protecting the health and safety of consumers of the services provided by licensees and written tests to determine the applicant's skill in, and knowledge of, the practice of the occupation for which a license is sought, as described". The bill also recasts the examination requirements to require a written examination that evaluates competency in protecting the health and safety of consumers of the services provided by licensees and written tests to determine the applicant's skill in, and knowledge of, the practice of the occupation for which a license is sought, as described.

### I. Catalog Description

This is the first hair cutting class required for all students who wish to be licensed for Barbering, Cosmetology or Hair Stylist by the State of California. This course is designed to teach beginning students how to effectively and properly describe and demonstrate the basic techniques of hair cutting to create a variety of hair designs which will include a 0-elevation-one-length hair cut, a face framing haircut, a 180 degree long layered hair cut and a 90 degree hair cut and how to properly setup and maintain a Sanitary Maintenance Area necessary for all tools used.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Milady's Standard Cosmetology & Foundations Textbook, 14, ., Milady Publishing Company © 2023, ISBN: 9780357871492
2. Milady Standard Cosmetology & Foundations Workbooks, 14, ., Milady Publishing Company © 2023, ISBN: 9780357871492
3. Milady Standard Barbering, 6th, Milady, Cengage © 2017, ISBN: 978-1-3051-0055-8
4. Milady Barbering Standard Exam Review, 6th, Milady, Cengage © 2017, ISBN: 9781305100671
5. Milady Standard Barbering Workbook, 6th, Milady, Cengage © 2017, ISBN: 978-1-305-10066-4

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Describe and demonstrate how to effectively and properly, use a variety of tools used in hair cutting.
2. Describe and demonstrate how to effectively and properly, show client safety protection and the cleaning and disinfection of tools, equipment, and work surfaces.
3. Describe and demonstrate how to effectively and properly, set up a sanitary maintenance area for use in hair cutting.
4. Describe and demonstrate how to effectively and properly, create a 0 degree elevation hair cut.
5. Describe and demonstrate how to effectively and properly, create a face frame hair cut.
6. Describe and demonstrate how to effectively and properly, create a 180 degree long layer hair cut.
7. Describe and demonstrate how to effectively and properly, create a square layered hair cut.

### IV. Methods of Presentation:

Observation and Demonstration, Other, Lab, Lecture and Discussion, Discussion, Critique, Projects, Visiting Lecturers, Other: Lecture/Discussion, Demonstration, Hands on application, Video/DVD

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
12.000%	The student will learn how to effectively and properly describe and demonstrate why Cosmetologists need to have a thorough understanding of haircutting

	Haircutting is the basic foundational skill upon which all hair designs are built.
12.000%	The student will learn how to effectively and properly describe and demonstrate an effective and properly conducted client consultation for haircutting that will determine and examine the following: Hair analysis Hair texture Hair density Hair growth patterns Conditions of the scalp Lifestyle of the client Desired style
12.000%	The student will learn how to effectively and properly describe and demonstrate <b>the basic principles of haircutting the tools of the trade, making design decisions, and texturing</b> including; Reference points Areas of the head Lines, sections angles Elevation Cutting lines Finger angles Guidelines Overdirection Hair growth patterns Hair movement Hair texture Hair density
12.000%	The student will learn how to effectively and properly describe and demonstrate proper use of haircutting tools including; Haircutting shears palming the shears parts of the shears maintenance of the shears left handed vs right handed shears how to purchase proper shears that fit correctly Sectioning clips Combs Also included: client safety and protection the cleaning and disinfection of the tools, equipment, and work surfaces.
12.000%	The student will learn how to effectively and properly describe and demonstrate set up a sanitary maintenance area for use in hair cutting.
12.000%	The student will learn how to effectively and properly describe and demonstrate a 0 degree elevation hair cut include: draping the client proper head position proper finger position, proper finger angles to the parting determining the natural fall of the hair horizontal parting horseshoe parting proper tension when cutting zero degree elevation stationary guidelines weight line dry vs wet haircutting finishing through texturizing drying and styling the finished haircut
12.000%	The student will learn how to effectively and properly describe and demonstrate a face frame haircut include:



	draping the client proper head position proper finger position, proper finger angles to the parting determining the natural fall of the hair proper tension when cutting stationary guidelines 45 degree elevation and over direction weight line vertical parting dry vs wet haircutting finishing through texturizing drying and styling the finished haircut
12.000%	The student will learn how to effectively and properly describe and demonstrate a 180-degree long layered hair cut which includes: draping the client proper head position proper finger position, proper finger angles to the parting determining the natural fall of the hair proper tension when cutting stationary guidelines weight line 90 degree elevation and over direction fingers parallel to the top of the head horizontal parting 90 degree elevation from fringe. dry vs wet haircutting finishing through texturizing drying and styling the finished haircut
12.000%	The student will learn how to effectively and properly describe and demonstrate a square layered hair cut. draping the client proper head position proper finger position fingers parallel to the top of the head proper finger angles to the parting determining the natural fall of the hair proper tension when cutting stationary guidelines pivot parting weight line 90 degree elevation and over direction fingers parallel to the top of the head horizontal parting 90 degree elevation from top of head dry vs wet haircutting finishing through texturizing drying and styling the finished haircut
108.000%	Total

VI. **Methods of Evaluation**

<b><u>% of Course</u></b>	<b><u>Topic</u></b>
20%	Class Participation
20%	Exams/Tests
20%	Final Performance

20%	Final exam
20%	Homework
100%	Total

**VII. Sample Assignments:**

**#1:** Complete all questions from Chapter 11, in the Milady Standard Cosmetology Workbook.

**#2:** List the hair cutting definitions in chapter 11 and be ready to explain them in class.

**VIII. Student Learning Outcomes:**

1. Given a model and appropriate tools, the student will describe and demonstrate the use of each of the tools used in hair cutting. Assessed by: In class activities according to state board guidelines.
2. Given a model and appropriate tools, the student will describe and demonstrate the ability to analyze, design and execute basic haircuts which will include a 0-elevation-one-length hair cut, a face framing haircut, a 180 degree long layered hair cut and a square-layered hair cut Assessed by: In class activities according to state board guidelines.
3. Given a model and appropriate tools, the student will describe and demonstrate the ability to identify reference points on the head form and understand their role in hair cutting. Assessed by: In class activities according to state board guidelines.
4. Given a model and appropriate tools, the student will describe and demonstrate the ability to identify angles, elevations and guidelines and their results within a hair cut. Assessed by: In class activities according to state board guidelines.
5. Students will exhibit strong academic behavior as assessed by the College Honor Code of Conduct on all assignments and tests both written and practical

## Substantial Change: COSMETOLOGY 11B, Hair Styling 1

<b>Units:</b>	1.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Degree Applicability:</b>	Credit - Degree Applicable

### I. Catalog Description

This is the first hairstyling class required for all entering students who wish to be licensed for Barbering, Cosmetology, and/or Hairstylist by the State of California. The theoretical and practical components of this course include instructions on wet and thermal hairstyling. The students will learn the basics of hairstyling including the techniques of thermal, rollers, pin curls, and finger waving. Students will be able to describe and demonstrate the basic fundamentals of historical hairstyling in accordance to the State Board of Barbering and/or Cosmetology.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Milady's Standard Cosmetology & Foundations Textbook, 14, Milady, Cengage © 2023, ISBN: 9780357871492
2. Milady Standard Cosmetology & Foundations Workbooks, 14, .Milady, Cengage © 2023, ISBN: 9780357871492
3. Milady Standard Barbering, 6th, Milady, Cengage © 2017, ISBN: 978-1-3051-0055-8
4. Milady Barbering Standard Exam Review, 6th, Milady, Cengage © 2017, ISBN: 9781305100671
5. Milady Standard Barbering Workbook, 6th, Milady, Cengage © 2017, ISBN: 978-1-305-10066-4

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Demonstrate proper draping for wet, dry and chemical services
2. Identify the products used in school for shampooing and conditioning and demonstrate their proper use.
3. Explain and demonstrate the purpose of finger waving.
4. Demonstrate the procedures involved in scalp manipulations and high frequency.
5. Develop the skills necessary to create proper shaping and finger waves.
6. Differentiate modular shapes and demonstrate the distribution of hair in square and triangular shapes for state board set.
7. Practice full stem pin curls and roller placement for at least four different elevations.
8. Demonstrate proper set up and use of implements employed in hairstyling.

### IV. Methods of Presentation:

Observation and Demonstration, Lab, Lecture and Discussion, Visiting Lecturers, Field Trips, Discussion, Projects  
Other: Demonstration, Lecture/Power Point, Video/DVD, Guest Artist

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	Introduction to shampoo, cutting or styling and chemical draping services in accordance with the California State board guidelines. Shampoos types and their uses include; balancing, neutralizing, clarifying, color enhancing, conditioning and medicated shampoos. Shampoo ingredients such as demineralized water, surfactants and moisturizers. Information on conditioner types and their uses includes; humectants, rinse-out, treatment or repair, oil treatments, and leave-in conditioners. Scalp treatments include; scalp astringent lotion, scalp conditioners, and spray on scalp protectors.
10.000%	Understand the hair and scalp properties including the hair root and hair shaft. Hair follicle structure including the hair root, hair bulb, dermal papilla, arrector pill muscle and sebaceous glands. The structure of the hair shaft includes the cuticle, cortex and medulla. Chemical composition of hair; keratinization, amino acids, peptide bonds, and polypeptide chains.

	Cortex side bonds include hydrogen, salt, disulfide and peptide bonds. Hair and scalp analysis includes density, texture, porosity, and elasticity.
20.000%	Introduction to finger waving and products used. Skip waves and ridge curls.
20.000%	Introduction to pin curl theory and application. Parts of the pin curl, no stem, full stem, half stem pin curls. Base placement and base shape; triangle, square and rectangle shaped bases. Open and closed centered pin curls
20.000%	Introduction to hairstyling including wet and thermal styling. Blow dryer safety guidelines and parts of the blow dryer, tools and styling aids that are used in hairstyling. Curling and flat irons. 4 basic curl patters, root, wave, spiral and end curl. Base placement and types; volume, full, half and off base curls and the effect on the overall style. Back combing and teasing techniques.
20.000%	Hair and Scalp Disorders and Diseases Types of hair loss include alopecia, androgenic alopecia, alopecia area ta, alopecia totals, alopecia universalis. Hair loss treatments and the emotional impact of hair loss. Hair disorders including ringed hair, hirsuties, hypertrichosis, trichoptilosis, trichorrhexis nodisa, monilethrix and fiagilitas crinium. Scalp disorders; dandruff, fungal, parasitic and bacterial infections
100.000%	Total

#### VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation
20%	Exams/Tests
20%	Final Performance
20%	Final exam
20%	Homework
100%	Total

#### VII. Sample Assignments:

**1:** Students will complete questions in chapter 10, Hair Services Preparations in the Milady Standard Cosmetology textbook. Students will be ready to discuss their findings in class, perform and describe a client consultation and scalp analysis. Students will explore why client consultation and sanitation and disinfections is important in the industry.

**#2:** Given a mannequin the student will analyze and classify modular shapes, then design with distribution hair in squares and triangular shapes creating a set. Assessed by: In class demonstration according to state board guidelines.

#### VIII. Student Learning Outcomes:

1. Given a client the student will create and justify a successful finger wave. Assessed by: In class demonstration according to state board guidelines.
2. Given a client the student will analyze and classify modular shapes, then design with distribution hair in squares and triangular shapes creating a set. Assessed by: In class demonstration according to state board guidelines.
3. Students will be able to explain why cosmetologists need a thorough understanding of shampooing, conditioning and scalp care.
4. Students will be able to identify the most common hair disorders and scalp diseases.

## Substantial Change: COSMETOLOGY 11C, Hair Coloring 1

<b>Units:</b>	1.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Degree Applicability:</b>	Credit - Degree Applicable

### I. Catalog Description

This is the first hair coloring class required for all entering students who wish to be licensed for Barbering and/or Cosmetology by the State Board of California. This course is an introduction to the theoretical, practical principles, and practice of hair coloring techniques, safety, chemistry as it relates to hair coloring and proper use of tools. Students will learn how to apply a patch test, strand test, temporary, semi-permanent, demi permanent, permanent hair coloring, virgin tint, hair retouch, frosting, and weaving techniques.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Milady Standard Barbering, 6th, Milady, Cengage © 2017, ISBN: 978-1-3051-0055-8
2. Milady Barbering Standard Exam Review, 6th, Milady, Cengage © 2017, ISBN: 9781305100671
3. Milady Standard Barbering Workbook, 6th, Milady, Cengage © 2017, ISBN: 978-1-305-10066-4
4. Milady Standard Cosmetology and Foundations textbooks, 14th, Milady, Cengage © 2023, ISBN: 9780357871492
5. Milady Standard Cosmetology and Foundations workbooks, 14th, Milady, Cengage © 2023, ISBN: 9781305100558

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Demonstrate proper draping for wet, dry, and chemical services.
2. Identify and describe the difference between semi-permanent, demi-permanent, and permanent colors.
3. Demonstrate semi-permanent, demi-permanent, virgin permanent color, permanent color retouch, virgin bleach, and bleach retouch applications.
4. Demonstrate the skills necessary to create highlights and identify the common stitch patterns.
5. Practice color applications, identify the principles of color theory, and relate them to hair color.
6. Explain the level and tone and their role in the formulation of hair color.

### IV. Methods of Presentation:

Observation and Demonstration, Lab, Lecture and Discussion, Discussion, Critique, Projects, Field Trips, Visiting Lecturers, Other: Lecture/Power Point, Demonstration, Video/DVD, Guest Artists

### V. Course Content

<b>% of Course</b>	<b>Topic</b>
16.000%	Explain the Law of Color including primary, secondary and tertiary color and the contribution to hair color tone and intensity. Define the levels and tone in formulating hair color, including gray coverage. Perform a client consultation, P.D test, strand test and record the findings. Compare and define the different categories of hair color and the effects they have on the hair shaft. Explain how the hair's structure, texture, density and porosity affect the hair color.
16.000%	Theoretical knowledge and basic application of temporary, semi-permanent hair color and how it affects the hair shaft. Explain the steps for a client consultation and record the results. Describe safety precautions to follow during the hair color process.
16.000%	Theoretical knowledge and basic application of permanent hair color, single and double processes and affects on the hair shaft. Be able to explain and perform a P.D. test, strand test.

	Beginning formulation and reading color charts.
10.000%	Theoretical knowledge and a basic understanding of tint back to natural, including fillers contributing pigment and formulation.
16.000%	Demonstrate and explain the steps for applying hair color on a mannequin.
16.000%	Theoretical knowledge and basic techniques high lighting with foil. Explain the role and action of hair lighteners including types of lighteners; on the scalp lighteners, off the scale lighteners, cream lighteners, powder lighteners, activators and clay lighteners. Placement, product knowledge and current trends.
10.000%	Cap lighting techniques on short and long hair. toning over the cap.
100.000%	Total

#### VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
25%	Class Participation
25%	Class Work
25%	Final exam
25%	Homework: Class assignments
100%	Total

#### VII. Sample Assignments:

**#1:** In the Milady Standard Cosmetology textbook, students will complete questions in chapter 16, Haircoloring. Students will be ready to discuss their findings in class. Students will explore how hair density, porosity, and texture affect color services.

**#2:** Given a mannequin, the student will apply highlights with bleach and foil utilizing the common stitches. Assessed by: In-class demonstration according to state board guidelines.

#### VIII. Student Learning Outcomes:

1. The student will use and give examples of proper sanitation and disinfecting techniques used in hair coloring. Assessed by: In-class demonstration according to state board guidelines.
2. Given a client, the student will analyze and formulate on paper before the correct color application for a successful color outcome. Assessed by: In-class demonstration according to state board guidelines.
3. The student will design their own color wheel, demonstrating their knowledge of the laws of color theory as it applies to hair color. Assessed by: In-class demonstration according to state board guidelines.
4. The student will understand and demonstrate the four basic stitches for a highlight service. Assessed by: In-class demonstration according to state board guidelines.
5. Students will exhibit strong academic behavior as assessed by the College Honor Code of Conduct on all assignments and tests both written and practical

## Substantial Change: COSMETOLOGY 11D, Permanent Waving

<b>Units:</b>	1.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Degree Applicability:</b>	Credit - Degree Applicable

### I. Catalog Description

This permanent wave class is required all entering students who wish to be licensed for Barbering and/or Cosmetology by the state of California. This course is designed to educate the students on permanent waving techniques and applications. It will provide a complete foundation for all permanent wave procedures. This class will enable the students to pass the California State Board of Barbering and/or Cosmetology exam.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Milady Standard Cosmetology & Foundations Textbook, 14, Milady, Milady Publishing Company © 2023, ISBN: 9780357871492
2. Milady Standard Cosmetology & Foundations Workbooks, 14, .Milady, Milady Publishing Company © 2023, ISBN: 9780357922170
3. Milady Standard Barbering, 6th, Milady, Cengage © 2017, ISBN: 978-1-3051-0055-8
4. Milady Standard Barbering Workbook, 6th, Milady, Cengage © 2017, ISBN: 978-1-305-10066-4

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Describe and demonstrate how to effectively and properly, section and wrap a straight back permanent wave
2. Effectively and properly, describe and demonstrate , the processing of reformation of the texture of hair using permanent wave solution
3. Describe and explain the physical and chemical actions that take place during a permanent wave.
4. Describe and demonstrate how to effectively and properly, Operate a chemical permanent wave
5. Describe and demonstrate how to effectively and properly, set up a sanitary maintenance area for use in permanent waving.
6. Describe and demonstrate how to effectively and properly, show client safety protection and the cleaning and disinfection of tools, equipment, and work surfaces.
7. Describe and demonstrate how to effectively and properly, use a variety of tools used in permanents waving.

### IV. Methods of Presentation:

Observation and Demonstration, Lab, Lecture and Discussion, Discussion, Critique, Projects, Visiting Lecturers, Other: Lecture/Power Point, Demonstrations, Video/DVD, Guest Artist

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
17.000%	The student will learn how to effectively and properly describe and demonstrate an effective and properly conducted client consultation for permanent waving that will determine and examine the following: Hair analysis Hair texture Hair density Hair porosity Hair growth patterns Conditions of the scalp Lifestyle of the client Desired style

17.000%	The student will learn how to effectively and properly describe and demonstrate why Cosmetologists should study chemical texture services and what they are. Permanent wave texture selection and processing include alkaline waves, exothermic waves, true acid waves, ammonia free waves, the free waves and low pH waves. Students will be able to identify the proper product depending on hair type and desired results. . Straighten, relax, or curl hair Semi-permanent products and procedures Eliminate frizz and smooth hair Current industry trends
17.000%	The student will learn how to effectively and properly describe and demonstrate record keeping, patron protection, permanent waving tools, hair analysis, composition of hair. Students will be able to identify over and under processed hair,
17.000%	The student will learn how to effectively and properly describe and demonstrate how to wrap a straight back permanent wave section using a single, double wrap, or bookend wrap. Students will explore describe and demonstrate permanent wave designs.
17.000%	The student will learn how to effectively and properly describe and demonstrate State Board Sanitary Maintenance for a permanent wave including chemical cape, gloves, end papers, protective cream, rods etc. to keep clients safe.
15.000%	The student will learn how to effectively and properly describe and demonstrate how to analyze the condition of hair in preparation for a permanent wave service.
100.000%	Total

#### VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation
20%	Class Work
20%	Exams/Tests
20%	Final exam
20%	Homework: Class Assignments
100%	Total

#### VII. Sample Assignments:

- 1: Complete chapter 15 in the workbook. Create a style book of different types of permanent waves.
- 2: Section and wrap a straight back permanent wave

#### VIII. Student Learning Outcomes:

1. Given a model and appropriate tools, the student will describe and demonstrate the use of each of the tools used in Permanent waving. Assessed by: In class activities according to state board guidelines.
2. Given a model and appropriate tools, the student will describe and demonstrate the appropriate wrap, and process the basic permanent wave. Assessed by: In class demonstration according to state board guidelines.
3. Given the proper tools, the student will describe and demonstrate examples of proper sanitation and disinfection techniques for a permanent wave. Assessed by: In class demonstration according to state board guidelines.
4. Given a model the student will have the knowledge of chemistry related to a chemical permanent wave knowing the difference in permanent wave types. Assessed by: In class activities according to state board guidelines.
5. Students will exhibit strong academic behavior as assessed by the College Honor Code of Conduct on all assignments and tests both written and practical



## Substantial Change: COSMETOLOGY 16, Nail Care 1

<b>Units:</b>	1.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Degree Applicability:</b>	Credit - Degree Applicable

### I. Catalog Description

This is the first Nail Care class required for all entering students who wish to be licensed for Barbering, Cosmetology, and/or Nail Care by the State of California. This course provides an introduction to the basic manipulations skills in manicuring and pedicuring. The course includes the basic concepts of physiology pertaining to the hand and arm. This course is one of four in a series necessary to qualify a student to take the state Board of Barbering, Cosmetology, and/or Nail Care exam.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Milady's Standard Cosmetology, 2016, ., Milady Publishing Company © 2016, ISBN: 9781439059302
2. Milady's Standard Cosmetology Practical Workbook, 2016, ., Milady Publishing Company © 2016, ISBN: 9781439059227
3. Milady Standard Nail Technology, 8th, Milady , Cengage © 2021, ISBN: 9780357999769
4. Milady Standard Foundations, Milady , Cengage © 2020
5. Milady's Standard Cosmetology & Foundations Textbook, 14th , Milady , Cengage © 2023, ISBN: 9780357999721

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Identify the four natural nail shapes
2. Demonstrate the proper use of implements, cosmetics, and materials used in manicuring.
3. Discuss how nails grow.
4. List the various disorders and irregularities of nails.
5. Recognize diseases of the nails that should not be treated in the beauty salon.
6. Demonstrate massage techniques used when giving a manicure. Demonstrate the proper procedure and sanitary precautions for a manicure. Define and demonstrate the different types of manicures. Explain and demonstrate advanced nail techniques.
7. List the safety precautions for manicuring.
8. Demonstrate the procedure for a pedicure.
9. Describe the structures and functions of important bones, muscles, and nerves of the hands and arms.
10. Describe the structure and composition of the nails.
11. Describe the structures and adjoining areas affecting nails.
12. Explain the safety precautions to be employed to protect the public's health in Cosmetology/Nail/Skin establishments.
13. Discuss why a basic understanding of the various parts of the hands and arm functions will help to improve the professional skill of the cosmetologist.
14. Recognize diseases of the nails that should not be treated in the beauty salon.
15. Identify the motor nerve points of the hand and arm.
16. Demonstrate Health and Safety procedures according to State Requirements
17. Describe the manipulations used in massage and their benefits.
18. Identify the various types of massage movements and how they are applied.
19. List the physiological effects of massage.
20. Describe the factors that affect nail growth.

### IV. Methods of Presentation:

Observation and Demonstration, Visiting Lecturers, Lab, Lecture and Discussion, Other: Demonstration, Video/DVD, Guest Artists, Instructional aids (slides, flip charts), Attendance

### V. Course Content

<b>% of Course</b>	<b>Topic</b>
20.000%	<p>Introduction to Factors that Affect Nail Growth The growth of the nail plate is affected by nutrition, exercise, and a person's general health. Nail Plate malformation; the shape or thickness of the nail plate can change because of damage or infection to the matrix. Nail Disorders; Unhealthy condition of the nail that is either hereditary or caused by injury or disease of the nail unit. Beau's lines, bruised nailed, discolored nail, eggshell nail, hangnail, leukonykia, melanocycia, ridged nail are disorders that can be worked on. Nail Infections; No service can be performed with any signs of inflammation, swelling, pus, pain, redness, pulsing, and local fever. Refer clients to a physician. Diseases of the Nail; Never provide any type of nail services to clients with a nail infection.</p>
20.000%	<p>Introduction to Nail Structure and Growth Define the natural nail unit; onyx, technical term for nail. Label the structure of the nail; divvied into several major parts. Nail fold are folds of normal skin that surround the nail plate. Proximal nail fold; entire flap of skin covering the matrix extending from the edge of the visible nail plate to the first joint of the finger. Nail plate; hardened keratin plate that sits on top of the nail bed; the most visible and functional part of the nail. Nail Bed; portion of living skin that supports the nail plate as it grows toward the free edge. Matrix; area where the nail plate cells are formed and extends from under the nail fold at the base of the nail plate. Cuticle; nonliving, colorless tissue attached to the nail plate that comes from the eponychium. Eponychium; the living skin underneath the proximal nail fold found at the base of the nail plate covering the matrix area. Hyponichium; slightly thickened layer of skin that lies between the fingertip and the free edge. Specialized Ligaments; touch band of fibrous tissue that connects bones or holds an organ in place.</p>
20.000%	<p>Introduction to Massage Techniques Massage; the manipulation of the soft tissues of the body. General Movements for Massage; Effleurage, succession of strokes in which the hands glide over an area of the body. Petrissage; kneading, lifting squeezing and pressing the tissue. Tapotement; a rapid tapping or striking motion of the hands against the skin. Vibration; a continuous trembling or shaking movement applied by the hand without leaving contact with the skin. Friction; strokes that manipulate or pressone layer of tissue.</p> <p>Men's Massage; check with client on the pressure and firmness of the massage. <u>Contraindication</u> for massage; hypertension, diabetes, and circulatory conditions.</p>
20.000%	<p>Introduction to Basic Manicure Techniques Manicure; cosmetic treatment of the hands involving cutting, shaping, and often polishing the nails; removal of the cuticle; and softening of skin. Pre-Service Procedure Service Procedure Post-Service Procedure Waterless manicure; oil manicure, paraffin treatments Professional Nail Products; polish remover, nail creams, lotions, oils, cuticle removers, colored polish, gel polish, base coat, nail hardener, topcoat, nail polish dryer, nail conditioners, and sunscreens.</p>
20.000%	<p>Introducing Pedicuring Service and Equipment Pedicuring; cosmetic service performed on the feet by a licensed nail technician or cosmetologist. Trimming, shaping, and polishing the toenails Exfoliating the skin on the feet and legs Performing a foot and leg massage Equipment: Pedicure Station, pedicure stool and footrest, pedicure footpaths, pedicure cart, electric foot mitts, terry cloth mitts, paraffin treatment, and hot stones.</p>

	<p>Multiuse and single-use implements and materials;          Toenail clippers, toenail nippers, curette, nail rasp, pedicure nail file, and foot file.          Materials; toe separators, pedicure slippers, and gloves.          Pedicure Products: foot soaks; exfoliating scrub; mask; foot lotion or cream; callus softener.          Reflexology; a method of applying pressure to specific points on the hands or feet with the thumb and index fingers that promotes health benefits to specific parts of the body.          Paraffin; Wax treatments designed to trap moisture in the skin while the heat encourages skin pores to accept its benefits.          Massage; Contraindication, diabetes, hypertension, and any circulatory conditions.          Cleaning and Disinfection Footbaths;          Salons must always use an EPA-registered hospital disinfectant that the label claims is a broad-spectrum bactericide, viricidal, and fungicide.          Whirlpool footpaths, piped footbaths; airjet footpaths, and pipeless footbaths.</p>
100.000%	Total

**VI. Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
20%	Exams/Tests
20%	Final Performance
20%	Final exam
20%	Homework
20%	Class Participation
100%	Total

**VII. Sample Assignments:**

**#1:** Demonstrate a complete basic manicure and pedicure on a student model following all safety and infection control procedures according to state board guidelines.

**#2:** Complete questions on Nail Structure, Disorders and Diseases Chapter in the Milady's workbook.

**VIII. Student Learning Outcomes:**

1. Given the use of implements and different techniques the student will demonstrate the procedure involving a manicure. Assessed by: In class demonstration according to state board guidelines.
2. Given a human model the students will describe and recognize diseases of the nail that should not be treated in the salon. Assessed by: In class demonstration according to state board guidelines.
3. Given the use of implements and different techniques the student will demonstrate the procedure involving a pedicure. Assessed by: In class demonstration according to state board guidelines.

## Substantial Change: COSMETOLOGY 18, Skin Care 1

<b>Units:</b>	1.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Degree Applicability:</b>	Credit - Degree Applicable

### I. Catalog Description

This is the first skincare/esthetician class required for all entering students who wish to be licensed for Cosmetology and/or Esthetics in the State of California. This course is an introduction to the theory, practical principles, and practice of esthetics (skincare). The course's theoretical and practical components include health and safety concerns, sanitary practices, and safe use of tools and equipment. An introduction of the basic concepts of anatomy and chemistry related to the skin care profession, facial manipulations, masks, packs, client consultation, skin analysis, conditions, disease, and an introduction to basic eyebrow arching are included.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Milady Textbook Esthetics Standard Fundamentals and Foundations, 12th, Milady, Cengage © 2019, ISBN: 9780357263792
2. Milady Standard Esthetics Fundamentals and Foundations Workbook, 12th, Milady, Cengage © 2019, ISBN: 978-0-357482-84-1
3. Milady Standard Cosmetology & Foundations Workbook, 14th, Milady, Cengage © 2023, ISBN: 9780357922170
4. Milady Cosmetology & Foundations Textbooks, 14th, Milady, Cengage © 2023, ISBN: 9780357871492

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Demonstrate proper draping for a facial service.
2. Describe and demonstrate basic facial procedures.
3. Perform facial cleansing routine and massage movements.
4. Describe and advise clients on skin care products and their uses.
5. Identify the four skin types and common skin conditions.
6. Describe and demonstrate the correct use and procedure related to eyebrow arching.
7. Describe and perform correct health and safety measures sanitizing and disinfecting tools and equipment.

### IV. Methods of Presentation:

Lab, Lecture and Discussion, Observation and Demonstration, Visiting Lecturers, Field Trips, Discussion, Group Work, Projects, Other: Lectures/Power Point, Demonstrations, Video/DVD presentations of current practices, Guest Artists

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Lecture and application of state board rules and regulations, along with proper sanitation and disinfection procedures used to maintain tools and equipment. Information on hospital grade disinfection solutions, mixing instructions, uses, and safety concerns. Information on setting up and maintaining a proper sanitary maintenance area that includes; necessary supplies, labeled clean and soiled containers, water bottle, and trash container.
20.000%	Understanding and demonstration of proper sanitary maintenance areas, product application, and basic facial manipulations. Set up and maintain products in an efficient and effective manner. Application of products as recommended by the manufacturer. Complete basic facial that includes; first cleanse, skin analysis, second cleanse based on skin type and condition, facial massage routine, mask specific to clients needs, toner, moisturizer, and SPF.
25.000%	Lecture and application related to skin structure, anatomy, skin analysis, disease and conditions, and basic manipulations.

	<p>Skin structure and anatomy: Epidermis, dermis, and follicles.</p> <p>Skin analysis: identify contraindications to service, pigmentation, and areas of concern.</p> <p>Skin Typing: T-zone, normal, dry, oily, and combination.</p> <p>Signs of skin type: pore size, skin appearance, lipid production, fine lines, or wrinkles.</p> <p>Conditions associated with skin type: dehydration, accentuated fine lines and wrinkles, blackheads, papules, pustules, and enlarged pores.</p> <p>Benefits of massage: skin and structure nourishing, increased blood circulation, stimulating glands, strengthen muscle fibers, and pain reduction.</p>
25.000%	<p>Theoretical and practical application of a facial procedure: cleansing, skin analysis, scrub, mask and massage.</p> <p>A professional cleansing routine will be used in every facial procedure.</p> <p>The four basic massage movements; effleurage, petrissage, friction, and tapotment are part of the complete massage routine.</p> <p>Direction of massage movements insertion to origin.</p> <p>Massage product benefits and application.</p>
10.000%	<p>Theoretical and practical application of eyebrow arching with tweezers in accordance with the California State board guidelines.</p> <p>Theory of creating brow design based on the client's brow shape, desires, and goals.</p> <p>The steps to professional eyebrow shaping: cleansing, drying, bracing, holding the skin taut, and direction of hair growth.</p>
100.000%	Total

#### VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
25%	Exams/Tests
25%	Class Participation
25%	Homework
25%	Other: Discussions (online and in-person)
100%	Total

#### VII. **Sample Assignments:**

**#1:** Students will complete the workbook assignment in the Skin Care chapter. Students will be ready to discuss their findings in class and perform a client consultation and basic facial. Students will be able to discuss the importance of a proper sanitary maintenance area.

**#2:** Given a mannequin, the student will be able to demonstrate a proper facial cleansing routine along with basic massage movements.

#### VIII. **Student Learning Outcomes:**

1. Given appropriate tools, the student will describe and demonstrate examples of proper sanitation and disinfection techniques. Assessed by: In-class activities and demonstrations according to state board guidelines.
2. Explain why cosmetologists and estheticians should have an understanding of facial treatments and skin care products.
3. Given a client, the student will demonstrate the massage techniques used to perform a facial massage.
4. Describe the four skin types and common skin conditions that are addressed during facial treatments.
5. Students will exhibit strong academic behavior as assessed by the College Honor Code of Conduct on all assignments and tests both written and practical

## Substantial Change: COSMETOLOGY 21A, Hair Cutting 2

<b>Units:</b>	1.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Prerequisite(s):</b>	COSM 11A

### I. Catalog Description

This is the second hair cutting class required for all entering students who wish to be licensed for Cosmetology, Barbering or Hairstylist by the State of California. This course is the continuation of Cosmetology 11A. The students will learn advanced techniques of haircutting with the use of different types of cutting tools.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Milady's Standard Cosmetology Theory Workbook, 14, .Milady, Milady Publishing Company © 2023, ISBN: 9780357871492
2. Milady Standard Cosmetology & Foundations Workbooks, 14, .Milady, Milady Publishing Company © 2023, ISBN: 9780357871492
3. Milady Standard Barbering, 6th, Milady, Cengage © 2017, ISBN: 978-1-3051-0055-8
4. Milady Barbering Standard Exam Review, 6th, Milady, Cengage © 2017, ISBN: 9781305100671
5. Milady Standard Barbering Workbook, 6th, Milady, Cengage © 2017, ISBN: 978-1-305-10066-4

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Describe and demonstrate how to effectively and properly use a Sanitary Maintenance Area.
2. Describe and demonstrate how to effectively and properly master hair cutting techniques, creating and designing contemporary hair styles with haircutting tools.
3. Describe and demonstrate how to effectively and properly use proper application of implements and tools.
4. Describe and demonstrate how to effectively and properly provide safety procedures related to haircutting.
5. Describe and demonstrate how to effectively and properly Identify the terminology related to all areas of haircutting.
6. Describe and demonstrate how to effectively and properly construct a layered hair cut form with a diagonal back
7. Describe and demonstrate how to effectively and properly create a graduated hair cut form
8. Describe and demonstrate how to effectively and properly construct a solid form hair cut with a diagonal back

### IV. Methods of Presentation:

Lecture and Discussion, Observation and Demonstration, Lab, Discussion, Critique, Projects, Visiting Lecturers, Other: Lecture/Discussion, Demonstration, Hands on application, Video/DVD

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	The student will learn how to effectively and properly describe and demonstrate a round 90 degree elevation hair cut include: draping the client proper head position proper finger position, proper finger angles to the parting determining the natural fall of the hair horizontal parting proper tension when cutting 90 degree elevation traveling guidelines weight line

	<p>dry vs wet haircutting  finishing through texturizing  drying and styling the finished haircut</p>
20.000%	<p>The student will learn how to effectively and properly describe and demonstrate a 45 degree elevation hair cut include:  draping the client  proper head position  proper finger position,  proper finger angles to the parting  determining the natural fall of the hair  horizontal parting  horseshoe parting  proper tension when cutting  45 degree elevation  stationary guidelines  weight line  dry vs wet haircutting  finishing through texturizing  drying and styling the finished haircut</p>
20.000%	<p>The student will learn how to effectively and properly describe and demonstrate a diagonal forward A-line hair cut include:  draping the client  proper head position  proper finger position,  proper finger angles to the parting  determining the natural fall of the hair  horizontal parting  horseshoe parting  proper tension when cutting  elevation used  stationary guidelines  weight line  dry vs wet haircutting  finishing through texturizing  drying and styling the finished haircut</p>
20.000%	<p>The student will learn how to effectively and properly describe and demonstrate a hair cut utilizing a razor  include:  how to effectively and properly show proper use of a razor  draping the client  proper head position  proper finger position,  proper finger angles to the parting  Determining the natural fall of the hair  proper tension when cutting  hair elevation  stationary guidelines  Travelling guidelines  weight line  dry vs wet haircutting  finishing through texturizing  drying and styling the finished haircut</p>
20.000%	<p>The student will learn how to effectively and properly describe and demonstrate safety procedures pertaining to haircutting  palming the shears  palming the razor  not cutting first knuckle  cutting around the ears  using the razor guards</p>

100.000%	Total

VI. **Methods of Evaluation**

<b>% of Course</b>	<b>Topic</b>
20%	Class Participation
20%	Exams/Tests
20%	Final Performance
25%	Final exam
15%	Homework
100%	Total

VII. **Sample Assignments:**

**#1:** Complete all questions from the Milady's Foundations Workbook

**#2:** .Design a style book with different hairstyles that you have completed in the class room.

VIII. **Student Learning Outcomes:**

1. Given appropriate tools the student will use and give examples of proper sanitation and disinfection techniques. Assessed by: In class demonstration according to state board guidelines
2. Given a person or mannequin the student will be able to demonstrate a hair cut using a combination of two of the four basic hair cuts. Assessed by: In class demonstration according to state board guidelines
3. Students will exhibit strong academic behavior as assessed by the College Honor Code of Conduct on all assignments and tests both written and practical.



## Prerequisite Checklist and Worksheet: Cosmetology 21A

Prerequisite: Cosmetology 11A; Hair Cutting 1

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

   Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)  
   **Complete the Prerequisite Worksheet**

**ENTRANCE SKILLS FOR COSM 21A**

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Demonstrate the proper use of a variety of haircutting tools
B)	Construct a solid form, radius, graduated and layered haircut.
C)	Demonstrate an understanding of the reference points on the head.
D)	Demonstrate and understanding of angles, elevations and guidelines.
E)	Demonstrate the proper sanitary maintenance area in hair cutting

**EXIT SKILLS (objectives) FOR COSM 11A**

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Demonstrate the proper use of a variety of haircutting tools
2.	Construct a solid form, radius, graduated and layered haircut.
3.	Demonstrate an understanding of the reference points on the head.
4.	Demonstrate and understanding of angles, elevations and guidelines.
5.	Demonstrate the proper sanitary maintenance area in hair cutting

		ENTRANCE SKILLS FOR ( COSM 21A )							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ( COSM 11A )	1	X							
	2		x						
	3			x					
	4				x				
	5					x			
	6								
	7								
	8								

## Substantial Change: COSMETOLOGY 21B, Hair Styling 2

<b>Units:</b>	1.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Prerequisite(s):</b>	COSM 11B

### I. Catalog Description

This is the second hair styling class required for all entering students who wish to be licensed for Barbering, Cosmetology and/or Hairstylist by the State board of California. This course is a continuation of Cosmetology 11B. Students will learn advanced hairstyling theoretical and practical techniques, including the proper use of the blow drier and electric curling iron.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Milady Standard Cosmetology & Foundations Workbook, 14th, Milady, Cengage Learning Inc © 2023, ISBN: 9780357871492
2. Milady Standard Barbering, 6th, Milady, Cengage © 2017, ISBN: 978-1-3051-0055-8
3. Milady Barbering Standard Exam Review, 6th, Milady, Cengage © 2017, ISBN: 9781305100671
4. Milady Standard Barbering Workbook, 6th, Milady, Cengage © 2017, ISBN: 978-1-305-10066-4
5. Milady's Standard Cosmetology & Foundations Textbook, 14, Milady, Cengage Learning Inc © 2023

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Demonstrate and explain the proper use of an SMA (Sanitary Maintenance Area)
2. Explain and demonstrate the open and closed end of a finger wave.
3. Demonstrate the procedure for the placement of the four pin curl bases.
4. Apply the proper procedure for different placement of the roller.
5. Explain the use of implements, liquid tools and safety procedures pertaining to hair styling.
6. Explain the terminology that applies to hair styling.
7. Demonstrate the basic principles of round brush styling.
8. Demonstrate the proper use of Marcel thermal irons and pressing combs.

### IV. Methods of Presentation:

Lecture and Discussion, Observation and Demonstration, Discussion, Field Trips, Projects, Visiting Lecturers, Group Work, Other: Power Point, Video/DVD, Guest Artists, Information Sheets

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Developing a five-step design philosophy that includes seeking inspiration, creating a plan, working on the plan and try again. Explain the five elements of hair design, including design lines, (horizontal, vertical, diagonal, curved lines) lines), form, space, design texture and hair color. Design texture will include straight, wavy, curly and tightly coiled hair. Explain the principles of hair design; proportion, balance, rhythm, emphasis and harmony.
20.000%	Head forms include reference points and areas of the head. Define hair type and texture, including wavy, curly and coil hair. Examine the universal curl patterns, hair types and texture styling options. Identify a client's facial shape into oval, round, square, triangle, oblong, diamond or heart facial shapes and correct hairstyles. Identify client's profile shape and proportions. Hairstyling for clients that wear glasses. Styles of side burns.

20.000%	Finger wave molding, pin curl and rollers Bases Curl pattern Hair wrapping Products used in thermal and wet hairstyling Advanced roller sets Special occasion hair Classic updos
20.000%	Comb out Teasing technique Backcombing Styling considerations including, preparing, sectioning, balance and texture
20.000%	Pincurl set using a Marcel iron. Blow dry using a round brush. Flat iron techniques
100.000%	Total

#### VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation
20%	Exams/Tests
25%	Final Performance
25%	Final exam
10%	Homework
10%	Simulation
100%	Total

#### VII. Sample Assignments:

**#1:** Students will create a style book in categories of short, medium and long hairstyles.

**#2:** Students will complete questions in the Milady Standard Cosmetology Workbook in Chapter 9. Principles of hair Design. Students will explain the 5 design principles and how they are the basis of every professional style of design.

#### VIII. Student Learning Outcomes:

1. Given appropriate tools the student will use and give examples of proper sanitation and disinfection techniques. Assessed by: In class demonstration according to state board guidelines
2. Given a client the student will list and demonstrate the basic principles of base control using a blow-dryer and round brush. Assessed by: In class demonstration according to state board guidelines
3. Given a client the student will demonstrate various blow-dry styling techniques and demonstrate the proper and safe use of thermal irons. Assessed by: In class demonstration according to state board guidelines
4. Given a client the student will list and demonstrate various advanced hairstyling techniques taught in class including updos and braiding.

## Prerequisite Checklist and Worksheet: Cosmetology 21B

Prerequisite: Cosmetology 11B; Hairstyling 1

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

   Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)  
   **Complete the Prerequisite Worksheet**

**ENTRANCE SKILLS FOR 21B**

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	<b>Develop the skills necessary to create proper shaping and finger waves</b>
B)	<b>Differentiate modular shapes and demonstrate the distribution of hair in square and triangular shapes for state board set.</b>
C)	<b>Explain and demonstrate the purpose of finger waving.</b>

**EXIT SKILLS FOR 11A**

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	<b>Develop the skills necessary to create proper shaping and finger waves</b>
2.	<b>Differentiate modular shapes and demonstrate the distribution of hair in square and triangular shapes for state board set.</b>
3.	<b>Explain and demonstrate the purpose of finger waving.</b>

		ENTRANCE SKILLS FOR 21B							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR 11B	1	x							
	2		x						
	3			x					
	4								
	5								
	6								
	7								
	8								

## Substantial Change: COSMETOLOGY 21C, Hair Coloring 2

<b>Units:</b>	1.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Prerequisite(s):</b>	COSM 11C

### I. Catalog Description

This is the second hair coloring class required for students who wish to be licensed for Barbering or Cosmetology in the State of California. The student will learn how color affects our lives. Students will expand their knowledge of hair colors, including henna, tints, and bleaches. The class provides hair color theory and hands-on workshops in hair color applications, including highlighting with foils. This class offers a complete foundation for color and bleaching procedures.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Milady's Standard Cosmetology and Foundations textbooks, 14th, Milady, Cengage © 2023, ISBN: 9780357871492
2. Milady's Standard Cosmetology and Foundation Workbook, 14th, Milady, Cengage © 2023, ISBN: 9780357871492
3. Milady Standard Barbering, 6th, Milady, Cengage © 2017, ISBN: 978-1-3051-0055-8
4. Milady Barbering Standard Exam Review, 6th, Milady, Cengage © 2017, ISBN: 9781305100671
5. Milady Standard Barbering Workbook, 6th, Milady, Cengage © 2017, ISBN: 978-1-305-10066-4

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Identify the principles of color theory and relate them to hair color.
2. Explain level and tone and their role in formulating hair color.
3. List the four basic categories of hair color, explain their chemical effect on the hair, and give examples of their use.
4. Demonstrate color formulation using permanent hair color.
5. Demonstrate special effects of color using foils.

### IV. Methods of Presentation:

Group Work, Lab, Lecture and Discussion, Observation and Demonstration, Discussion, Projects, Visiting Lecturers, Other: PowerPoint presentation, Video/DVD, and Guest Artists

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Intermediate understanding of color theory as it relates to hair coloring. Describe the primary, secondary, and tertiary colors. Provide a solid understanding of complimentary colors. Describe tone and intensity as it relates to hair color.
20.000%	Theoretical knowledge and comprehensive ability of permanent hair color, single and double processes, and effects on the hair shaft. Demonstrate a patch test, strand test and understand the results. Apply knowledge of the strand test to the color formulation. Intermediate formulation with permanent color and the ability to read color charts.
20.000%	Theoretical knowledge and comprehensive understanding of hair levels and tones. The level system as a measurement that determines the lightness or darkness of artificial and natural hair color. Underlying pigment and how it plays a role in hair coloring services.

	Haircolor charts - how to effectively use when conducting a client consultation and formulating for a color service.
20.000%	Theoretical knowledge and comprehensive understanding of the classifications of haircolor and its uses. The classification of non-oxidative (temporary and semipermanent) and oxidative (demipermanent and permanent) dyes. Temporary haircolor products - rinses, mousses, waxes, mascara, powder, spray, gel, and color-enhancing shampoos. Semipermanent haircolor products - glosses, natural colors, non-traditional haircolors (pastels, vivids, and neon), traditional pastels, and dimensional colors. Demipermanent haircolor uses - introducing clients to color, blending gray hair, refreshing permanent color, color correction, adding gloss or shine, and toning pre-lightened hair. Permanent haircolor - single process products that lighten and deposit color. Mixed with higher volume developer to match, deepen, lighten, or cover gray hair. Contain dye precursors called aniline derivatives.
20.000%	Theoretical knowledge and comprehensive ability in highlighting techniques. The art of foil application - slicing, weaving, placement, subsections to achieve the desired look. Balayage and pintura highlighting - freestyle hair painting. Foilayage - combines balayage with foiling.
100.000%	Total

#### VI. **Methods of Evaluation**

<b>% of Course</b>	<b>Topic</b>
25%	Class Participation
25%	Exams/Tests
25%	Final Performance
25%	Homework
100%	Total

#### VII. **Sample Assignments:**

**#1:** In Milady's Standard Cosmetology workbook, students will complete questions in chapter 16, Haircoloring. Students will be ready to discuss their findings in class, conduct a thorough client consultation, and perform the desired color service.

**#2:** Given a mannequin or client, the student will analyze the hair, determine the appropriate color product to use, and complete the color service. Assessed by: In-class demonstration according to state board guidelines.

#### VIII. **Student Learning Outcomes:**

1. Given appropriate tools the student will use and give examples of proper sanitation and disinfection techniques. Assessed by: In class demonstration according to state board guidelines.
2. Given a model in class the students will analyze and formulate permanent hair color. Assessed by: In class demonstration according to state board guidelines
3. The student will understand and demonstrate a highlight service. Assessed by: In-class demonstration according to state board guidelines.
4. Students will exhibit strong academic behavior as assessed by the College Honor Code of Conduct on all assignments and tests both written and practical

## Prerequisite Checklist and Worksheet: COSM 21C - Hair Coloring 2

Prerequisite: Cosm 11C Hair Coloring 1

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	x	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

   Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)  
   **Complete the Prerequisite Worksheet**

**ENTRANCE SKILLS FOR COSM 21C Hair Coloring 2**

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Identify and describe the difference between semi-permanent, demi-permanent, and permanent colors.
B)	Demonstrate semi-permanent, demi-permanent, virgin permanent color, permanent color retouch, virgin bleach, and bleach retouch applications.
C)	Practice color applications, identify the principles of color theory, and relate them to hair color.

**EXIT SKILLS (objectives) FOR COSM 11C Hair Coloring 1**

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Identify and describe the difference between semi-permanent, demi-permanent, and permanent colors.
2.	Demonstrate semi-permanent, demi-permanent, virgin permanent color, permanent color retouch, virgin bleach, and bleach retouch applications.
3.	Practice color applications, identify the principles of color theory, and relate them to hair color.

EXIT SKILLS FOR COSM 11C	ENTRANCE SKILLS FOR COSM 21C							
	A	B	C	D	E	F	G	H
1	x							
2		x						
3			x					
4								
5								
6								
7								
8								

## Substantial Change: COSMETOLOGY 21E, Curly Hair Techniques 2

<b>Units:</b>	1.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Advisory(s):</b>	COSM 11E

### I. Catalog Description

This class is required for all students who wish to be licensed for Barbering and/or Cosmetology by the State of California. This course is a class in curly hair care. Students will learn chemical and thermal hair straightening, soft perm techniques using the basic manipulative skills and proper application of thermal hair processing, curling, and chemical relaxing for excessively curly hair.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Milady Standard Cosmetology and Foundations Workbook, 14, Milady, Cengage © 2023, ISBN: 9781439059234
2. Milady Standard Cosmetology & Foundations Textbooks, 14, Milady, Cengage © 2023, ISBN: 9781439059227
3. Milady Standard Barbering Workbook, 6th, Milady, Cengage © 2017, ISBN: 978-1-305-10066-4
4. Milady Standard Barbering, 6th, Milady, Cengage © 2017, ISBN: 978-1-3051-0055-8
5. Milady Barbering Standard Exam Review, 6th, Milady, Cengage © 2017, ISBN: 9781305100671

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Perform soft permanent waving techniques.
2. Perform chemical hair relaxing.
3. Perform flat iron techniques on curly hair.
4. Demonstrate an understanding of products used to chemically straighten and curl hair.
5. Demonstrate the procedures involved in both soft pressing and hard pressing.

### IV. Methods of Presentation:

Lab, Lecture and Discussion, Observation and Demonstration, Discussion, Critique, Visiting Lecturers, Other: Demonstration Video Lecture Hand outs Guest artist

### V. Course Content

<b>% of Course</b>	<b>Topic</b>
20.000%	Define, describe and be able to perform a soft curl permanent wave, virgin and relaxer retouch service on curly hair. Industry trends Client consultation Client safety Application Protective base cream Thio cream relaxer Strand test Smoothing techniques Neutralization Finish styling
20.000%	Define and describe the different chemical formulations used in relaxing curly hair. Chemical relaxers Types of relaxers; Sodium hydroxide, lithium hydroxide, potassium hydroxide, guanidine hydroxide, ammonium thioglycolate, and sodium sulfate, ammonium bisulfite. Also, base and no base relaxers, no lye relaxers, relaxer strength, timing and neutralization. Keratin based smoothing treatments



	Soft curl permanent waving
20.000%	Define, describe and perform : Soft press Hard press Hair wrapping Locs, twists and coils Diffusing curly hair
20.000%	Define and describe the chemical process in hair relaxing. pH scale Lye relaxer No lye relaxers Thio relaxers No tho relaxers Low pH relaxers Hydroxide relaxers Metal hydroxide relaxers Neutralization Smoothing treatments Patch test Metallic salts test Reduction and oxidation Lanthionization
20.000%	Describe and define the tools needed for hair relaxing. Sanitary maintenance area Outline safety guidelines and precautions for a chemical relaxer service Explain how to conduct a thorough client consultation for a chemical relaxer.
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation
20%	Exams/Tests
20%	Final Performance
20%	Final exam
20%	Homework
100%	Total

VII. **Sample Assignments:**

- #1:** Create picture book of curly hair styles for different shaped faces, including short, medium, and long hair. Design and demonstrate hair styles for rectangular shaped face using corrective methods and creating soft waves around face to create oval shape.
- #2:** Answer all questions in chapter 15 in Milady Standard Cosmetology Work book.

VIII. **Student Learning Outcomes:**

1. Given a client the student will be able to understand bacteriology, sterilization and sanitation regarding curly hair styling.
2. Student will be able to perform soft permanent waving techniques.
3. Students will exhibit strong academic behavior as assessed by the College Honor Code of Conduct on all assignments and tests both written and practical
4. Given a client the student will be able to produce a style using the flat iron involving a soft and hard press.

## Substantial Change: COSMETOLOGY 26, Nail Care 2

<b>Units:</b>	1.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Proposed Start:</b>	Fall 2023

### I. Catalog Description

This is the second nail care class required for all entering students who wish to be licensed for Cosmetology and/or Nail Care by the State of California. The student will learn State Board Rules and regulations, safety techniques and sanitation for Nails Care as well as the application of nail tips, nail wraps, and gel polish manicures.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Standard Cosmetology Text, 2016, -, Milady's Publishing © 2016, ISBN: 9781439059302
2. Standard Cosmetology Theory Workbook, 2016, -, Milady's Publishing © 2016, ISBN: 9781439059234
3. Standard cosmetology Practical Workbook, 2016, -, Milady's Publishing © 2016, ISBN: 9781439059227
4. Milady Standard Nail Technology, 8th, Milady, Cengage © 2021, ISBN: 9780357999769
5. Milady's Standard Cosmetology & Foundations Textbook, 14th, Milady, Cengage © 2023, ISBN: 9780357999721

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Practice Safety and sanitation rules
2. Observe State board Rules and Regulations
3. Demonstrate the proper application of nail tips
4. Demonstrate a Nail Wrap
5. Explain why a nail technician should learn about nail tips and forms.
6. Explain how to prepare the nail for nail extensions.
7. List the advantages of using nail forms.
8. Name the seven most common nail shapes requested with nail tips.
9. Explain why you should learn about nail resin systems.
10. Define nail resin and nail resin systems.
11. Outline the advantages of applying a dip system.
12. Identify the supplies needed for gel application.

### IV. Methods of Presentation:

Lab, Lecture and Discussion, Observation and Demonstration, Visiting Lecturers, Group Work, Other: Demonstrations Lecture/Power Point Guest Artists Hand outs Video/DVD

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	Introduction to safety techniques and sanitation; Never provide any type of nail service to clients with a nail infection. Nail Infections; No service can be performed with any signs of inflammation, swelling, pus, pain, redness, pulsing, and local fever. Refer clients to a physician. <u>Contraindication</u> for massage; hypertension, diabetes, and circulatory conditions. Cleaning and Disinfection: Salons must always use an EPA-registered hospital disinfectant that the label claims is a broad-spectrum bactericide, viricidal, and fungicide. Do not apply too much nail tip adhesive. Nail tip cutters are specifically designed to cut tips without pressure.
40.000%	Introduction to Nail Tips/ Preparing Nail for Nail Extensions Nail enhancement; any product added to the natural nail to increase strength and beauty.

	<p>Nail extension; extending the length of the natural nail, using a tip or a form.</p> <p>Dry manicure; preparing the cuticle and nail plate without soaking them in water.</p> <p>Nail cleanser; used to remove surface debris, moisture, and tiny amounts of oil on the natural nail plate.</p> <p>Nail dehydrator; temporarily stop the nail from producing moisture and natural oil.</p> <p>Describe Five Different types of Nail Tips</p> <p>Full-well tip; covers the entire apex</p> <p>Partial-well tip; altered at the well line to expose more of the natural nail</p> <p>Well-less tip; has no well at all</p> <p>Full-coverage tips; covers the entire nail up to the cuticle</p> <p>French tips; white nail tips cut like a smile line at the contact point</p> <p>Nail Shapes requested with Nail Tips</p> <p>Square, squoval, round, oval, almond, stiletto, and ballerina.</p>
10.000%	<p>Introduction to Gel Manicure/ French Manicure/ Dry Manicure</p> <p>Soak-off Gel Polishes; an alternative to traditional nail lacquers.</p> <p>Soak-off Gel polishes are an example of soft gels.</p> <p>Dry manicure; preparing the cuticle and nail plate without soaking them in water prior to gel polish application.</p> <p>Soak-off gel polish is removed by soaking the nails in pure acetone.</p> <p>Gel-curing lamp; a specialized electronic device that powers and controls bulbs to cure gel nail enhancements.</p> <p>French tip gel manicures design; smile line; straight across, and v- french tip designs.</p>
40.000%	<p>Introduction to Nail Resin and Nail Resin Systems</p> <p>Nail resin systems; products that includes nail resin to build strength and structure over a natural nail or nail tip.</p> <p>Nail resins; Cyanoacrylate; colorless liquid acrylate monomer that easily cured and used as a powerful, fast acting adhesive.</p> <p>Nail Wraps can be used to repair a natural nail or as an overlay to strengthen natural nails.</p> <p>Fabric wraps; most common</p> <p>Silk wrap; made from a thin material with a tightweave</p> <p>Fiberglass wrap; came from a very thin synthetic mesh with a loose weave.</p> <p>Stress strip; a strip of fabric applied across the stress line; where the free edge of the nail meets the nail bed.</p>
100.000%	Total

#### VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation
20%	Final Performance
20%	Final exam
20%	Homework
20%	Quizzes
100%	Total

#### VII. **Sample Assignments:**

- #1:** Complete questions on Nail Tips and Forms Chapter in Milady's workbook.
- #2:** Complete questions on Nail Extensions and Resin Systems Chapter in the Milady's workbook.
- #3:** Perform a gel manicure with almond shape tips.

#### VIII. **Student Learning Outcomes:**

1. Given appropriate tools, the student will describe and demonstrate examples of proper sanitation and disinfection techniques. Assessed by: In class demonstration according to state board guidelines

2. Given a client the student will practice safety and sanitation rules, observe state Board Rules and Regulations while demonstrating the proper application of nail tips, nail wraps, and nail repairs. Assessed by: In class demonstration according to state board guidelines
3. Describe five different types of nail tips.
4. Identify the difference between a nail enhancement and a nail extension.
5. Describe how the use of nail wraps can strengthen the nail.
6. Explain why you should learn about light-cured gels.

## Substantial Change: COSMETOLOGY 28A, Skin Care 2A

<b>Units:</b>	1.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Pre/Corequisite(s):</b>	COSM 18

### I. Catalog Description

This is the second course required for Cosmetology and/or Esthetics licensing. The students will demonstrate the application of both individual and strip eyelashes, and the proper method of hair removal, waxing, eyebrow mapping, tinting eyebrows, and lashes, as required by the state of California. This course focuses on the physiology and histology of the skin, including skin disorders and diseases.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Milady Standard Esthetics: Fundamentals, 12th, Milady, Milady Publishing Company © 2023, ISBN: 9780357999745
2. Milady Standard Cosmetology, 14th, Milady, Milady Publishing Company © 2023, ISBN: 9780357999721
3. Milady's Standard Cosmetology Workbook, Milady, Milady Publishing Company © 2023, ISBN: 9780357871492
4. Milady Standard Fundamentals Esthetics, ., Milady Publishing Company © 2013, ISBN: 13:978-1-1113
5. Milady Standard Foundations, Milady, Milady Cengage © 2020, ISBN: 9781337095259

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Demonstrate correct health and safety measures in sanitizing and disinfecting tools and equipment.
2. Identify the layers of skin and their disorders
3. Distinguish the six primary functions of the skin.
4. Explain and describe what is produced by the two types of glands of the skin.
5. Demonstrate correct application and procedure relating to waxing and hair removal.
6. Describe and demonstrate the correct procedure relating to eyebrow arching.
7. Explain the hair growth cycle.
8. List and describe the contraindications for hair removal.
9. Describe the methods of permanent and temporary hair removal.
10. Demonstrate the correct application of individual and strip eyelashes.
11. Apply a minimum number of procedures of waxing and eyebrow arching in order to progress toward completion of the state required hours and procedures.

### IV. Methods of Presentation:

Lecture and Discussion, Observation and Demonstration, Visiting Lecturers, Other: Power Point, Video/DVD presentation of current practices, Guest Artists, Information and procedure sheets

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	Introduction to Lash and Brow Tinting Do not use tints with aniline derivative . Lash and brow tinting is used to darken lashes and brows. Eyebrow mapping.
10.000%	Waxing Techniques Face waxing; eyebrows, lip waxing, and chin. Body waxing; underarm, half leg, full leg, and arms. Bikini waxing variations; American bikini, French bikini, and Brazilian. Waxing for the Male Client; Back, chest and shoulders.

10.000%	<p>Contraindications for Hair Removal  Medical Conditions and Medications:  Circulatory disorders, chemotherapy , radiation, epilepsy, diabetes, hemophiliacs, and autoimmune disorders (AIDS , lupus).  Medications ; tetracycline , acne medications , blood-thinning medications (Coumadin, warfarin. Exfoliating and Acne drugs; Accutane, Zenatane, Retin-a (Tretinoin) Renova, Tazaorac, and Differin.  Skin Conditions:  Rosacea, sunburn, inflamed skin, fever blisters, varicose veins, and any presence of pustules or papules on area to be waxed.  Recent treatments or Product use:  Recent Chemical exfoliations using glycolic, salicylic or acid-based products.  Recent microdermabrasions or injectables (Botox, dermal fillers).  Recent cosmetic or reconstructive surgery, laser or IPL treatments.  Recent hydroquinone for skin lightening,  Cautions;  Do not wax over scar tissue, moles, skin tags or warts.  Do not wax over skin disorders (eczema, seborrhea, psoriasis).  Do not wax papery-like or over-thinned skin.</p>
10.000%	<p>Introduction to Waxing products, room preparation and supplies.  Wax melting points / Wax formulas  Hard wax; applied directly to the skin in a thick "wet" layer that hardens (no strip is used).  Hard wax is available in blocks, disks, pellets, and beads.  Soft wax; applied in a thin layer and covered with a strip of pollen or muslin material.  Soft wax is the most common method of hair removal.  Roll-on wax, uses roll-on applicators.  Tools and Supplies;  Tweezers, applicators, wax strips, linens/ roll paper, pre and post-epilation products.</p>
10.000%	<p>Introduction to Permanent hair removal methods  Electrolysis; the process of removing hair by means of electricity by inserting small needles into the hair follicles.  Galvanic Electrolysis; direct current, causing chemical decomposition of the hair follicle.  Thermolysis; high-frequency current to produce heat destroying the hair follicle. Coagulating the papilla through heat.  Laser hair removal; a laser beam is pulsed on the skin impairing the hair follicles.  Photoepilation; intense light to destroy the growth cells of the hair bulb.</p>
10.000%	<p>Temporary Hair Removal Methods  Depilation process of removing hair at or near the level of skin: Shaving and Chemical depilation.  Epilation removes hair from the hair follicles; Tweezing, Electronic Tweezers, Threading, Sugaring, and Waxing.</p>
10.000%	<p>Introduction to Skin Disorders:  Recognizing skin disorders and diseases to work with clients effectively and safely, conditions that are contagious or that need to be referred to a physician.  Identify which disorders are contagious.  Recognize potential skin cancer growths.  Understanding acne and the causes of the disorder, grades of acne, skin inflammation, gland disorders and different types of skin lesions.</p>
10.000%	<p>Introduction to Trichology and removing unwanted hair.  Hair growth cycle; Anagen Phase, Catagen Phase, Telogen Phase, and Latent Phase.  Characteristics and differences in hair growth; excessive hair growth, hirsutism, and hypertrichosis.</p>
10.000%	<p>Determining the best eyebrow shape  Well-balanced eyebrow shape is positioned along three lines.  The start of the brow; the arch's highest part; and the end of the brow at the outer corner of the eye.  Arching the eyebrow by tweezing; a temporary hair removal method that involves pulling one hair at a time out from the root using tweezers.</p>

10.000%	Introduction to Artificial Eyelashes Band lashes (strip lashes) and individual lashes (eye tabbing).
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation
20%	Exams/Tests
20%	Final Performance
20%	Final exam
20%	Homework Class Projects and Assignments
100%	Total

VII. **Sample Assignments:**

**#1:** Complete the answers in chapter 11 in the Milady's Standard Esthetics Workbook.3. Write the components of an SMA and explain its value.

**#2:** Create flash cards of all of the skin and its disorders.

VIII. **Student Learning Outcomes:**

1. Given appropriate tools, students will describe and demonstrate examples of proper sanitation and disinfection techniques in accordance with state board guidelines.
2. Given a client, students will describe and demonstrate the application of individual and strip eyelashes using the correct sanitation and safety procedures in accordance with state board guidelines.
3. Given a client, students will describe and demonstrate the process of hair removal services using tweezers, soft and or hard wax.
4. Given a client, students will describe and demonstrate the process of tinting eyebrows and eyelashes.

## Pre/corequisite Checklist and Worksheet: Cosmetology 28A; Skin Care 2A

Pre/corequisite: Cosm 18; Skin Care 1

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

   x Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

**Complete the Prerequisite Worksheet**

**ENTRANCE SKILLS FOR Cosm 28A**

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	The student will show his or her understanding, retention by and applying knowledge of basic anatomy and chemistry related to skin care professionalism.
B)	Identify the layers of skin and their disorders.
C)	Given appropriate tools the student will use and give examples of proper sanitation and disinfection techniques.
D)	Illustrate proper guidelines for eyebrows and how to shape them.

**EXIT SKILLS (objectives) FOR Cosm 18**

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	The student will show his or her understanding, retention by and applying knowledge of basic anatomy and chemistry related to skin care professionalism.
2.	Identify the layers of skin and their disorders.
3.	Given appropriate tools the student will use and give examples of proper sanitation and disinfection techniques.
4.	Illustrate proper guidelines for eyebrows and how to shape them.

		ENTRANCE SKILLS FOR (Cosm 28A )							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ( Cosm 18 )	1	X							
	2		x						
	3			x					
	4				X				
	5								
	6								
	7								
	8								

**Please explain how the corequisite will support the course and why it is necessary for students to succeed:**

Students need the necessary knowledge and skills taught in Cosm 18 to be successful in Cosm 28A. Cosm 18 teaches basic facial skill and disinfection. That is needed for makeup, and waxing that is taught in Cosm 28A. Cosm 18 can be a prerequisite or a corequisites.



## Substantial Change: COSMETOLOGY 28B, Skin Care 2B

<b>Units:</b>	1.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Prerequisite(s):</b>	COSM 18

### I. Catalog Description

This course is required for Cosmetology or Esthetics licensing. The student will learn to perform electrical and chemical facials and demonstrate the use of electrical facial machines.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Standard Foundations W/Esthetics Fundamentals, 12th, Milady, Cengage © 2019, ISBN: 9780357263792
2. Milady Standard Cosmetology & Foundations Workbooks, 14th, Milady, Cengage © 2023, ISBN: 9780357871492
3. Milady's Standard Cosmetology & Foundations Textbook, 14th, Milady, Cengage © 2023, ISBN: 9780357871492
4. Standard Esthetics: Fundamentals Workbook, W/ Foundations Workbook, 12th, Milady, Cengage © 2019, ISBN: 978-0-357482-84-1

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Demonstrate proper draping and set up for facial services.
2. Identify products used and their benefits to facial treatments.
3. Identify the essential skills needed to successfully perform facials
4. Perform the key steps of the basic facial procedure: client consultation, skin analysis, and signed consent.
5. Demonstrate correct health and safety measures in sanitizing and disinfecting tools and equipment.
6. Demonstrate thorough knowledge of the safe use of electricity and handling of electrical equipment related to skin care: i.e. vaporizer, brushing, vacuum, galvanic current, high frequency and dermal lights.
7. Demonstrate correct handling of hazardous materials and correct use and disposal of used tools and materials.
8. Practice required facial procedures to complete requirements to satisfy hours and theory.

### IV. Methods of Presentation:

Lab, Lecture and Discussion, Observation and Demonstration, Discussion, Projects, Field Trips, Visiting Lecturers, Group Work, Other: Power Point, Video presentation of current practices, Guest Artists, Information and procedure sheets, Hands on application

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Explain the importance of the use of facial devices and technology. Identify basic concepts of electropathy. Explain the benefits and uses of a hot towel cabinet, magnifying lamp, and Wood's Lamp. Demonstrate how to safely and effectively use the rotary brush, steamer, vacuum machine, galvanic current, high-frequency machine, and spay machine. State the benefits and uses of paraffin wax, electric mitts, and boots.
15.000%	Introduction to the rotary brush. When to use the rotary brush, effects of the tool, contraindications, best practices, and safety precautions. Rotary brush provides light exfoliation of the skin. Brushes sizes, machine speed, and direction control.
15.000%	Introduction to the High-Frequency Machine.

	<p>Sinusoidal current, rapid oscillation, and effects on skin.          Electrodes - direct and indirect application; small mushroom, large mushroom, spiral, sparking, and comb.          Neon or Argon gas.          Contraindications - couperose skin, inflamed areas, pacemaker, metal implants, high blood pressure, braces, epilepsy, pregnancy, and body piercing from the waist up.</p>
20.000%	<p>Introduction to the magnifying (loupe) lamp.          Skin analysis to identify skin types and conditions.          Magnification 3, 5, or 10 diopters.          Magnifying lamp uses and best practices.          Safety and maintenance of the lamps.</p>
15.000%	<p>Introduction to galvanic current (iontophoresis)          Negative pole (cathode) anaphoresis. Effects on the skin: cause alkaline reaction, softens and relaxes tissue, stimulates nerve endings, and increases blood circulation.          Positive pole (anode) cataphoresis. Effects on the skin: cause acidic reaction, tightens skin, calms or soothes nerve endings, and decreases blood circulation.          Contraindications - couperose skin, inflamed areas, pacemaker, metal implants, high blood pressure, fever, any infection, diminished nerve sensibility, open or broken skin, chronic migraine headaches, heart conditions, braces, epilepsy, pregnancy, and apprehension about electrical appliances.</p>
15.000%	<p>Introduction to galvanic (negative) desincrustation.          Negative pH/alkaline-based electronegative solution.          Uses of desincrustation: beneficial for oily or acne skin.          Best practices and safety considerations.</p>
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
25%	Class Participation
25%	Exams/Tests
25%	Final exam
25%	Homework: Class projects and assignments
100%	Total

VII. **Sample Assignments:**

**#1:** Students will complete the Milady workbook chapter/questions on facial devices and technology. Students will be ready to discuss their findings in class and plan the steps for a facial with electrical modality. Students will explore why a client history form and record card are important to review before the service.

**#2:** Given a mannequin or client, the student will analyze the skin, select the proper skin care products and perform a facial with electrical modality. Assessed by: In-class demonstration according to state board guidelines.

VIII. **Student Learning Outcomes:**

1. Given appropriate tools the student will use and give examples of proper sanitation and disinfection techniques. Assessed by: In class demonstration according to state board guidelines
2. Given a client the student will be able to give examples demonstrating knowledge of electrical equipment relating to skin care. Assessed by: In class demonstration according to state board guidelines
3. Given a client the student will be able to use and give examples of correct handling of hazardous materials as well as safety measures for sanitation and disinfection. Assessed by: In class demonstration according to state board guidelines
4. Given a client, students will make product selections based on facial service, skin type, and skin conditions.

## Prerequisite Checklist and Worksheet: Cosmetology 28B

Prerequisite: Cosmetology 18; Skin Care 1

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)  
**Complete the Prerequisite Worksheet**

**ENTRANCE SKILLS FOR 28B**

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Ability to complete a basic facial treatment.
B)	Demonstrate cleansing routine and massage techniques used in a facial.
C)	Identify the four skin types and common skin conditions.

**EXIT SKILLS (objectives) FOR 18**

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Ability to complete a basic facial treatment.
2.	Demonstrate cleansing routine and massage techniques used in a facial.
3.	Identify the four skin types and common skin conditions.

		ENTRANCE SKILLS FOR 28B							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR 18	1	x							
	2		x						
	3			x					
	4								
	5								
	6								
	7								
	8								

### Substantial Change: COSMETOLOGY 31A, Hair Cutting 3

<b>Units:</b>	1.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Advisory(s):</b>	COSM 21A
<b>Prerequisite(s):</b>	COSM 11A

**I. Catalog Description**

This is an advanced course for any student who wishes to be licensed for Barbering, Cosmetology and Hairstylist by the state of California. Students will learn leading edge industry trends as well as advanced techniques for customizing a haircut.

**II. Examples of Appropriate Text or Other Required Reading:**

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Milady Standard Cosmetology & Foundations Textbook for Cosmetology, 14, Milady, Cengage Publishing Company © 2023, ISBN: 9780357871492
2. Milady Standard Cosmetology & Foundations Theory Workbook, 14, Milady, Cengage Publishing Company © 2023, ISBN: 9780357871492
3. Milady Standard Barbering, 6th, Milady, Cengage © 2017, ISBN: 978-1-3051-0055-8
4. Milady Standard Barbering Workbook, 6th, Milady, Cengage © 2017, ISBN: 978-1-305-10066-4

**III. Course Objectives**

Upon completion of this course, the student will be able to:

1. Describe and demonstrate how to effectively and properly use a Sanitary Maintenance Area.
2. Describe and demonstrate the ability to combine haircuts in order to create a customized style.
3. Describe and demonstrate industry haircutting trends and techniques.
4. Describe and demonstrate safe and proper use of various haircutting tools.
5. Describe and demonstrate the ability to define angles, elevation, and combinations of various industry trends used in creating a custom haircut.

**IV. Methods of Presentation:**

Lab, Lecture and Discussion, Observation and Demonstration, Discussion, Critique, Projects, Visiting Lecturers, Other: Lecture/Discussion, Demonstration, Hands on application, Video/DVD

**V. Course Content**

<u>% of Course</u>	<u>Topic</u>
15.000%	The student will learn how to effectively and properly describe and demonstrate advanced Slide cutting and Texturizing methods of cutting hair, including: draping the client proper head position proper finger position, proper finger angles to the parting Determining the natural fall of the hair horizontal parting proper tension when cutting weight line dry vs wet haircutting styling the finished haircut
15.000%	The student will learn how to effectively and properly describe and demonstrate advanced knowledge of angles, elevations and guidelines used in creating a custom haircut, including: draping the client proper head position proper finger position,

	<p>proper finger angles to the parting  determining the natural fall of the hair  horizontal parting  horseshoe parting  proper tension when cutting  stationary guidelines  weight line  dry vs wet haircutting  drying and styling the finished haircut</p>
15.000%	<p>The student will learn how to effectively and properly describe and demonstrate advanced knowledge of creating a custom bob haircut, including:  draping the client  proper head position  proper finger position,  proper finger angles to the parting  determining the natural fall of the hair  horizontal parting  horseshoe parting  proper tension when cutting  stationary guidelines  weight line  dry vs wet haircutting  drying and styling the finished haircut</p>
15.000%	<p>The student will learn how to effectively and properly describe and demonstrate advanced knowledge of creating a custom layered bob haircut, including:  draping the client  proper head position  proper finger position,  proper finger angles to the parting  determining the natural fall of the hair  horizontal parting  horseshoe parting  proper tension when cutting  stationary guidelines  weight line  dry vs wet haircutting  drying and styling the finished haircut</p>
15.000%	<p>The student will learn how to effectively and properly describe and demonstrate advanced knowledge of creating a custom A-line bob haircut, including:  draping the client  proper head position  proper finger position,  proper finger angles to the parting  determining the natural fall of the hair  horizontal parting  horseshoe parting  proper tension when cutting  stationary guidelines  weight line  dry vs wet haircutting  drying and styling the finished haircut</p>
15.000%	<p>The student will learn how to effectively and properly describe and demonstrate advanced knowledge of creating a custom Radius haircut, including:  draping the client  proper head position  proper finger position,  proper finger angles to the parting  determining the natural fall of the hair  horizontal parting</p>

	horseshoe parting proper tension when cutting stationary guidelines weight line dry vs wet haircutting drying and styling the finished haircut
10.000%	The student will learn how to effectively and properly describe and demonstrate advanced knowledge of creating a custom haircut using a razor, including: draping the client proper head position proper finger position, proper finger angles to the parting determining the natural fall of the hair horizontal parting horseshoe parting proper tension when cutting stationary guidelines weight line dry vs wet haircutting drying and styling the finished haircut
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation
20%	Exams/Tests
20%	Final Performance
20%	Final exam: Written Final
20%	Homework
100%	Total

VII. **Sample Assignments:**

**#1:** Describe and demonstrate instructions of how to create and customize a specific haircut for a specific client using advanced current industry trends and tools.

**#2:** Create a book of Advanced custom hair styles putting them in categories of short, medium and long lengths

VIII. **Student Learning Outcomes:**

1. Given appropriate tools the student will use and give examples of proper sanitation and disinfection techniques. Assessed by: In class demonstration according to state board guidelines
2. Given a person or mannequin, the student will be able to demonstrate a hair cut using any combination of the four basic hair cuts. Assessed by: In class demonstration according to state board guidelines
3. Given a model the students will be able to identify reference points on the head form and understand their roll in creating a custom designed haircut. Assessed by: In class demonstration according to state board guidelines
4. Students will exhibit strong academic behavior as assessed by the College Honor Code of Conduct on all assignments and tests both written and practical

## Prerequisite Checklist and Worksheet: Cosm 31A Haircutting 3

Prerequisite: Cosmetology COSM 11A ; Haircutting 1

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

  X   Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)  
**Complete the Prerequisite Worksheet**

**ENTRANCE SKILLS FOR COSM 31A Haircutting 3**

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Demonstrate the proper use of a variety of haircutting tools.
B)	Construct a solid form, radius, graduated and layered haircut.
C)	Identify and describe the reference points on the head.
D)	Distinguish and identify angles, elevations and guidelines.
E)	Demonstrate the proper sanitary maintenance area in haircutting.

**EXIT SKILLS (objectives) FOR COSM 11A Haircutting 1**

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Demonstrate the proper use of a variety of haircutting tools.
2.	Construct a solid form, radius, graduated and layered haircut.
3.	Identify and describe the reference points on the head.
4.	Distinguish and identify angles, elevations and guidelines.
5.	Demonstrate the proper sanitary maintenance area in haircutting.

		ENTRANCE SKILLS FOR COSM 31A							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR COSM 11A	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6								
	7								
	8								

## Substantial Change: COSMETOLOGY 31B, Hair Styling 3

<b>Units:</b>	1.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Advisory(s):</b>	COSM 21B
<b>Prerequisite(s):</b>	COSM 11B

**I. Catalog Description**

This is for students who are preparing to be licensed for Barbering and/or Cosmetology by the State of California. This course provides an approach to different blow drying methods. Students will learn the fundamentals of blow drying long, medium, and short hair techniques. When used alone or in combination, it can create many different hair designs. This course is for students who are interested in advanced hairstyling techniques. This course provides an approach to different blow drying methods. Students will learn the fundamentals of blow drying long, medium, and short hair techniques. When used alone or in combination, it can create many different hair designs. This course will also cover vintage and special occasion hairstyling techniques.

**II. Examples of Appropriate Text or Other Required Reading:**

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Milady Standard Cosmetology & Foundations Workbooks, 14, Milady, Cengage © 2023, ISBN: 978-0-357482-84-1
2. Milady Standard Cosmetology & Foundations Textbooks, 14, .Milady, Cengage © 2023, ISBN: 9780357263792
3. Milady Standard Barbering, 6th, Milady, Cengage © 2017, ISBN: 978-1-3051-0055-8
4. Milady Standard Barbering Workbook, 6th, Milady, Cengage © 2017, ISBN: 978-1-305-10066-4

**III. Course Objectives**

Upon completion of this course, the student will be able to:

1. Create hairstyles using blow dryer.
2. Design hair styles using proper use of irons.
3. Create blow-drying short, layered, curly hair styles with a smooth and full finish.
4. Design hair styles for specific shape of face using combinations of blow drying techniques
5. Create a vintage and or special event hairstyle.

**IV. Methods of Presentation:**

Lecture and Discussion, Observation and Demonstration, Lab, Projects, Other: Demonstration Video Lecture  
Guest artist

**V. Course Content**

<u>% of Course</u>	<u>Topic</u>
10.000%	Describe and perform different blow dry techniques on short hair. Design principles of hair dressing Client consultation Product knowledge
10.000%	Flat, curling and Marcel iron techniques for different lengths and hair textures.
20.000%	Wet and dry hair styling techniques for layered and long hair. Bridal looks Up do styling Facial shapes and hair styling Profile and proportion Facial features Hair parting



20.000%	Design hair styles for a specific shape of face using a combination of wet and dry styling techniques.
10.000%	Describe and perform a blow dry on different hair textures. Product knowledge Industry trends
30.000%	Finishing techniques for vintage and special occasion hairstyles. Preparing, sectioning, balance, texture for special occasion hair styles. Pony tail French twist Chignon Bun Fantasy hair styles Hollywood waves Braids including fishtail, rope, halo, invisible, single and corn rows.
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
25%	Class Participation
25%	Exams/Tests
25%	Final Performance
25%	Final exam
100%	Total

VII. **Sample Assignments:**

**#1:** Design and demonstrate hair styles for rectangular shaped face using corrective methods and creating soft waves around face to create oval shape.

**#2:** Answer all questions in chapter 12 in Milady's Practical Work book. Create a picture book of styles for different shaped faces, including short, medium, and long hair.

VIII. **Student Learning Outcomes:**

1. Given appropriate tools the student will use and give examples of proper sanitation and disinfection techniques. Assessed by: In class demonstration according to state board guidelines
2. Given a model the student will be able to demonstrate mastery of various blow dry styling techniques. Assessed by: In class demonstration according to state board guidelines
3. Given a model, the student will be able to demonstrate and defend techniques of styling long hair. Assessed by: In class demonstration according to state board guidelines
4. Given a model, students will be able to create special occasion and vintage hair styles.

## Prerequisite Checklist and Worksheet: Cosm 31B Hairstyling 3

Prerequisite: Cosmetology COSM 11B; Hairstyling 1

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

  X   Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)  
**Complete the Prerequisite Worksheet**

**ENTRANCE SKILLS FOR COSM 31B Hairstyling 3**

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Demonstrate proper draping for wet, dry and chemical services.
B)	Explain and demonstrate the purpose of finger waving.
C)	Differentiate modular shapes and demonstrate the distribution of hair in square and triangular shapes for state board set.
D)	Demonstrate proper set up and use of implements employed in hairstyling.

**EXIT SKILLS (objectives) FOR COSM 11B Hairstyling 1**

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Demonstrate proper draping for wet, dry and chemical services.
2.	Explain and demonstrate the purpose of finger waving.
3.	Differentiate modular shapes and demonstrate the distribution of hair in square and triangular shapes for state board set.
4.	Demonstrate proper set up and use of implements employed in hairstyling.

		ENTRANCE SKILLS FOR COSM 31B							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR COSM 11B	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

## Substantial Change: COSMETOLOGY 31C, Hair Coloring 3

<b>Units:</b>	1.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Prerequisite(s):</b>	COSM 11C
<b>Proposed Start:</b>	Fall 2023

### I. Catalog Description

This is an advanced hair coloring class for students who wish to be licensed for Barbering or Cosmetology by the State of California. This course is a continuation of COSM 21C. Based on client consultation, the students will learn how to formulate colors to achieve the desired results. Students will learn about bleaching products, color applications, procedures, and advanced hair color and foil techniques.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Milady's Standard Cosmetology and Foundations Workbook, 14th, Milady, Cengage © 2023, ISBN: 9780357871492
2. Milady's Standard Cosmetology and Foundations textbooks, 14th, Milady, Cengage © 2023, ISBN: 9780357871492
3. Milady Standard Barbering, 6th, Milady, Cengage © 2017, ISBN: 978-1-3051-0055-8
4. Milady Barbering Standard Exam Review, 6th, Milady, Cengage © 2017, ISBN: 9781305100671
5. Milady Standard Barbering Workbook, 6th, Milady, Cengage © 2017, ISBN: 978-1-305-10066-4

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Explain and demonstrate the process of formulation of color to achieve desired results.
2. Differentiate the different types of bleaching products and demonstrate hair-lightening services based on desired results.
3. Demonstrate color applications and procedures based on client consultation and desired results.
4. Differentiate the various highlighting techniques and demonstrate proper application based on client consultation and desired results.

### IV. Methods of Presentation:

Lab, Lecture and Discussion, Observation and Demonstration, Discussion, Projects, Visiting Lecturers, Group Work, Other: Power Point, Video/DVD, Guest Artist

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.000%	Theoretical knowledge and advanced application of special haircolor challenges and solutions. Explain the theory and application to achieve gray coverage. Percentage of gray hair present, strength of developer, and proper formulation. Color types and their uses - Demipermanent color for gray blending. Permanent color for gray coverage. Hair coloring for textured hair, redheads, brunettes, and blondes. Refreshing faded color with demipermanent color. Color melt techniques.
25.000%	Theoretical knowledge and advanced application to perform color correction services. Explain the process of neutralizing unwanted tones. Demonstrate the process of correcting hair that is too light - building back up with a demipermanent color to achieve desired results. Explain the process to restore natural hair color - consider the undertone and integrity of the hair. Pre-treating with fillers and tonal correction - conditioner and color fillers.

25.000%	Theoretical knowledge and advanced application of highlighting with foils. Creating dimension with foils using demipermanent, permanent, and lighteners. Foil placement - spacing, hair texture, and stitch patterns.
25.000%	Theoretical knowledge and basic application of lighteners. On-scalp lighteners: oils, creams, and some powders. Considered more gentle, used for all over lightening, less irritation, conditioning agents, 20 volume developer or less recommended. Off-scalp lighteners: powder or clay lighteners. Stronger and faster lifting, lightening our levels and higher, mixed with 20, 30, and 40 volumes depending on the integrity of the hair and the desired results. Developers and the strengths used in the lightening to create the desired lift and maintain the integrity of the hair.
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
25%	Class Participation
25%	Exams/Tests
25%	Final Performance
25%	Homework: Written
100%	Total

VII. **Sample Assignments:**

**#1:** In the Milady Standard Cosmetology textbook, students will complete questions relating to advanced hair color services in chapter 16, Haircoloring. Students will be ready to discuss their findings in class. Students will explore the importance of client consultation, the integrity of the hair, and color product selection to achieve desired results.

**#2:** Given a mannequin or client, the student will create a fashion color design. Assessed by: In-class demonstration according to state board guidelines.

VIII. **Student Learning Outcomes:**

1. Given appropriate tools the student will use and give examples of proper sanitation and disinfection techniques. Assessed by: In class demonstration according to state board guidelines
2. Given a model the student will continue to build critical thinking skills necessary for color formulation and corrective color . Assessed by: In class demonstration according to state board guidelines
3. Given a model, the student will be able to conduct a client consultation and formulate hair color for a corrective color service. Assessed by: In-class demonstration according to state board guidelines
4. Students will exhibit strong academic behavior as assessed by the College Honor Code of Conduct on all assignments and tests both written and practical
5. The student will understand and demonstrate a highlight service based on client consultation and desired results. Assessed by: In-class demonstration according to state board guidelines.

## Prerequisite Checklist and Worksheet: COSM 31C - Hair Coloring 3

Prerequisite: Cosm 11C Hair Coloring 1

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	x	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

   x Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

**Complete the Prerequisite Worksheet**

**ENTRANCE SKILLS FOR COSM 31C Hair Coloring 3**

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Demonstrate the skills necessary to create highlights and identify the common stitch patterns.
B)	Practice color applications, identify the principles of color theory, and relate them to hair color.
C)	Explain the level and tone and their role in the formulation of hair color.

**EXIT SKILLS (objectives) FOR COSM 11C Hair Coloring 1**

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Demonstrate the skills necessary to create highlights and identify the common stitch patterns.
2.	Practice color applications, identify the principles of color theory, and relate them to hair color.
3.	Explain the level and tone and their role in the formulation of hair color.

		ENTRANCE SKILLS FOR COSM 31C							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR COSM 11C	1	x							
	2		x						
	3			x					
	4								
	5								
	6								
	7								
	8								

## Substantial Change: COSMETOLOGY 31E, Multi Texture Styling

<b>Units:</b>	1.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Advisory(s):</b>	COSM 21E
<b>Prerequisite(s):</b>	COSM 11B

### I. Catalog Description

This is an advanced curly hair styling class for all entering students who wish to be licensed for Barbering and/or Cosmetology by the state of California. This course is a continuation of Cosmetology 21E. The student will learn wet and thermal styling, pressing and curling, sewing tracks, closures, crochet weave, and other techniques.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Milady's Standard Cosmetology Practical Workbook, 2016, ., Milady Publishing Company © 2016, ISBN: 9781439059227
2. Milady Standard Barbering, 6th, Milady, Cengage © 2017, ISBN: 978-1-3051-0055-8
3. Milady Barbering Standard Exam Review, 6th, Milady, Cengage © 2017, ISBN: 9781305100671
4. Milady Standard Barbering Workbook, 6th, Milady, Cengage © 2017, ISBN: 978-1-305-10066-4
5. Milady Standard Cosmetology & Foundations Textbook for Cosmetology, 14, Milady, Cengage © 2023, ISBN: 9780357871492
6. Milady Standard Cosmetology & Foundations Theory Workbook, 14, Milady, Cengage © 2023, ISBN: 9780357871492

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Demonstrate wet and dry thermal styling including press and curl with the use of thermal ovens and irons.
2. Demonstrate the basic procedure for blow drying and flat iron.
3. Given the appropriate tools the student will describe and demonstrate examples of proper sanitation and disinfection techniques.
4. Given a client the student will demonstrate and defend a hairstyle to enhance or camouflage facial features on a client with curly hair.
5. Describe several types of hairpieces and their uses.
6. Outline several different methods of attaching hair extensions.
7. Describe the different hair and fiber types used for hair additions and wigs.

### IV. Methods of Presentation:

Observation and Demonstration, Lab, Lecture and Discussion, Visiting Lecturers, Group Work, Other: Power Point, Guest Artists, Hand outs, Demonstrations.

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
50.000%	<p>Introduction to Wigs and Hair Additions</p> <p>Hair additions are hair or synthetic fibers added or integrated at the base of a person's natural hair.</p> <p>Hair extensions; hair additions secured to the base of the client's natural hair to add length, volume, texture, or color.</p> <p>Wigs; an artificial head covering consisting of a network of interwoven hair fibers that offer style versatility and cover hair loss.</p> <p>Hair Addition and Wig Fibers:</p> <p>Human Fiber Hair; Remy hair also known as turned hair or cuticle hair is 100 percent human hair with an intact cuticle layer. Remy hair is the most realistic and highest quality of hair for extensions, wigs, and hairpieces.</p>

	<p>Virgin European hair is the most expensive and highest quality hair.  Virgin human hair from India is silky, lightweight, lustrous and durable.  Virgin Asian hair (Chinese hair) is naturally straight and has a luster and bounce.  Fallen hair is shed from the head.  Synthetic Fiber Hair; extensions and wigs made of synthetic fibers are less expensive than human hair.  Hair Extension Methods: Weft, long strips of human or artificial hair with a threaded edge; Braid and sew method, also know as a weave. You secure hair extensions to the client's hair by sewing a weft onto a cornrow, which is also called a track.  Crochet Weave; Insert the latch hook into the middle of cornrow until entire lath is seen from the other side. Continue looping movement throughout the entire head.</p>
25.000%	<p>Infection Control Principles and Practices  Occupational Safety and Health Administration (OSHA) the federal agency that monitors safety and health standards in the workplace.  The braid stylist is vulnerable to daily exposure to bacteria and infection.  Safety Data Sheets are developed to accompany the product, which forms the buyer of any potentially hazardous ingredients, usage, and safety precautions.  Environmental Protection Agency sets high standards for manufacturers of products that claim to kill germs, fungi, or viruses.  Hospital disinfectants are effective for killing bacteria in blood or bloody fluids on implements and surfaces.  Tuberculocidal disinfectants are chemical agents that are known to kill the bacteria that cause tuberculosis.  Infectious Diseases  Bacteria; Nonpathogenic bacteria; antibiotics, Pathogenic bacteria are harmful organism that causes infection and diseases when they enter the body.  Bacterial Infections; inflammation, contagious or communicable when it spreads form one person to another by contact.  Viruses is a submicroscopic parasitic agent . Bloodborne pathogens are disease-causing microorganism in hum blood and other body fluids. They include hepatitis B hepatitis C and HIV .  HIV/AIDS Human immunodeficiency virus is the bloodborne virus that causes acquired immunodeficiency syndrome.  Fungi/Fungus mildew, tinea  Parasites are living organisms that feed, grow, and thrive on or in a host organism. Scabies another contagious skin disease, caused by the itch mite.  Immunity; Immune system; Naturally acquired immunity; Artificially acquired immunity.</p>
25.000%	<p>Introduction to Thermal Straightening Heat Service  Flat irons; they have two hot plates, ranging in size form 1/2 inch to 3 inches. Flat irons with straight edges are used to create smooth, straight styles, even on very curly hair.  Testing Thermal Irons; After heating the iron to the desired temperature, test it on a piece of tissue paper or a white cloth.  Care of thermal irons; before cleaning a thermal iron, be sure to check the manufacturer's directions for care and cleaning.  Comb used with thermal irons; should be about 7 inches long, should be made of hard rubber or another nonflammable substance.</p>
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation
20%	Exams/Tests
20%	Final Performance
20%	Final exam
20%	Homework
100%	Total

**VII. Sample Assignments:**

**#1:** Students will create a wig using a crochet hook technique.

**#2:** Sew, cut, and style a full head weave using a side part closure.

**VIII. Student Learning Outcomes:**

1. Given appropriate tools the student will use and give examples of proper sanitation and disinfection techniques. Assessed by: In class demonstration according to state board guidelines
2. Given a client the student will demonstrate wet and dry thermal styling including press and curl. Assessed by: In class demonstration according to state board guidelines
3. Given a client the student will design a hairstyle to enhance or camouflage facial features on a client with curly hair. Assessed by: In class demonstration according to state board guidelines
4. Given a client the student will describe and demonstrate a complete hairstyle with sculpted cornrows with feed-in technique.



## Prerequisite Checklist and Worksheet: Cosmetology 31E

Prerequisite: Cosmetology 11B; Hairstyling 1

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
10. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
11. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
12. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
13. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
14. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
15. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
16. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
17. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
18. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)  
**Complete the Prerequisite Worksheet**

**ENTRANCE SKILLS FOR 31E**

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

D)	<b>Develop the skills necessary to create proper shaping and finger waves</b>
E)	<b>Differentiate modular shapes and demonstrate the distribution of hair in square and triangular shapes for state board set.</b>
F)	<b>Explain and demonstrate the purpose of finger waving.</b>

**EXIT SKILLS FOR 11A**

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

4.	<b>Develop the skills necessary to create proper shaping and finger waves</b>
5.	<b>Differentiate modular shapes and demonstrate the distribution of hair in square and triangular shapes for state board set.</b>
6.	<b>Explain and demonstrate the purpose of finger waving.</b>

		ENTRANCE SKILLS FOR 31E							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR 11B	1	x							
	2		x						
	3			x					
	4								
	5								
	6								
	7								
	8								

## Substantial Change: COSMETOLOGY 36, Nail Care 3

<b>Units:</b>	1.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Advisory(s):</b>	COSM 26
<b>Prerequisite(s):</b>	COSM 16

### I. Catalog Description

This is the third nail care class required for all entering students who wish to be licensed for Cosmetology and/or Nail Care by the State of California. The student will learn State Board Rules and regulations, safety techniques and sanitation for Nails Care as well as the application of acrylics, and the use of e-files (nail drill).

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Milady's Standard Cosmetology Text, 2016, ., Milady Publishing Company © 2016, ISBN: 9781439059302
2. Milady's Standard Cosmetology Theory Workbook, 2016, ., Milady Publishing Company © 2016, ISBN: 9781439059234
3. Milady's Standard Cosmetology Practical Workbook, 2016, ., Milady Publishing Company © 2016, ISBN: 9781439059227
4. Milady's Standard Cosmetology & Foundations Textbook, 14th , Milady , Cengage © 2023, ISBN: 9780357999721
5. Milady Standard Nail Technology, Milady , Cengage © 2021, ISBN: 9780357999769

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Practice Safety and sanitation rules
2. Observe State board Rules and Regulations
3. Understand and demonstrate the proper application of acrylic nails
4. Demonstrate electric filing techniques.
5. Explain why you should learn about liquid and powder nail enhancements.
6. Describe the chemistry of liquid and powder nail enhancements.
7. Identify the supplies for liquid and powder nail enhancement services.
8. Outline the processes of maintenance, repair, and removal of liquid and powder nail enhancements.
9. Describe and compare machine features when choosing an electric file.
10. Demonstrate electric filing techniques.

### IV. Methods of Presentation:

Lab, Lecture and Discussion, Observation and Demonstration, Projects, Visiting Lecturers, Group Work, Other: Demonstrations Lecture/Power Point Guest Artists Hand outs Video/DVD

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Electric Filing for the Nail Technician Electric filing allows to shape the nails more consistently, perform more precise maintenance procedures, and refine your work more easily. Micromotor Machines; efiles, motor is located in the handpiece. RPM the speed of an electric file measured in revolutions per minute. Torque the power of the machine or its ability to keep turning when applying pressure during filing. The Anatomy of a Bit

	<p>Concentric bits are balanced bits that do not wobble or vibrate; Surface smoothness, particles on the bit evenly distributed; Edges, bits that are cut with finished edges; Grits, the coarser the grit the lower the grit number; Shank, standard size for nail machines.</p> <p>Types of Bits; Diamond bits; Carbide bits; Swiss Carbide bits, Silicone bits, Natural, chamois, cotton, and goat hair bits; Tapered barrel bits; French fill bits, natural nail discs; Pedicure bits; Prepper bits; Mandrel; Sanding and Arbor bands; and Jewelry and specialty bits.</p> <p>Shortening the Nails use a medium or coarse barrel bit.</p> <p>Cuticle work use a medium silicone bit on a low speed, gently remove nonliving tissue from the nail plate moving back and forth slowly from left to right .</p> <p>Shaping C-Curves, Barrel-shaped or tapered bits in any size, are best to use under the free edge to refine C-curves.</p> <p>Finishing, graduating grits are the key to finishing nails without leaving scratches.</p> <p>Buffing Oils, can enhance your finish work by reducing heat and handing dust on the surface of the bit.</p> <p>High-Shine Buffing nail enhancements can be shined with a buffing bit and buffing cream.</p> <p>Buffing Creams enhance shine when used with buffing bits</p> <p>Natural Nail Work; Never use a metal bit or sanding band on the natural nail plate.</p>
20.000%	<p>Introduction to safety techniques and sanitation;</p> <p>Never provide any type of nail service to clients with a nail infection.</p> <p>Nail Infections; No service can be performed with any signs of inflammation, swelling, pus, pain, redness, pulsing, and local fever. Refer clients to a physician.</p> <p><u>Contraindication</u> for massage; hypertension, diabetes, and circulatory conditions.</p> <p>Cleaning and Disinfection:</p> <p>Salons must always use an EPA-registered hospital disinfectant that the label claims is a broad-spectrum bactericide, viricidal, and fungicide.</p> <p>Do not apply too much nail tip adhesive.</p> <p>Nail tip cutters are specifically designed to cut tips without pressure.</p> <p>Acid-based nail primers are very effective but can cause serious and sometimes irreversible damage to the skin and eyes. Never use acid-based nail primer or any other corrosive material without wearing protective gloves and safety eyewear.</p> <p>Methyl methacrylate (MMA) is not recommended for use on nails and is illegal according to the state board rules.</p> <p>Rough filing damages both the nail plate and the underlying sensitive tissues of the nail bed.</p> <p>Overexposure determines toxicity; prolonged, repeated, or long-term exposure that can cause sensitivity.</p> <p>Acetone is frequently used to remove nail polish and to dissolve nail enhancements and other coatings. However, it is highly flammable and must be used with appropriate caution.</p> <p>Inhalation of dust can be greatly reduced by wearing a high-quality, properly fitted N-95 dust mask.</p> <p>Never use a carbide bit on the natural nail.</p> <p>Natural bits can cause heat to build on the nail quickly, lift very frequently during filing.</p> <p>Disinfectants must never be allowed to come into contact with the skin.</p>
10.000%	<p>Introduction to Acrylic Nails designs using polymer powders</p> <p>French tip smile line nail design using white colored polymer powders</p> <p>Ombre Acrylic nail design creating a progression of darker color into a lighter color to the base of the nail.</p> <p>Encapsulations using clear acrylic polymer powders.</p> <p>3-D nail art using small beads creating flowers.</p>
20.000%	<p>Dry manicures</p> <p>Introduction to Gel Manicure/ French Manicure/ Dry Manicure</p> <p>Soak-off Gel Polishes; an alternative to traditional nail lacquers.</p> <p>Soak-off Gel polishes are an example of soft gels.</p> <p>Dry manicure; preparing the cuticle and nail plate without soaking them in water prior to gel polish application.</p> <p>Soak-off gel polish is removed by soaking the nails in pure acetone.</p> <p>Gel-curing lamp; a specialized electronic divide that powers and controls bulbs to cure gel nail enhancements.</p> <p>French tip gel manicures design; smile line; straight across, and v- french tip designs.</p>
30.000%	Liquid and Powder Nail Enhancements

	<p>Liquid and powder nail enhancements; created by combining a monomer liquid mixed with polymer powder- powder in white, clear, pink, and many other colors.</p> <p>Products can be used in four basic ways; on the natural nail as a protective overlay; over a nail tip as a reinforcement; on a form to create a sculptured nail extension; and to create small works of art on top or inside nail enhancements.</p> <p>Odorless monomer liquid and polymer powder products use ethyl acrylic that have little odor. They harden more slowly and create a tacky layer on top called the inhibition layer.</p> <p>Monomer liquid will be combined with polymer powder to form the nail enhancement. Polymer powders are traditional pink, white, natural, and clear.</p> <p>Nail primer is used on the natural nail prior to product application to assist in adhesion. Acid-based and nonacid (acid-free) primers. Acid-based nail primers are very effective but can cause serous and sometimes irreversible damage to the skin and eyes.</p> <p>Abrasives is used to describe nail files and buffers. Grit numbers refers to how many grains of sand are on the file per square inch. The lower the number the rougher the abrasive will be.</p> <p>Nail Tips and Forms are used to extend the length of the nails.</p> <p>Dappen dish is a small glass or plastic container that holds a minimal amount of product.</p> <p>A Nail brush is used for liquid and powder enhancements made of natural hairbrush composed of kolinsky, sable, or a blend of both. #8 oval brush is most commonly used, synthetic brushes do not pick up enough monomer liquid.</p>
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation
20%	Exams/Tests
20%	Final Performance
20%	Final exam: Final Practical Exam
20%	Homework
100%	Total

VII. **Sample Assignments:**

**#1:** Create a set of acrylic nails using color acrylics with a French tip design and either stiletto, almond, or ballerina shape.

**#2:** Provide a written report explaining the history of manicures and how they have evolved in time. Provide a notebook showing the different nail trends throughout the ages.

VIII. **Student Learning Outcomes:**

1. Given appropriate tools the student will describe and demonstrate examples of proper sanitation and disinfection techniques. Assessed by: In class demonstration according to state board guidelines
2. Given a client the student will practice safety and sanitation rules, observe state Board Rules and Regulations while demonstrating the proper application of acrylic nail using forms. Assessed by: In class demonstration according to state board guidelines
3. Explain the importance of electric filing for the nail technician.

## Prerequisite Checklist and Worksheet: Cosmetology Cosm 36 Nail Care 3

Prerequisite: Cosmetology COSM 16 ; Nail Care 1

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)  
**Complete the Prerequisite Worksheet**

**ENTRANCE SKILLS FOR COSM 36 Nail Care 3**

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Demonstrate the proper use of implements, cosmetics, and materials used in manicuring.
B)	Identify diseases of the nails that should not be treated in the beauty salon.
C)	Discuss how nails grow.
D)	List the various disorders and irregularities of nails.

**EXIT SKILLS (objectives) FOR COSM 16 Nail Care 1**

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Demonstrate the proper use of implements, cosmetics, and materials used in manicuring.
2.	Identify diseases of the nails that should not be treated in the beauty salon.
3.	Discuss how nails grow.
4.	List the various disorders and irregularities of nails.

		ENTRANCE SKILLS FOR COSM 36							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR COSM 16	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

## Substantial Change: COSMETOLOGY 38, Skin Care 3

<b>Units:</b>	1.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Prerequisite(s):</b>	COSM 18

### I. Catalog Description

This is the third skin care class required for all entering students who wish to be licensed for Cosmetology or Esthetics by the State of California. This course is a continuation of 28B. The students will learn more advanced techniques for chemical and electrical facials with galvanic current, high frequency, and European massage techniques.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Milady's Standard Textbook for Cosmetology, 2016, ., Milady Publishing Company © 2016, ISBN: 9781439059302
2. Milady's Standard Cosmetology Practical Workbook, 14th, Milady, Cengage © 2023, ISBN: 9780357871492
3. Milady's Standard Cosmetology Theory Workbook, 2016, ., Milady Publishing Company © 2016, ISBN: 9781439059234
4. Milady's Standard Fundamental Estheticians, ., Milady Publishing Company © 2013, ISBN: 9781111306892
5. Milady's Standard Fundamental Estheticians Workbook, ., Milady Publishing Company © 2013, ISBN: 9781111306915
6. Standard Foundations W/Esthetics Fundamentals, 12th, Milady, Cengage © 2019, ISBN: 9780357263792
7. Standard Esthetics: Fundamentals Workbook, W/ Foundations Workbook, 12th, Milady, Cengage © 2019, ISBN: 978-0-357482-84-1
8. Milady's Standard Cosmetology & Foundations Textbook, 14th, Milady, Cengage © 2023, ISBN: 9780357871492

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Observe the California State Board Rules and Regulations and practice safety and sanitation rules.
2. Understand and acquire knowledge of advanced skin care services, including client consultation, facials with extractions, masks, packs, and enzymes.
3. Select products for specific skin types.
4. Execute a Collagen Veil mask.
5. Describe the functions and uses of hydro jelly masks.
6. Create an acne treatment for acne skin.
7. Demonstrate a glycolic acid chemical peel

### IV. Methods of Presentation:

Lecture and Discussion, Observation and Demonstration, Lab, Visiting Lecturers, Discussion, Group Work, Other: Power Point, Guest artists, Video/DVD

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	Continuation of disinfection and sanitation practices to ensure client safety. Safe practices - disinfecting tools, maintaining clean treatment rooms, pre and post-service practices, State Board compliance.
20.000%	Advanced chemical exfoliation procedures.

	Prescribe an appropriate exfoliant based on the clients' skin type and skin condition. Ensure the client understands their responsibility for home care after service. Review of contraindications for chemical exfoliation services.
20.000%	Advanced mechanical exfoliation procedures. Prescribe an appropriate mechanical exfoliant based on the clients' skin type and skin condition. Ensure the client understands their responsibility for home care after service. Review of contraindications for mechanical exfoliation services.
25.000%	Products for specific skin types. Masks - hydro jelly mask, clay mask, veil mask, layered masks, hydrating masks. Eye and lip treatments, serums, moisturizers, toners, sun protection. Home care - what the client should leave with and use to maintain the results of the service.
25.000%	Identifying appropriate treatments for skin types and skin conditions. Acne skin treatments - beta hydroxy acids (salicylic acid), sulfur masks, AHA, vitamin A, benzoyl peroxide, kojic acid, spot blemish treatment, increased vitamin C. Dry and dehydrated skin treatments - serums and creams to balance and protect the skin, gentle enzyme peels, gentle AHA peels, light microdermabrasion, peptides, hyaluronic acid or emollient, galvanic machine with appropriate serum, LED. Sensitive and sensitized skin treatments - gentle cleansers, vasoconstricting application, enzyme peels for sensitive skin, soothing creams or alginate masks, freeze-dried collagen masks, lipids, serums and moisturizers with hyaluronic acid or squalene, silver ball or cold globes.
100.000%	Total

#### VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
25%	Class Participation
25%	Homework
25%	Final Performance
25%	Final exam
100%	Total

#### VII. Sample Assignments:

**Written Assignment:** Students will complete the Milady workbook chapter/questions on facial treatments. Students will be ready to discuss their findings in class and plan the steps for a facial using the appropriate products for the skin type and conditions presented. Students will explore why a client history form and record card are important to review before the service.

**Facial with client specific treatment:** Given a client, the student will analyze the skin, select the proper skin care products and perform a facial with the proper skin care products, electrical modality, or treatments for the skin type and condition presented. Assessed by: In-class demonstration according to state board guidelines.

#### VIII. Student Learning Outcomes:

1. Given appropriate tools the student will use and give examples of proper sanitation and disinfection techniques. Assessed by: In class demonstration according to state board guidelines
2. Given a model the student will be able to demonstrate the proper acne skin treatment on various skin types. Assessed by: In class demonstration according to state board guidelines
3. Given a model the student will identify and defend considerations in choosing a product line. Assessed by: In class demonstration according to state board guidelines
4. Students will exhibit strong academic behavior as assessed by the College Honor Code of Conduct on all assignments and tests both written and practical

## Prerequisite Checklist and Worksheet: Cosmetology 38 – Skin Care 3

Prerequisite: Cosmetology 18; Skin Care 1

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

**Complete the Prerequisite Worksheet**

**ENTRANCE SKILLS FOR COSM 38 – Skin Care 3**

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Ability to complete a basic facial treatment.
B)	Demonstrate cleansing routine and massage techniques used in a facial.
C)	Describe and advise clients on skin care products and their uses.

**EXIT SKILLS FOR COSM 18 – Skin Care 1**

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Ability to complete a basic facial treatment.
2.	Demonstrate cleansing routine and massage techniques used in a facial.
3.	Describe and advise clients on skin care products and their uses.

		ENTRANCE SKILLS FOR COSM 38							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR COSM 18	1	x							
	2		x						
	3			x					
	4								
	5								
	6								
	7								
	8								



## Substantial Change: COSMETOLOGY 38B, Mechanical Exfoliation

<b>Units:</b>	1.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Prerequisite(s):</b>	COSM 18

### I. Catalog Description

This is an advanced skin care class for students and licensed estheticians or Cosmetologists. This class is a continuation of COSM 38. This course provides essential theory carefully formulated to prepare a student to pass the written Cosmetology and/or Esthetics State Board Examinations. The students will learn additional advanced techniques for skin analysis, record keeping, advanced anatomy and physiology to determine the protocol for microdermabrasion treatments.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Milady's Standard Fundamentals Esthetics, 11, Joel Gerson, Janet D'Angelo, Sallie Deitz, and Shelley Lotz, Cengage Learning © 2013, ISBN: 13:978-1-1113-0689-2
2. Milady's Standard Fundamentals Esthetics Student Workbook, 11, Joel Gerson, Janet D'Angelo, Sallie Deitz and Shelley Lotz, Cengage Learning © 2013, ISBN: 13:978-1-1113-0691-5
3. Standard Esthetics: Fundamentals Workbook, W/ Foundations Workbook, 12th, Milady, Cengage © 2019, ISBN: 978-0-357482-84-1
4. Standard Foundations W/Esthetics Fundamentals, 12th, Milady, Cengage © 2019, ISBN: 9780357263792
5. Milady Standard Cosmetology & Foundations Workbooks, 14th, Milady, Cengage © 2023, ISBN: 9780357871492
6. Milady's Standard Cosmetology & Foundations Textbook, 14th, Milady, Cengage © 2023, ISBN: 9780357871492

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Keep appropriate client records. Review of client intake form or service record for contraindications of services.
2. Describe the appropriate equipment used for mechanical facials.
3. Properly clean and disinfect the devices and treatment room.
4. Discuss the benefits of microdermabrasion by type of device.
5. Perform best practices and safety considerations for microdermabrasion.
6. Explain the benefits of and types of light therapy.

### IV. Methods of Presentation:

Group Work, Lab, Lecture and Discussion, Observation and Demonstration, Critique, Discussion, Projects, Visiting Lecturers

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Conduct a thorough client consultation, skin analysis for mechanical exfoliation services.
40.000%	Introduction to microdermabrasion devices. Crystal microdermabrasion- functions, hazards, manual microdermabrasion. Crystal-free microdermabrasion - Diamond tip applicator uses and techniques. Hydramicrodermabrasion (wet microdermabrasion) - mechanical and liquid exfoliation, interchangeable tips, effectiveness.

20.000%	Client's skin type and condition, the presence of erythema, and how the client tolerates treatment. Contraindications - recent cosmetic surgery, laser resurfacing, chemical peels, recent injectables, fillers or Botox, use of Retin-A or medical exfoliants, sensitivity to products or ingredients, pregnancy, active herpes simplex, hyperpigmentation tendencies, inflamed rosacea or acne, infectious diseases, open sores or suspicious lesions, sunburn or irritated skin, fragile skin, couperose skin, photosensitizing medications, or other contraindicated drugs or medications.
20.000%	Aftercare regimen - cleanser, retinal and/or AHA cream, vitamin C, and products with SPF. Monthly maintenance treatments. Documentation of services before and after.
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
25%	Class Participation
25%	Homework
25%	Final Performance
25%	Final exam
100%	Total

VII. **Sample Assignments:**

**Written Assignment:** Students will complete the Milady workbook chapter/questions on microdermabrasion. Students will be ready to discuss their findings in class and perform a facial with microdermabrasion. Students will explore why a client history form, record card, and knowledge of contraindications are essential to review before the service.

**Microdermabrasion :** Given a client, the student will analyze the skin, select the proper mechanical device and perform a facial. Assessed by: In-class demonstration according to state board guidelines.

VIII. **Student Learning Outcomes:**

1. Given a model, accurately identify different skin types.
2. Given a model, complete the microdermabrasion treatment.
3. Given a model, give appropriate post treatments for the prevention of skin irritation.

## Prerequisite Checklist and Worksheet: Cosmetology 38 B – Mechanical Exfoliation

Prerequisite: Cosmetology 18; Skin Care 1

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

**Complete the Prerequisite Worksheet**

**ENTRANCE SKILLS FOR 38 B – Mechanical Exfoliation**

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Ability to complete a basic facial treatment.
B)	Describe and advise clients on skin care products and their uses.
C)	Describe and perform correct health and safety measures sanitizing and disinfecting tools and equipment.

**EXIT SKILLS FOR COSM 18 – Skin Care 1**

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Ability to complete a basic facial treatment.
2.	Describe and advise clients on skin care products and their uses.
3.	Describe and perform correct health and safety measures sanitizing and disinfecting tools and equipment.

		ENTRANCE SKILLS FOR COSM 38 B							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR COSM 18	1	x							
	2		x						
	3			x					
	4								
	5								
	6								
	7								
	8								

## Substantial Change: COSMETOLOGY 38C, Chemical Exfoliation

<b>Units:</b>	1.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Prerequisite(s):</b>	COSM 18

### I. Catalog Description

This is an advanced skin care class for students and licensed Estheticians. This class is a continuation of COSM 38B. This course provides essential theory carefully formulated to prepare a student to pass the written Cosmetology and/or Esthetics State Board Examinations. The class will focus on the chemistry of exfoliation products, the pH scale and skin analysis to determine which chemical exfoliate should be used.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Milady Standard Fundamentals Esthetics, 11, Joel Gerson, Janet D'Angelo, Sallie Deitz, and Shelley Lotz, Cengage Learning © 2013, ISBN: 13:978-1-1113-0689-2
2. Milady Standard Fundamentals Esthetics Student Workbook, 11, Jean Harrity, Cengage Learning © 2013, ISBN: 13: 978-1-1113-0691-
3. Standard Esthetics: Fundamentals Workbook, W/ Foundations Workbook, 12th, Milady, Cengage © 2019, ISBN: 978-0-357482-84-1
4. Standard Foundations W/Esthetics Fundamentals, 12th, Milady, Cengage © 2019, ISBN: 9780357263792
5. Milady Standard Cosmetology & Foundations Workbooks, 14th, Milady, Cengage © 2023, ISBN: 9780357871492
6. Milady's Standard Cosmetology & Foundations Textbook, 14th, Milady, Cengage © 2023, ISBN: 9780357871492

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Choose the proper chemical exfoliate to use on a client based on their skin analysis and existing skin conditions.
2. Explain advanced skin care topics and treatments.
3. Identify how to safely and effectively use chemical exfoliation and peels.
4. Identify the acid, alkaline, and pH relationships to chemical exfoliation and peels.

### IV. Methods of Presentation:

Critique, Group Work, Lab, Lecture and Discussion, Observation and Demonstration, Visiting Lecturers, Projects, Discussion

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	Conduct a thorough client consultation, skin analysis for chemical services.
40.000%	Introduction to chemical exfoliation and peels. Acids, alkaline and pH relationships. Light peels - superficial peeling from the stratum corneum. Enzymes, glycolic acid (30 percent or less), lactic acid (30 percent or less). Medium peels - Physician strength TCA removing entire epidermis and part of the papillary dermis. Deep peels - High strength penetrating the dermal layer - Resorcinol, phenol, TCA, glycolic (50 percent or higher), Jesner's peel (4-10 layers).
25.000%	Precautions for chemical exfoliation and peels - patch test 24-48 hours before service, read and follow the manufacturer's instructions.

	Enzyme peels - bromelain, papain, and pancreatin. Alpha hydroxy acids (AHA) - glycolic acids, lactic acids, tartaric acids, malice acids, citric acids, and mandelic acids. Beta hydroxy acids (BHA) - salicylic acids
25.000%	Contraindications - recent cosmetic surgery, laser resurfacing, chemical peels, dermabrasion, recent injectables, fillers or Botox, use of Retin-A, allergies or sensitivities to products or ingredients, pregnancy, active herpes simplex, hyperpigmentation tendencies, inflamed rosacea or acne, infectious disease, open sores or suspicious skin, sunburn or irritated skin, photosensitizing medications, other contraindicated drugs or medications.
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
25%	Class Participation
25%	Homework
25%	Final Performance
25%	Final exam
100%	Total

VII. **Sample Assignments:**

**Written Assignment:** Students will complete the Milady workbook chapter/questions on chemical peels. Students will be ready to discuss their findings in class and perform a facial with a chemical peel. Students will explore why a client history form, record card, and knowledge of contraindications are essential to review before the service.

**Chemical Peel:** Given a client, the student will analyze the skin, select the appropriate chemical peel and perform a facial. Assessed by: In-class demonstration according to state board guidelines.

VIII. **Student Learning Outcomes:**

1. Given a model, choose the appropriate chemical exfoliate to use on the different types of skin.
2. Given a model, safely apply a chemical exfoliate.
3. Given a model, give appropriate post treatments for the prevention of skin irritation and sun damage.

# Prerequisite Checklist and Worksheet: Cosmetology 38 C - Chemical Exfoliation

Prerequisite: Cosmetology 18; Skin Care 1

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

   Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)  
  X   **Complete the Prerequisite Worksheet**

**ENTRANCE SKILLS FOR 38 C - Chemical Exfoliation**

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Ability to complete a basic facial treatment.
B)	Describe and advise clients on skin care products and their uses.
C)	Identify the four skin types and common skin conditions.

**EXIT SKILLS FOR Cosmetology 18; Skin Care 1**

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Ability to complete a basic facial treatment.
2.	Describe and advise clients on skin care products and their uses.
3.	Identify the four skin types and common skin conditions.

		ENTRANCE SKILLS FOR COSM 38 C							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR COSM 18	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

## Substantial Change: COSMETOLOGY 41B, Hair Styling 4

<b>Units:</b>	1.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Prerequisite(s):</b>	COSM 11B

**I. Catalog Description**

This is an advanced hairstyling class for students who wish to be licensed for Barbering and/or Cosmetology by the State of California. This course provides an advanced approach to hair styles, including up-do's and hair extensions with styling techniques for different lengths of hair.

**II. Examples of Appropriate Text or Other Required Reading:**

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Milady Standard Cosmetology & Foundations Textbooks, 14, Milady, Cengage © 2023, ISBN: 9780357871492
2. Milady Standard Cosmetology & Foundations Workbooks, 14, Milady, Cengage © 2023, ISBN: 978-0-357482-84-1
3. Milady Standard Barbering, 6th, Milady, Cengage © 2017, ISBN: 978-1-3051-0055-8
4. Milady Standard Barbering Workbook, 6th, Milady, Cengage © 2017, ISBN: 978-1-305-10066-4

**III. Course Objectives**

Upon completion of this course, the student will be able to:

1. Consult with clients regarding various styles of up-dos for different occasions.
2. Consult with clients regarding different texture of hair.
3. Design an up-do hairstyle using proper use of small, medium and large implements.
4. Define up-do hairstyling and element of hair design that applies to short and long hair.
5. Apply ornaments and enhancements to create an up-do hair design.
6. Design an up-do hair style for a specific shape of face.
7. Design different up-do hairstyles containing braids.
8. Explain the differences between human hair and synthetic hair.
9. Examine the two basic categories of wigs.
10. Distinguish several types of hairpieces and their uses.

**IV. Methods of Presentation:**

Lab, Lecture and Discussion, Observation and Demonstration, Projects, Discussion, Critique, Visiting Lecturers, Group Work, Other: Demonstration Video Lecture Guest artist

**V. Course Content**

<b>% of Course</b>	<b>Topic</b>
20.000%	Introduction to Hair extensions Hair extension are hair additions that are secured to the base of the client's natural hair in order to add length, volume, texture, or color. Hair can be human hair , synthetic hair or a blend of the two. Braid-and Sew Method extensions are secured to the client's own hair by sewing bids or a weft onto an on-the scalp braid or cornrow, which is sometimes called the track. Lock stitch; a sewing technique used with a curved needle and thread to sew on a weft of hair to a braided cornrow track. Overcast stitch; quick stitch can be used to secure the entire length of the weft to the track. Double-lock stitch; is much like the lock stitch, but the thread is wound around the needle twice to create the double lock. Bonding Method; bonding method of attaching hair extensions, hair wefts or single strands are attached with an adhesive or bonding agent.

	<p>Fusion-Bonding Method; hair is bonded to the client's own hair with a bonding material that is activated by the heat from a special tool.</p> <p>Tape-in extensions; lightweight tape wefts that get "sandwiched" together in between client's hair.</p> <p>Linking; a hook is used to pick up a small amount of hair off a parting. A link is slid on close to the scalp with a special tool. An extension or special addition strand is inserted into the link.</p> <p>Tube Shrinking; the client's hair and the addition strand are inserted into a tube, which is then heated to shrink it.</p>
20.000%	<p>Introduction to Hairpieces</p> <p>Integration Hairpieces that has openings in the base, through which the client's own hair is pulled to blend with the natural or synthetic hair of the hairpiece.</p> <p>Toupees; a small wig used to cover the top and crown of the head.</p> <p>Fashion Hairpieces are a great salon product for special occasions or for use as fashion accessories.</p> <p>Wraparound Ponytail is a long length of wafted hair that covers 10-20 percent of the head.</p> <p>Cascading Curls is attached with combs. This hair extension attachment allows the client to have longer fuller cascading curls covering the entire top and back of the head.</p> <p>Hair Wrap mounted on an elastic loop. It is further secured to the client's own hair with hairpins.</p>
20.000%	<p>Introduction to Wigs</p> <p>Types of Wigs</p> <p>Cap whips constructed with an elasticized, mesh-fiber base to which the hair is attached</p> <p>Capless wigs also know as caps, machine-made from human or artificial hair. The hair is woven into wefts, which are long strips of hair with a threaded edge.</p> <p>Hand-tied wigs, hand-knotted wigs, made by inserting individual strands of hair into mesh foundations and knotting them with a needle.</p> <p>Semi-hand-tied wigs are constructed with combination of synthetic hair and hand-tied human hair.</p> <p>Machine-made wigs least expensive option, made by feeding wefts through a sewing machine, then stitching them together to form the base and shape of the wig.</p> <p>Taking Wig Measurements: Head Circumference; Front to Nape; Ear to Ear</p> <p>Blocking the wig; a block is a head-shaped form, usually made of canvas-covered cork or Styrofoam, on which the wig is secured for fitting, coloring, and sometimes styling.</p> <p>Putting on the Wig; Cutting Wigs; Styling the Wig; Cleaning the Wig; Coloring the Wig and Hair Additions.</p>
10.000%	<p>Infection Control Principles and Practices</p> <p>Occupational Safety and Health Administration (OSHA) the federal agency that monitors safety and health standards in the workplace.</p> <p>The braid stylist is vulnerable to daily exposure to bacteria and infection.</p> <p>Safety Data Sheets are developed to accompany the product, which forms the buyer of any potentially hazardous ingredients, usage, and safety precautions.</p> <p>Environmental Protection Agency sets high standards for manufacturers of products that claim to kill germs, fungi, or viruses.</p> <p>Hospital disinfectants are effective for killing bacteria in blood or bloody fluids on implements and surfaces.</p> <p>Tuberculocidal disinfectants are chemical agents that are known to kill the bacteria that cause tuberculosis.</p> <p>Infectious Diseases</p> <p>Bacteria; Nonpathogenic bacteria; antibiotics, Pathogenic bacteria are harmful organism that causes infection and diseases when they enter the body.</p> <p>Bacterial Infections; inflammation, contagious or communicable when it spreads form one person to another by contact.</p> <p>Viruses is a submicroscopic parasitic agent . Bloodborne pathogens are disease-causing microorganism in hum blood and other body fluids. They include hepatitis B hepatitis C and HIV . HIV/AIDS Human immunodeficiency virus is the bloodborne virus that causes acquired immunodeficiency syndrome.</p> <p>Fungi/Fungus mildew, tinea</p> <p>Parasites are living organisms that feed, grow, and thrive on or in a host organism. Scabies another contagious skin disease, caused by the itch mite.</p> <p>Immunity; Immune system; Naturally acquired immunity; Artificially acquired immunity</p>
20.000%	<p>Introduction to Hair Additions</p>



	<p>Hair additions are hair or synthetic fibers added or integrated at the base of a person's natural hair.</p> <p>Hair extensions; hair additions secured to the base of the client's natural hair to add length, volume, texture, or color.</p> <p>Wigs; an artificial head covering consisting of a network of interwoven hair fibers that offer style versatility and cover hair loss.</p> <p>Hair Addition and Wig Fibers:</p> <p>Human Fiber Hair; Remy hair also known as turned hair or cuticle hair is 100 percent human hair with an intact cuticle layer. Remy hair is the most realistic and highest quality of hair for extensions, wigs, and hairpieces.</p> <p>Virgin European hair is the most expensive and highest quality hair.</p> <p>Virgin human hair from India is silky, lightweight, lustrous and durable.</p> <p>Virgin Asian hair (Chinese hair) is naturally straight and has a luster and bounce.</p> <p>Fallen hair is shed from the head.</p> <p>Synthetic Fiber Hair; extensions and wigs made of synthetic fibers are less expensive than human hair</p>
10.000%	<p>Techniques for adding hair ornaments and enhancements for up-do's.</p> <p>Techniques for styling braids for up-do's.</p> <p>Up-do hair styles for a specific shape of face.</p> <p>Chignon, French Pleat or twist, Half Updo, and thermal waving;</p>
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation
20%	Exams/Tests
20%	Final Performance
20%	Final exam
20%	Homework
100%	Total

VII. **Sample Assignments:**

**#1:** Create a hairstyle that incorporates any of the following extension techniques; bonding, sewing tracks, I-tips, tape in extensions, and links.

**#2:** Students will complete questions in the Milady Standard Cosmetology Workbook Wigs and Hair Additions.

VIII. **Student Learning Outcomes:**

1. Given a client a student will be able to have a proper consultation regarding the hair style desired.
2. The student will be able to describe and demonstrate the proper use of sanitation and disinfection according to state board rules and regulations.
3. Given a client the student will identify and defend consideration in choosing the proper product for the hairstyle.
4. Given a client, the student will be able to describe and recommend several types of hairpieces to individual clients.
5. Student will be able to review several different methods of attaching hair extensions.

## Prerequisite Checklist and Worksheet: COSM 41B; Hair Styling 4

Prerequisite: COSM 11B; Hair Styling 1

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)  
     **Complete the Prerequisite Worksheet**

**ENTRANCE SKILLS FOR COSM 41B; Hair Styling 4**

A)	Demonstrate proper draping for wet, dry and chemical services
B)	Explain and demonstrate the purpose of finger waving
C)	Differentiate modular shapes and demonstrate the distribution of hair in square and triangular shapes for state board set.
D)	Demonstrate proper set up and use of implements employed in hairstyling.

**EXIT SKILLS FOR COSM 11B; Hair Styling 1**

1.	Demonstrate proper draping for wet, dry and chemical services
2.	Explain and demonstrate the purpose of finger waving
3.	Differentiate modular shapes and demonstrate the distribution of hair in square and triangular shapes for state board set.
4.	Demonstrate proper set up and use of implements employed in hairstyling.

		ENTRANCE SKILLS FOR (COSM 41B; Hair Styling 4)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (COSM 11B)	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

## Substantial Change: COSMETOLOGY 42, Short Hair Cutting

<b>Units:</b>	1.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Prerequisite(s):</b>	COSM 11A
<b>Proposed Start:</b>	Fall 2023

### I. Catalog Description

This class is required for all students who wish to be licensed for Barbering, Cosmetology or Hair Styling by the State of California. This class is designed to teach how to effectively and properly describe and demonstrate the many techniques of designing short hair, which will include wet and dry hair cuts, finger cutting techniques, scissors over comb hair cutting, clipper over comb hair cutting, beard trims, mustache and eyebrow shaping, blow drying and how to properly setup and maintain a Sanitary Maintenance Area necessary for all tools used.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Milady Standard Cosmetology & Foundations Textbook for Cosmetology, 14, Milady, Cengage Publishing Company © 2023, ISBN: 9780357871492
2. Milady Standard Cosmetology & Foundations Practical Workbook, 14, Milady, Cengage Publishing Company © 2023, ISBN: 9780357871492
3. Milady Standard Cosmetology & Foundations Theory Workbook, 14, Milady, Cengage Publishing Company © 2023, ISBN: 9780357871492
4. Milady Standard Barbering, 6th, Milady, Cengage © 2017, ISBN: 978-1-3051-0055-8
5. Milady Barbering Standard Exam Review, 6th, Milady, Cengage © 2017, ISBN: 9781305100671
6. Milady Standard Barbering Workbook, 6th, Milady, Cengage © 2017, ISBN: 978-1-305-10066-4

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Select an appropriate hairstyle for any facial shape
2. Determine what technique to use and how to differentiate patterns and texture of hair.
3. Use haircutting and styling instruments properly.
4. Market his/her/theirs services to their clients.
5. Master the use of hair clippers and trimmers.

### IV. Methods of Presentation:

Lab, Lecture and Discussion, Observation and Demonstration, Discussion, Field Trips, Visiting Lecturers, Other: Power Point, Video/DVD, Guest Artist

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	The student will learn how to effectively and properly describe and demonstrate how to sanitize and disinfect all tools that are used in short haircutting and learn how to effectively and properly describe and demonstrate how to maintain that condition by use of a Sanitary Maintenance Area.
10.000%	The student will learn how to effectively and properly describe and demonstrate wet haircutting and how to sanitize and disinfect all tools that are used and maintain that condition by use of a Sanitary Maintenance Area.
10.000%	The student will learn how to effectively and properly describe and demonstrate free-hand hair cuts and how to sanitize and disinfect all tools that are used and maintain that condition by use of a Sanitary Maintenance Area.

10.000%	The student will learn how to effectively and properly describe and demonstrate scissors over comb techniques and how to sanitize and disinfect all tools that are used and maintain that condition by use of a Sanitary Maintenance Area.
10.000%	The student will learn how to effectively and properly describe and demonstrate clipper over comb techniques and how to sanitize and disinfect all tools that are used and maintain that condition by use of a Sanitary Maintenance Area.
10.000%	The student will learn how to effectively and properly describe and demonstrate texturing techniques and how to sanitize and disinfect all tools that are used and maintain that condition by use of a Sanitary Maintenance Area.
10.000%	The student will learn how to effectively and properly describe and demonstrate the cutting of chemical textured hair, and how to sanitize and disinfect all tools that are used and maintain that condition by use of a Sanitary Maintenance Area.
10.000%	The student will learn how to effectively and properly describe and demonstrate the creation of guidelines and design lines within short hair cuts and how to sanitize and disinfect all tools that are used and maintain that condition by use of a Sanitary Maintenance Area.
10.000%	The student will learn how to effectively and properly describe and demonstrate blending, tapering, layering and fade techniques and how to sanitize and disinfect all tools that are used and maintain that condition by use of a Sanitary Maintenance Area.
10.000%	The student will learn how to effectively and properly describe and demonstrate beard, mustache and eyebrow shaping techniques and how to sanitize and disinfect all tools that are used and maintain that condition by use of a Sanitary Maintenance Area.
100.000%	Total

VI. **Methods of Evaluation**

<b>% of Course</b>	<b>Topic</b>
20%	Class Participation
20%	Exams/Tests
20%	Final Performance
20%	Final exam
20%	Homework
100%	Total

VII. **Sample Assignments:**

**#1:** Create a picture book for short hairstyles.

**#2:** Write a paper identifying reference points on the head form and explain their importance in haircutting.

VIII. **Student Learning Outcomes:**

1. Given appropriate tools, the student will describe and demonstrate proper sanitation and disinfection techniques. Assessed by: In class activities according to state board guidelines.
2. Given a model and appropriate tools, the student will describe and demonstrate the hairstyle chosen for any facial shape. Assessed by: In class activities according to state board guidelines.
3. Given a model, the student will describe and demonstrate the ability to select the correct tools and techniques. Assessed by: In class activities according to state board guidelines.
4. Given a model and appropriate tools, the student will describe and demonstrate the ability to explain different patterns and texture in the hair. Assessed by: In class activities according to state board guidelines.
5. Given a model and appropriate tools, the student will describe and demonstrate how to design hairstyles to enhance or camouflage facial features. Assessed by: In class activities according to state board guidelines.
6. Students will exhibit strong academic behavior as assessed by the College Honor Code of Conduct on all assignments and tests both written and practical

## Substantial Change: COSMETOLOGY 46, Nail Care 4

<b>Units:</b>	1.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Advisory(s):</b>	COSM 36
<b>Prerequisite(s):</b>	COSM 16

### I. Catalog Description

This is an advanced nail care class required for all students who wish to be licensed for Nail Care by the State of California and optional for Cosmetology students. The student will learn State Board Rules and regulations, safety techniques and sanitation for Nail Care as well as the application of gel nails, spa manicures/pedicures and 3-D nail art.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Milady Standard Cosmetology & Foundations Textbook, 14th , Milady , Cengage © 2023, ISBN: 9780357999721
2. Milady Standard Nail Technology, 8th, Milady , Cengage © 2021

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Practice Safety and sanitation rules
2. Demonstrate the proper application of gel nails
3. Demonstrate the proper application of 3-D nail art.
4. Demonstrate spa manicures and pedicures
5. Explain why you should learn about light-cured gels.
6. Describe the chemistry of gels.
7. Discover the difference between LED and UV light used to cure gels.
8. Classify the types of gels used in current systems.
9. Identify the supplies needed for gel application.
10. Explain how to store, use, and remove gels in the salon.
11. Explain the importance of electric filing for the nail technician.
12. Demonstrate electric filing techniques.
13. Explain how nail art impacts the nail technology industry.
14. Explain how nail polish can be used to create nail art.
15. Demonstrate basic techniques used in hand-painted nail art.

### IV. Methods of Presentation:

Lab, Lecture and Discussion, Observation and Demonstration, Visiting Lecturers, Projects, Group Work, Other: Demonstrations Lecture/Power Point Guest Artists Hand outs Video/DVD

### V. Course Content

<b>% of Course</b>	<b>Topic</b>
20.000%	Electric Filing for the Nail Technician Electric filing allows to shape the nails more consistently, perform more precise maintenance procedures, and refine your work more easily. Micromotor Machines; efiles, motor is located in the handpiece. RPM the speed of an electric file measured in revolutions per minute. Torque the power of the machine or its ability to keep turning when applying pressure during filing. The Anatomy of a Bit Concentric bits are balanced bits that do not wobble or vibrate; Surface smoothness, particles on the bit evenly distributed; Edges, bits that are cut with finished edges; Grits, the coarser the grit the lower the grit number; Shank, standard size for nail machines.

	<p>Types of Bits; Diamond bits; Carbide bits; Swiss Carbide bits, Silicone bits, Natural, chamois, cotton, and goat hair bits; Tapered barrel bits; French fill bits, natural nail discs; Pedicure bits; Prepper bits; Mandrel; Sanding and Arbor bands; and Jewelry and specialty bits.</p> <p>Shortening the Nails use a medium or coarse barrel bit.</p> <p>Cuticle work use a medium silicone bit on a low speed, gently remove nonliving tissue from the nail plate moving back and forth slowly from left to right .</p> <p>Shaping C-Curves, Barrel-shaped or tapered bits in any size, are best to use under the free edge to refine C-curves.</p> <p>Finishing, graduating grits are the key to finishing nails without leaving scratches.</p> <p>Buffing Oils, can enhance your finish work by reducing heat and handing dust on the surface of the bit.</p> <p>High-Shine Buffing nail enhancements can be shined with a buffing bit and buffing cream.</p> <p>Buffing Creams enhance shine when used with buffing bits</p> <p>Natural Nail Work; Never use a metal bit or sanding band on the natural nail plate.</p>
20.000%	<p>Introduction to safety techniques and sanitation;</p> <p>Never provide any type of nail service to clients with a nail infection.</p> <p>Nail Infections; No service can be performed with any signs of inflammation, swelling, pus, pain, redness, pulsing, and local fever. Refer clients to a physician.</p> <p><u>Contraindication</u> for massage; hypertension, diabetes, and circulatory conditions.</p> <p><u>Cleaning and Disinfection:</u></p> <p>Salons must always use an EPA-registered hospital disinfectant that the label claims is a broad-spectrum bactericide, viricidal, and fungicide.</p> <p>Do not apply too much nail tip adhesive.</p> <p>Nail tip cutters are specifically designed to cut tips without pressure.</p> <p>Acid-based nail primers are very effective but can cause serious and sometimes irreversible damage to the skin and eyes. Never use acid-based nail primer or any other corrosive material without wearing protective gloves and safety eyewear.</p> <p>Methyl methacrylate (MMA) is not recommended for use on nails and is illegal according to the state board rules.</p> <p>Rough filing damages both the nail plate and the underlying sensitive tissues of the nail bed.</p> <p>Overexposure determines toxicity; prolonged, repeated, or long-term exposure that can cause sensitivity.</p> <p>Acetone is frequently used to remove nail polish and to dissolve nail enhancements and other coatings. However, it is highly flammable and must be used with appropriate caution.</p> <p>Inhalation of dust can be greatly reduced by wearing a high-quality, properly fitted N-95 dust mask.</p> <p>Never use a carbide bit on the natural nail.</p> <p>Natural bits can cause heat to build on the nail quickly, lift very frequently during filing.</p> <p>Disinfectants must never be allowed to come into contact with the skin.</p>
20.000%	<p>Introduction to Light-Cured Gels</p> <p>Hard gels; traditional gels, are created to be strong enough to use to build nail extension. They are very strong and have a nonporous surface that cannot be penetrated with acetone.</p> <p>Soft gels; also known as soak-off gels, are formulated to overlay the natural nail. Easily removed with acetone.</p> <p>Bonding Gels; Gels need a primer, base gel, or bonding gel to increase adhesion to the natural nail plate.</p> <p>Building Gels are thick-viscosity gels that allow the nail technician to build an arch or extension.</p> <p>Polymer Gels, a mixture of polymer powder and hard gels.</p> <p>Pigmented Gels include color pigment, sold in small pot containers.</p> <p>Soak-Off Gel Polishes; are an alternative to traditional nail lacquers. Polishes are an example of soft gel.</p> <p>Finishing Gels; high shine used to finish the gel service.</p>
20.000%	<p>Introducing Nail Art</p> <p>Nail polish can be used to create nail art; French manicure; Color fading; Color blocking; and Marbleizing.</p> <p>Basic Techniques used in hand-painted Nail Art</p>

	<p>Round brush, liner brush, flat brush, fan brush, spotter brush, and stripe brush.  <b>BRUSH STROKES</b>; are accomplished in a variety of ways, but there are three basic techniques to master; pressure, pull, and position.          Monomer Liquid and Polymer Powder to Create 3-D Nail Art          Inlaid designs; designs inside a nail enhancement.          3-D designs; use a very dry bead of monomer liquid and polymer powder where you want the design to stand up and have crisp, clear lines.          UV and LED Gel to create an inlaid nail art design.          Embellishments are used inside a nail and or placed on top of nail for a 3-D effect.          Airbrush Machine is used to create nail art.          Stencils and Stamping have become popular way to create intricate designs quickly.          Dip System are a way to apply long-lasting color to the nail.</p>
20.000%	<p>Advanced techniques and practices of Spa Manicures and Spa Pedicures          Manicure; cosmetic treatment of the hands involving cutting, shaping, and often polishing the nails; removal of the cuticle; and softening of skin.          Waterless manicure; oil manicure, paraffin treatments          Professional Nail Products; polish remover, nail creams, lotions, oils, cuticle removers, colored polish, gel polish, base coat, nail hardener, topcoat, nail polish dryer, nail conditioners, and sunscreens.          Spa Manicures and Pedicures consist of adding steam towels, paraffin treatments, masks, and exfoliation treatments.          Avoid paraffin treatments on clients who have impairs circulation or skin irritations such as cuts, burns, rashes, warts, or eczema          Reflexology is a unique method of applying pressure to specific points on the hands or feet with the thumb and index fingers that promotes health benefits to specific part of the body.</p>
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation
20%	Exams/Tests
20%	Final exam
20%	Homework
20%	Quizzes
100%	Total

VII. **Sample Assignments:**

**#1:** Complete questions on Gel Nail Enhancements Chapter in the Milady's workbook.

**#2:** Design a nail theme in manicure, creating 3D nail art.

VIII. **Student Learning Outcomes:**

1. Given a client the student will describe and demonstrate practicing safety and sanitation rules, observe state board rules and regulations while demonstrating the proper application of gel nails.
2. Given a client the student will identify and defend a 3-D Nail art manicure
3. Given a client the student will demonstrate the proper techniques of a spa pedicure.
4. Given a client, the student will describe and demonstrate a French smile line design using hard gel.

## Prerequisite Checklist and Worksheet: COSM 46; Nail Care 4

Prerequisite: COSM 16; Nail Care 1

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	x	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

   Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)  
   **Complete the Prerequisite Worksheet**

**ENTRANCE SKILLS FOR (COSM 46; Nail Care 4)**

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	<b>Demonstrate the proper use of implements, cosmetics, and materials used in manicuring</b>
B)	<b>Recognize diseases of the nails that should not be treated in the beauty salon.</b>
C)	<b>Discuss how nails grow.</b>
D)	<b>List the various disorders and irregularities of nails.</b>

**EXIT SKILLS for (COSM 16; Nail Care 1)**

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	<b>Demonstrate the proper use of implements, cosmetics, and materials used in manicuring</b>
2.	<b>Recognize diseases of the nails that should not be treated in the beauty salon.</b>
3.	<b>Discuss how nails grow.</b>
4.	<b>List the various disorders and irregularities of nails.</b>

		ENTRANCE SKILLS FOR (COSM 46; Nail Care 4)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (COSM 16)	1	x							
	2		x						
	3			x					
	4				x				
	5								
	6								
	7								
	8								



## Substantial Change: COSMETOLOGY 48, Skin Care 4

<b>Units:</b>	1.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Prerequisite(s):</b>	COSM 18

**I. Catalog Description**

This is the fourth skin care class required for all continuing students who wish to be licensed for Esthetics by the state of California and an elective for Cosmetologists. This course will combine theoretical applications and current trends and practices in esthetics.

**II. Examples of Appropriate Text or Other Required Reading:**

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Milady Standard Cosmetology & Foundations Workbooks, 14th, Malady, Cengage © 2023, ISBN: 9780357871492
2. Milady's Standard Cosmetology & Foundations Textbook, 14th, Milady, Cengage © 2023, ISBN: 9780357871492
3. Standard Esthetics: Fundamentals Workbook, W/ Foundations Workbook, 12th, Milady, Cengage © 2019, ISBN: 978-0-357482-84-1
4. Standard Foundations W/Esthetics Fundamentals, 12th, Milady, Cengage © 2019, ISBN: 9780357263792

**III. Course Objectives**

Upon completion of this course, the student will be able to:

1. Recognize California State Board requirements for sanitation, disinfection, blood exposure, infection control, and health and safety applied to skin care.
2. Describe and demonstrate the correct application and safe use of facials with chemical exfoliants, product selection, client safety, and proper aftercare.
3. Describe and demonstrate the correct application of facials with electrical modalities, including contraindications and client safety.
4. Develop the skills necessary for the correct application of lash extensions.
5. Describe and demonstrate basic makeup application.
6. Develop skills necessary to perform derma plaining and identify contraindications of service.
7. Describe and demonstrate the proper procedure for eyelash lifts.
8. Describe and demonstrate the correct procedure for hair removal of eyebrows.

**IV. Methods of Presentation:**

Lab, Lecture and Discussion, Observation and Demonstration, Discussion, Visiting Lecturers, Other: Power Point, Hands on applications, Information and procedure sheets, Video/DVD

**V. Course Content**

<u>% of Course</u>	<u>Topic</u>
10.000%	Sanitation, disinfection, client safety, infection control, blood exposure, and State Board rules and regulations. Continued training in all areas to ensure students are practicing these with each service provided.
20.000%	Advanced mechanical and chemical exfoliant techniques. Client consultation, skin analysis, product selection, and recommendations. Describe mechanical exfoliation and chemical exfoliants. Identify how to safely and effectively conduct mechanical exfoliation and chemical exfoliation. Contraindications to mechanical and chemical exfoliation treatments.

20.000%	Advanced facial techniques with electrical modalities. Client consultation, skin analysis, product selection, after-care recommendations. Safe use of rotary brush, steamer, vacuum, galvanic current, high frequency, and spray machines. Product selection for use with electrical modalities. Identify contraindications for electrical modalities.
20.000%	Application of products to perform lash extensions, makeup, and lash lift. Patch test 24-48 hours prior to services. Various types of cosmetics and their uses. Client consultation for services - identifying clients' needs to determine the best procedure.
20.000%	Hair removal with wax. Client consultation to determine desired results. Selecting the right wax for the best results. Proper waxing techniques - pretreatment recommendations, direction of hair growth, direction of removal with different wax, and post-treatment care. Wax release forms and intake/client assessment form.
10.000%	Dermaplaning effective uses, best practices, and client safety. Informed consent form, treatment record card, post-treatment instructions. Protocol - cleanse, prep, analyze, dermaplane, and manufacturer product recommendations. Basic Dermaplane tools and setup - universal handle, choice of blade, headband, fan, sanitary maintenance area, goggles, gloves, blade remover, timer, and product.
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
25%	Class Participation
25%	Final Performance
25%	Final exam
25%	Homework: Class Assignments
100%	Total

VII. **Sample Assignments:**

**#1:** Students will complete the Milady workbook chapter/questions on eyelash lifts. Students will be ready to discuss their findings in class and plan the steps for an eyelash lift service. Students will explore why a client history form and record card are important to review before the service.

**#2:** Given a client, the student will analyze the eyelashes and select products to perform a lash lift service.

Assessed by: In-class demonstration according to state board guidelines.

VIII. **Student Learning Outcomes:**

1. Given appropriate tools the student will use and give examples of proper sanitation and disinfection techniques. Assessed by: In class demonstration according to state board guidelines
2. Given a model, the student will be able to demonstrate and defend the derma plan techniques used. Assessed by: In-class demonstration according to state board guidelines
3. Given a model, students will create and defend appropriate lash extension services. Assessed by: In-class demonstration according to state board guidelines
4. Students will exhibit strong academic behavior as assessed by the College Honor Code of Conduct on all assignments and tests both written and practical

## Prerequisite Checklist and Worksheet: Cosmetology 48 – Skin Care 4

Prerequisite: Cosmetology 18; Skin Care 1

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

**Complete the Prerequisite Worksheet**

**ENTRANCE SKILLS FOR COSM 48 – Skin Care 4**

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Ability to complete a basic facial treatment.
B)	Demonstrate cleansing routine and massage techniques used in a facial.
C)	Describe and demonstrate the correct use and procedure related to eyebrow arching.

**EXIT SKILLS FOR COSM 18 – Skin Care 1**

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Ability to complete a basic facial treatment.
2.	Demonstrate cleansing routine and massage techniques used in a facial.
3.	Describe and demonstrate the correct use and procedure related to eyebrow arching.

		ENTRANCE SKILLS FOR COSM 48							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR COSM 18	1	x							
	2		x						
	3			x					
	4								
	5								
	6								
	7								
	8								

## Substantial Change: COSMETOLOGY 48B, Advanced Make-Up

<b>Units:</b>	1.00
<b>Total Instructional Hours (usually 18 per unit):</b>	36.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Prerequisite(s):</b>	COSM 28A

### I. Catalog Description

This class is required for all students who wish to be licensed for Cosmetology and/or Esthetics by the state of California. This is an intense class in make-up application. This course will include color theory, blending make-up, the use of concealers, highlighters and contours. The application of blush, powders, lip liners, and lipstick, eye make-up techniques, and the application of new trends will also be covered. Students will learn how to determine face shapes, and work with brow pencils. Students will learn about evening glamour and high fashion make-up, special bridal looks, coordination of wedding party make-up, and how to conduct a wedding party consultation. Make-up techniques for color and black and white film and work with studio lighting are included. Introduction to Special FX makeup, including cuts and bruises. Introduction to the airbrush machine.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. The Art and Science of Professional Make-up, Place, S. C., Milady © 1990, ISBN: 978-0873503617
2. Milady's Standard Cosmetology & Foundations Textbook, 14th, Milady, Milady Publishing Company © 2023, ISBN: 9780357999721
3. Milady's Standard Esthetics: Fundamentals, 12th, Milady, Milady Publishing Company © 2023, ISBN: 9780357999745

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Identify and demonstrate an understanding of cosmetic color theory.
2. Blend make-up and use concealers
3. Understand the theory of highlighters and contouring.
4. Apply blush, powders, lip liners, lipstick and eye make-up correctly
5. Understand and identify different face shapes.
6. Apply glamour and fashion make-up.
7. Coordinate and apply wedding party make-up.
8. Understand the techniques for color and black and white film/photography make-up.
9. Describe and identify the differences between stage blood and fresh scab blood; their purposes and their applications.
10. Identify and describe the working parts of an airbrush machine

### IV. Methods of Presentation:

Lab, Lecture and Discussion, Observation and Demonstration, Visiting Lecturers, Discussion, Critique, Projects, Group Work, Individualized Instruction, Other: Power Point, Guest Artists, Video/DVD, Hand outs

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	How to use color theory when choosing cosmetics for makeup applications. Primary, secondary and tertiary colors. Warm, cool, and neutral colors. Identifying Skin Tones and Undertones. Eye color and hair color.
10.000%	Complementing Face Shapes and Features Finding visual balance of the face. Reshaping techniques for the face, eyes, eyebrows, and lips.

10.000%	<p>Understanding the effects of contouring and highlighting using foundation, cream concealer and powders.</p> <p>Drawing light to an area emphasizes features, creating a shadow minimizes them.</p> <p>Highlighting; a product lighter than the client's skin tone is placed on the high planes of the face.</p> <p>Contour; a product darker than the client's skin tone, is used to create shadows over prominent features to make them less noticeable.</p>
10.000%	<p>Foundation Chemistry</p> <p>Liquid and cream cosmetics are an emulsion of oil and water.</p> <p>Liquid foundation is primarily water but often contains an emollient such as an oil, or a silicone such as dimethicone.</p> <p>Manufactures also incorporate emulsifying agents to bind the oil, water and pigments.</p> <p>Foundations are either water based, meaning water in oil, or oil based, meaning oil in water.</p> <p>Foundations will contain aluminum to help product set quickly and produce a long-lasting matte finish.</p> <p>Cream foundations are thicker than a liquid and provide heavier coverage.</p> <p>Mineral makeup formulations are for clients with acne, rosacea, allergies, or sensitive skin.</p>
10.000%	<p>Preparation, decontamination and clean up procedures.</p> <p>Wash your hands properly before any service.</p> <p>Use a clean spatula to lightly remove product onto a clean pallet.</p> <p>Set table, drape the client, and cleanse the skin.</p> <p>Sharpen eye pencils before and after each use on every client.</p> <p>Discard all single-use items.</p> <p>Disinfect makeup brushes with makeup brush cleaner.</p> <p>Use a U.S. Environmental Protection Agency (EPA) approved disinfectant to properly cleanse multi-use utensils, chairs, and counters between clients.</p> <p>Politely refuse to perform a makeup service on any client with a suspected eye infection or any other possible infection on the face.</p>
10.000%	<p>Introducing Makeup for everyone</p> <p>Makeup is neither exclusive to one type of client nor gender-specific.</p> <p>Day time; everyday wear can be as minimal as concealing a blemish to a fuller makeup application that enhances facial features.</p> <p>Camouflaging techniques to cover acne, rosacea, hyperpigmentation, dark circles, and in-grown facial hair and minimizing oiliness.</p> <p>Makeup for Mature Skin and textured skin.</p>
10.000%	<p>Makeup Brushes, Tools, and Implements</p> <p>Standard Brushes</p> <p>Makeup Tools;</p> <p>Single use Implements</p> <p>Airbrush Machine</p>
10.000%	<p>Makeup Applications for the Camera and Special Events</p> <p>Bridal Makeup: A classic, timeless look is best for weddings.</p> <p>Bridal Makeup is a specialty- makeup service. Bridal makeup is an important part of the bride's wedding.</p> <p>Client consultation, practice makeup session before the wedding day.</p> <p>Bridal Makeup Contracts are highly recommended.</p> <p>Photography and Video Applications;</p> <p>More product, color and powder are used for print work such as newspaper or magazine ads.</p> <p>Lighting will influence the look.</p> <p>Theatrical and fantasy makeup must be seen throughout the theater, faraway from the stage, the most exaggerated type of makeup applications.</p> <p>High-definition makeup formulated with super-fine micro particles that blend into the skin to provide a flawless complexion.</p>
10.000%	<p>Special -Occasion Makeup for Eyes</p> <p>Evening Makeup requires darker color selection due to the lack of light in the evening.</p> <p>Dramatic Smoky Eyes; dark gray, dark brown, or black eyeliner and shadow; heavier mascara and band lashes are recommended.</p> <p>Products and Tools; Pencil liner, waterproof liner, colored cream liner, liquid liner brush, liquid liner foam, and gel liner.</p>

	<p>Application Methods;          Corner Application; soft daytime. Half application; eyeliner only on the outer help or three-quarters of the eye. Full application; eyeliner along the entire lashline.</p> <p>Product Guide:          Eyeshadow primers contain silicone and polymers that help eyeshadow stay in place.          Cream-to-powder shadows start out as an easy-to-blend cream and set as a lighter powder, making them great for sheer application.          Gel shadows are the newest technology of all the shadows. They can be used as liner or eyeshadow, come in more intense colors and are great for highly dramatic looks.          Pressed shadows are the best for layering colors.          Stick shadows are cream shadows in stick form.          Cream shadow are found in several types of packaging from tubes, wands, to pots.          Loose shadows usually come in small jars and a little messy.          Mineral shadows only contain minerals.          Pure pigments come in loose shadow form and are very intense colors.</p>
10.000%	<p>Introduction to Special FX makeup          Introduction to different types of stage blood consistencies, and their applications.          Introduction to bruise wheels, stipple sponges, uv makeup, water activated makeup, alcohol activated makeup and their uses.          Identifying the differences between fresh and older wounds; bruises; and injuries.          The use of scar wax; stabbing effects and creating cuts.          Introduction to character makeup ; old age; sugar skulls, and pop art makeup applications.</p>
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation
20%	Exams/Tests
20%	Final Performance
20%	Final exam
20%	Homework
100%	Total

VII. **Sample Assignments:**

**Written Assignment:** Students will complete questions on the Makeup Chapter in workbooks. Students will take written exams on disinfecting practices, makeup applications, various types of cosmetics, makeup brushes, eyeliner techniques, face shapes and features and airbrush machines.

**Practical Assignment:** Students will research optical illusion makeup, recreate or use as reference and inspiration for final makeup look. Makeup needs to include full face makeup and application of eyelashes. List makeup used to create look. Practice safety control procedures according to state board guidelines.

**Bridal Makeup Contract :** Students will create a Bridal Makeup Contract between makeup artist and client. The contract should include services, price, date, and time. Students should consider including a trial makeup application for the bride prior to the wedding. Students should also consider offering makeup services to the bridal party and groom.

p **Student Learning Outcomes:**

1. Given appropriate tools the student will describe and perform proper sanitation and disinfection techniques. Assessed by: In class demonstration according to state board guidelines
2. Given a model the student will design and defend the correct make-up techniques for the given face shape and the products used. Assessed by: In class demonstration according to state board guidelines
3. Given a model students will describe, create and defend makeup for black and white photography. Assessed by: In class demonstration according to state board guidelines
4. Students will be able to describe and identify the differences between water activated, alcohol activated, and cream makeup; and their purposes.

## Prerequisite Checklist and Worksheet: COSM 48B; Advanced Makeup

Prerequisite: COSM 28A; Skin Care 2

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)  
**Complete the Prerequisite Worksheet**

**ENTRANCE SKILLS FOR COSM 48B; Advanced Makeup**

A)	Demonstrate the correct procedure relating to eyebrow arching
B)	Perform the correct application of makeup for the State Board of California
C)	Demonstrate correct application and procedure relating to waxing and hair removal
D)	Demonstrate the correct application of individual and strip eyelashes

**EXIT SKILLS FOR COSM 28A; Skin Care 2**

1.	Demonstrate the correct procedure relating to eyebrow arching
2.	Perform the correct application of makeup for the State Board of California
3.	Demonstrate correct application and procedure relating to waxing and hair removal
4.	Demonstrate the correct application of individual and strip eyelashes

		ENTRANCE SKILLS FOR (COSM 48B; Advanced Makeup)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (COSM 28A)	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

## Distance Education: ENGLISH FOR SECOND LANGUAGE SPEAKERS 15, Conversation and Culture in the U.S.

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	54.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	3.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	108.00
<b>Transferability:</b>	
<b>Degree Applicability:</b>	Credit - Not Degree Applicable
<b>Prerequisite(s):</b>	ESL 10G and ESL 10W

### I. Catalog Description

This speaking/listening course for group "A", "B", and "C" level non-native speakers of English examines the cross cultural differences that affect communication. It prepares students to understand and speak English more clearly and fluently in pairs, groups, class discussions, interviews, panels, and speeches. Conversation techniques, vocabulary acquisition, and reading, critical thinking, and problem-solving skills are employed.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Culturally Speaking, 3, Genzel, R. and M. Graves Cummings, Heinle/Cengage Learning © 2010
2. American Ways: An Introduction to American Culture, 4, Datesman, M.,J. Crandall, and E. Kearny, Pearson © 2014, ISBN: 0131500864
3. Essential Idioms in English: Phrasal Verbs and Collocations, 5th, Dixon, R. , Pearson © 2003
4. Speaking of Values 2: Conversation and Listening, Mills, R. , Pearson/Prentice Hall © 2006
5. Now You're Talking 1 Strategies for Conversation, Bragger, J.D., Heinle Cengage © 2012, ISBN: 9781111350543

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Recognize cross-cultural issues and express their ideas, primarily in speaking but also in written sentences, concerning these issues and share their own cultural perspectives cooperatively in pairs or small groups.
2. Demonstrate correct usage of expressions for successful communication, primarily in speaking but also in written sentences.
3. Use idiomatic expressions and collocations primarily in speaking but also in written sentences.
4. Identify key information in listening passages.
5. Identify and use discourse markers in speech.
6. Use approximately 150 new vocabulary items and/or idioms primarily in conversation but also in written sentences.
7. Identify and use correct intonation, conversation patterns, and non-verbal communication.
8. Plan, organize, and deliver oral presentations on cross-cultural experiences and issues.

### IV. Methods of Presentation:

Lecture and Discussion, Other (Specify)

Other Methods: Paired and small group discussions Individual, paired and small group presentations

### V. Course Content

<b>% of Course</b>	<b>Topic</b>
15.000%	Listening Comprehension
10.000%	Conversation discourse markers
5.000%	Accent and pronunciation refinement
5.000%	Word stress and intonation patterns
20.000%	Vocabulary development



20.000%	Discussions about cultural values, culture shock, and how culture affects communication
5.000%	Non-verbal communication
20.000%	Learn to prepare and present speeches to the class
100.000%	Total

#### VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
15%	Final Project: Final speech = Final project
20%	Final exam
18%	Oral Presentation: This includes several speaking assignments.
35%	Quizzes
12%	Written assignments
100%	Total

#### VII. Sample Assignments:

**Sample Assignment #1:** Step 1: Find a partner. Step 2: Partner 1 must choose a conversation starter and ask Partner 2 about a cultural practice that is different between their country and the U.S. Partner 1 writes down the answer. Step 3: Partner 2: Now you ask your partner about a cultural difference using a conversation starter. Now you write down Partner 1's response. Step 4: Add your information about similarities and differences to the list on the blackboard. Try to use new vocabulary from the unit. Step 5: After looking at the information on the blackboard (given by all of the pairs) use the new vocabulary to write a journal entry describing those aspects of U.S. culture that most surprised you.

**Sample Assignment #2:** Step 1: You will listen and read about a featured individual in your textbook. Step 2: In a group of four, discuss new vocabulary. Step 3: Listen a second time, and this time answer comprehension questions. Step 4: Produce a unit vocabulary journal, providing the vocabulary, parts of speech, and your own unique sentences that relate to you own life.

#### VIII. Student Learning Outcomes:

1. Objectively interpret American customs, non-verbal cues, and conversational style.
2. Identify and use conversational discourse markers.
3. Exhibit strong academic behaviors: regular attendance, timeliness, participation in class activities, perseverance, and adherence to the College Honor Code.

### ESL 15 Distance Education Application

- Fully Online
- Online/Classroom Hybrid (not a delivery option when campus is closed)

#### 1a. Instructor - Student Interaction:

There will be multiple, frequent, and ongoing communication exchanges between the instructor and each student. The instructor will send out a pre-course "welcome letter" 1-2 weeks before the course begins with information about the course and how students can communicate with the instructor and expectations and parameters for student-teacher communication. The instructor will also provide instructions and support as needed for course navigation and/or information in an ongoing Q and A Discussion/Virtual Office where students can ask questions and receive assistance regarding the course. The instructor will provide on-going feedback, comments, and suggestions to assist and improve student performance in the LMS Speed Grader as well as comments shared publicly and privately in LMS Discussions, Quizzes, and Assignments. The instructor will send weekly reminders of upcoming due dates in LMS Announcements and via email. The instructor will be available to respond to students via email, LMS Inbox, and/or Zoom/Face Time office hours.

#### 1b. Student - Student Interaction:

Students will communicate with their classmates throughout the course regarding course content and everyday life in the Learning Management System and/or in live video conferencing sessions/breakout rooms. Students will participate in weekly asynchronous threaded discussions. Most discussions will require students to respond to classmates. There will

be small group and pair activities throughout the course. Students will be able to communicate with each other in a Student Lounge discussion board or a LMS chat room where they may interact with classmates regarding non-course-related topics.

**1c. Student - Content Interaction:**

Students will interact with course content on a weekly basis and will have regular opportunities to assess their comprehension of course material. Course content may be presented in PowerPoint presentations, audio and video segments, readings, textbook assignments, and other handouts. Students will engage with the course content in weekly asynchronous threaded and group discussions. Students will complete weekly writing and speaking assignments that focus on the unit’s theme. Writing assignments will be completed in the LMS via quizzes, online submission (uploading documents), text submission, and collaborative documents (Google Documents, Padlet). Speaking assignments will be completed in LMS discussions and assignments. Students will complete low-stakes formative assessments and summative assessments in the LMS quizzes.

**1d. Distance Ed Interactions:**

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	Students will interact in online discussion boards. Students will be asked to type responses as well as provide audio or video responses to prompts to practice listening and speaking.	20.00%
Videos	Links to videos will be embedded in LMS for students to learn cross cultural communication skills and to practice listening, speaking, and pronunciation skills. All videos will be close-captioned.	10.00%
Online Lecture	The instructor will present content in online lectures delivered live and/or recorded.	20.00%
Project Presentation	Students deliver prepared individual and group presentations for the class on cross-cultural themes and topics. Presentations are shared in the LMS and/or in live sessions.	20.00%
Exams	Students complete formative assessments and summative tests and quizzes in every learning module.	20.00%
Threaded Discussions	Students will interact in threaded discussions. Students will be asked to type responses as well as provide oral responses via audio or video. Students will submit comments, feedback, and/or questions to other students’ submissions.	10.00%

**2. Organization of Content:**

The course will be divided into weekly modules based on a theme from the course textbook. Each module includes an objectives and assignments page which identifies the weekly required activities, such as listening practice, vocabulary development assignments, video/audio oral responses, discussions, pronunciation practice, and quizzes.

**3. Assessments:**

% of grade	Activity	Assessment Method
12.00%	Written Assignments	Rubric with clear expectations
35.00%	Formative & Summative Quizzes	Quizzes in LMS
20.00%	Final Exam	LMS quizzes
15.00%	Final Presentation	Rubric with clear expectations
18.00%	Speaking Activities	Rubric with clear expectations

**4. Instructor's Technical Qualifications:**

Instructors should be familiar with the learning management system in place. The instructor should be knowledgeable of accessibility resources on and off-campus. Instructors should be able to use videoconferencing software. The instructor should have a facility with Microsoft Office (PowerPoint, Word) and document sharing in Google Drive, and video editing software such as Loom, Snagit, or ScreenCast. Instructors should be familiar with some third-party websites such as Quizlet, Padlet, Kahoot, and Flipgrid. Instructors will be able to access and use the publisher’s online resources and possess a willingness to stay current as technology changes.

**5. Student Support Services:**

Support services that should be integrated into the online classroom will include links to the SMC bookstore, the SMC Library, the ESL Department website, ESL Tutoring information, Student Support Services, International Counseling, Center for Wellness, Campus Police, DSPS, LMS support, and videoconferencing system support.

**6. Accessibility Requirements:**

Course Navigation: A clear homepage for the course will be established in the LMS. The homepage features HTML color-formatted banners (for page titles) and HTML color-formatted buttons to modules, information pages, etc. All unused sections of the LMS will be hidden. 2. Images and graphs: All images and graphs (not decorative) will include alternative descriptive text. 3. Content Pages will be divided into manageable sections. Each section will begin with a heading style and body text will use paragraph styles and appropriate font and color contrast when necessary. 4. Charts: Charts will include a descriptor and heading row/column titles to categorize chart information. 5. Links: Links are reformatted to have a specific name or titles (web addresses will not be used to indicate clickable links in the LMS). Web links to external pages should be formatted to open in a new browser tab or window. 6. Videos and Recorded Meetings: These files will be properly captioned and edited for grammar and accuracy.

**7. Representative Online Lesson or Activity:**

Objective: Identify key information in listening passages.

Step One: Watch a short video on cross-cultural communication.

Step Two: Take notes on the main ideas of the video.

Step Three: In your assigned LMS group, record an oral summary of the main points of the video you were assigned to watch.

Step Four: Comment and/or ask a question on one other classmate's summary. Post your comments or questions by Sunday at midnight.

## Deactivate Course: ENGLISH 80, Reading Laboratory

<b>Units:</b>	4.50
<b>Total Instructional Hours (usually 18 per unit):</b>	81.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	4.50
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	162.00
<b>Date Submitted:</b>	November 2022
<b>Transferability:</b>	None
<b>Degree Applicability:</b>	None
<b>Prerequisite:</b>	Category "C" on the English Placement Test or consent of the instructor. If ESL, a raw score of 32 or higher on the English Placement Test is required.

### Rationale

The 80 Series of remedial/developmental courses in ENGL will no longer be offered due to AB705/1705 regulations. Dept. Vote 11/18/22: 21 Yes/ 0 nay/ 1 abstain

### I. Catalog Description

This course is designed for students with below-average reading skills. The course provides a comprehensive laboratory approach to developmental reading. It is addressed primarily to students who need long-term individualized work in reading. Following assessment, an educational plan and behavioral objectives will be designed for each student. Emphasis will be placed on word attack skills and comprehension. \*Course credit may not be applied toward satisfaction of Associate in Arts Degree requirements.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. The American Heritage Dictionary, 4th ed., -, - © 2006
2. The Longman Dictionary of American English, -, - © 2008

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Demonstrate progress in reading comprehension.
2. Demonstrate an increased recognition of vocabulary words.
3. Apply word attack methods to new words.
4. Identify reading skills that still need work.
5. Read for longer periods of time with good concentration.
6. Follow both written and oral directions effectively.
7. Contribute relevant ideas to group discussions.

### IV. Methods of Presentation:

Other Methods: This is a reading class held in the Reading Lab. Instruction is individualized, self-paced and multi-sensory in approach, utilizing a variety of audio-visual materials. The role of the instructor in such a class is to monitor progress during class, adjust instructional plans when necessary, carry out one-to-one instruction, provide individualized reading assessments, conduct regular evaluation meetings with each student, coordinate small group and individualized instructions utilizing Instructional Assistants, and conduct small groups for specific skills training or discussion of readings.

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
12.500%	Diagnostic activities and Introduction to Reading Lab materials
25.000%	Work on Contract #1, completion of Level Checks, Mid-term conferences, get new contracts
25.000%	Work on Contract #2, completion of Level Checks, Mid-term conferences, get new contracts
25.000%	Work on Contract #3

12.500%	Take posttests, self and class evaluation, Final Conferences
100.000%	Total

**VI. Methods of Evaluation**

<b>% of Course</b>	<b>Topic</b>
10%	Class Participation: Participation in group meetings
25%	Class Work: Comparison of pre and post reading scores and teacher evaluation of student growth in reading skills
15%	Other: Completion of Diagnostic activities and Post testing
50%	Written assignments: Completion of 3 contracts, including Level Checks
100%	Total

**VII. Sample Assignments:**

- 1:** Course is being deactivated, no sample assignments present at time of deactivation.
- 2:** See above

**VIII. Student Learning Outcomes:**

1. The student's last contract will be at least 85% complete, demonstrating effective time management skills, as well as independent skills such as following directions, adequate focusing of the attention on the individualized program, and preparing adequately for tests
2. The student's formal post testing results, along with his/her last set of level checks, will show at least one year of growth in reading comprehension

## Deactivate Course: ENGLISH 81A, The Paragraph - Plus

<b>Units:</b>	5.00
<b>Total Instructional Hours (usually 18 per unit):</b>	90.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	5.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	180.00
<b>Transferability:</b>	None
<b>Degree Applicability:</b>	None
<b>Corequisite(s):</b>	ENGL 83A

### I. Catalog Description

English 81A is the basic introductory writing course. In class and in lab, it develops thinking skills, writing strategies, and sentence awareness as these relate to the production of paragraphs and the basic essay.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Sentence Skills, 9th Edition, Langan, John, McGraw Hill, © 2010
2. Real Skills, Anker, Susan, Bedford/St. Martin, © 2007

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Use a variety of thinking processes and prewriting techniques to generate and organize ideas into paragraphs and basic essays.
2. Follow written directions and guidelines on writing assignments, the syllabus, tests, and in the textbook.
3. Recognize the various parts of speech within sentences, recognize as well the subject and verb as main parts of the sentence.
4. Produce a well-developed paragraph with a topic sentence, adequate development, and a conclusion within a 45 minute period; the writing produced being responsive to the assignment given.
5. Recognize basic sentence patterns and structures and use this knowledge to write more effective sentences, as well as to edit drafts for errors such as fragments, incorrect verb tense, wrong verb forms, and run-on sentences.
6. Demonstrate familiarity with the terminology of writing: general vs. specific, explain, topic and thesis, describe, argue, define, and analyze; understand how these figure in to various types of writing.
7. Demonstrate the knowledge of paragraph form to produce a minimum 3-paragraph essay whose paragraphs function as introduction, body, and conclusion.
8. Recognize what each sentence means and how the sentences within a paragraph relate to each other.
9. Develop awareness of a formal audience and purpose to organize and support ideas.

### IV. Methods of Presentation:

Activity, Lecture and Discussion, Observation and Demonstration

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
50.000%	Writing Class: Prewriting activities, class discussion, reading, summarizing and in-class essay writing. Six essay and six revisions. Essays are one, three, four or five paragraphs. Lab: Drafts, journals, answers to text questions based on readings, summarizing, prewriting for paragraphs, etc
40.000%	Grammar Class: The sentence (subject and verb), sentence patterns, editing exercises for major sentence errors Lab: Some text work in all areas; group work; lab book practices and writing
7.000%	Grammar Class: The sentence (subject and verb), sentence patterns, editing exercises for major sentence errors Lab: Some text work in all areas; group work from lab book practices
3.000%	Counseling Discussion of all major semester points such as add/drop periods; counseling function; course sequences, possible placement and the function of the Mastery Testing for fall, spring, summer, or winter placement
100.000%	Total

VI. **Methods of Evaluation**

<b>% of Course</b>	<b>Topic</b>
20%	Exams/Tests: Mastery Exam, essay and grammar
10%	Final exam
50%	Papers: Paragraphs/Essays
20%	Quizzes
100%	Total

VII. **Sample Assignments:**

**1:** This course is being deactivated, no sample assignments present at time of deactivation.

**2:** See above

VIII. **Student Learning Outcomes:**

1. Students will demonstrate ability to develop an essay that is three paragraphs or more in length using various prewriting techniques and revision strategies. Essay content will display fundamental organizational skills, including the use of topic sentences and thesis statements and basic development of supporting details. Essay language will show rudimentary competency in grammar skills.
2. Students will demonstrate ability to identify parts of the sentence and revise sentence errors including run-ons, fragments, and subject and verb agreement.

## Deactivate Course: ENGLISH 81B, The Basic Essay - Plus

<b>Units:</b>	5.00
<b>Total Instructional Hours (usually 18 per unit):</b>	90.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	5.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	180.00
<b>Transferability:</b>	None
<b>Degree Applicability:</b>	None
<b>Corequisite(s):</b>	ENGL 83B
<b>Prerequisite(s):</b>	ENGL 81A

### I. Catalog Description

English 81B reinforces and continues the writing effort begun in English 81A. In class and lab formats, 81B stresses the skills necessary to write basic three paragraph essays and short summaries. Sentence skills are reviewed and expanded.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Writing Skills, Brush Up, Langan, John,, - © 0

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Students understand the functions of the various essay parts: introduction, body, and conclusion
2. In response to an assignment, they can produce a coherent, well-developed basic essay in 45 minutes
3. They can interpret written guidelines, instructions, or directions on tests, syllabi, writing assignments, and text material
4. Students can summarize material neutrally from a short article with a reasonable degree of accuracy
5. They can locate the various parts of speech and major parts of the sentence with reasonable accuracy
6. They recognize major sentence errors such as fragments, run-ons, verb tense errors as well as how to correct them
7. Students are able to produce sentences that are coherent, sentences whose parts (subjects and predicates/verbs) form a meaningful whole. Their sentences also show a variety of sentence patterning and acceptable diction
8. They are able to expand the basic form to accommodate more discussion of a thesis statement into four and five-paragraph essays

### IV. Methods of Presentation:

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Class Work Writing : Discussion of readings and various writing strategies; demonstrations which highlight essay parts; in class writing, drafting; work on summaries and how to write effective ones
20.000%	Grammar: Parts of speech, major sentence errors, and parts of the sentence with drill in all areas over the course of the semester or term; group work
5.000%	Reading: Word lists are derived from summary articles as well as text material; discussions on vocabulary and work to derive meaning from various texts
5.000%	Testing: Regular, brief exams on parts of speech, all other grammar areas Lab Work
15.000%	Reading: Reading from text selections or those provided by instructors; short articles; questions designed to encourage comprehension
10.000%	Writing: Could include summaries, journal entries, revision of essays once they have been returned
20.000%	Grammar: Primarily work from the text as well as from the small handbook compiled by the instructor; numerous exercises



5.000%	Vocabulary: Compiled from various sources such as text and articles; drill in pronunciation and usage in sentences
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
5%	Final exam
15%	Other: Summaries
20%	Quizzes
60%	Written assignments
100%	Total

VII. **Sample Assignments:**

- 1: This course is being deactivated, no sample assignments present at time of deactivation.
- 2: See above

VIII. **Student Learning Outcomes:**

## Deactivate Course: ENGLISH 83A, Reading And Vocabulary I

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	54.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	3.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	108.00
<b>Transferability:</b>	None
<b>Degree Applicability:</b>	None
<b>Corequisite(s):</b>	ENGL 81A

### I. Catalog Description

The course is designed to develop reading competence by stressing comprehension, study skills, listening, word-attack skills, and patterns of organization. It also helps the student discover techniques for life-long vocabulary expansion with emphasis on a more skillful use of the dictionary, a better understanding of word parts, and a more effective use of sentence clues.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Ten Steps to Building College Reading Skills., Langan, John, , Townsend, © 2009
2. Building Vocabulary Skills., Nist, Sherrie L., and Carole Mohr, Townsend, © 2009
3. The Absolutely True Diary of a Part-Time Indian., Alexie, Sherman. , Little Brown, © 2009

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Employ three primary vocabulary skills—use of a dictionary, knowledge of word parts, and ability to utilize context clues.
2. Identify main ideas and supporting details to demonstrate to demonstrate basic reading skills at beginning middle school level.
3. Apply study-reading techniques such as SQ3R, Cornell notetaking, outlining.
4. Use critical reading skills, such as telling fact from opinion and making valid inferences.
5. Apply time management skills.

### IV. Methods of Presentation:

Lecture and Discussion, Other Methods: Lecture, paired with group activities, multimedia presentations. In the Reading Lab portion of the course an individualized learning approach is utilized whenever possible. Through diagnostic testing, the students' vocabulary and reading levels are ascertained. They then study materials at a level of difficulty appropriate to him. In the classroom portion of the course, audio-visual aids are used by some instructors (computer programs, slide/tape programs, and overhead projectors). The class requires outside class reading and writing assignments.

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
6.250%	Course introduction Standardized assessment Student introductions Writing sample
6.250%	Previewing in reading Being a college student Time management
6.250%	Vocabulary skills: Introduction to dictionary use (practices and tests) Introduction to Reading lab and lab assignments
6.250%	Comprehension skills: Identifying the topic (practices and tests) Vocabulary skills: Dictionary use and context clues Novel, introduction Complementary Reading Lab assignments in vocabulary and comprehension
6.250%	Comprehension skills: How to find the main idea (practices and tests) Vocabulary skills: more context clues Novel, discussion of vocabulary, story line, quiz Complementary Reading Lab assignments in vocabulary and comprehension

6.250%	Comprehension skills: Location of main idea (practices and tests) Vocabulary skills: word roots Novel, quiz, discussion
6.250%	Reading Lab folder due Introduction to new Reading Lab with computer lab Comprehension skills: supporting details (practices and tests) Vocabulary skills: word roots Novel, quiz and discussion Reading Lab
6.250%	Comprehension skills: more supporting details (practices and tests) Vocabulary skills: word roots Novel, quiz and discussion Reading Lab
6.250%	Comprehension skills: Introduction to Implied main idea (practices and tests) Vocabulary skills: word roots Novel, discussion and quiz Reading Lab
6.250%	Comprehension skills: Introduction to transitions (practices and tests) Vocabulary skills: prefixes Novel, quiz, and film
6.250%	Comprehension skills: Transitions (practices and tests) Reading Lab folder due Vocabulary skills: prefixes Novel, quiz and discussion Reading Lab
6.250%	Comprehension skills: Introduction to facts and opinions (practices and tests) Vocabulary skills: suffixes Novel, discussion, and quiz
6.250%	Comprehension skills: inference skills (practices and tests) Vocabulary skills: suffixes Reading Lab
6.250%	Comprehension skills: review Vocabulary skills: review Reading Lab
6.250%	Conferencing, results of post tests discussed with each student
93.750%	Total

#### VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Homework: Successful completion of homework (at 70% or higher)
10%	Exams/Tests: Standardized pretests and posttests to measure progress
20%	Lab Reports: Successful completion of Reading Lab assignments (at 70% or higher)
30%	Projects: Reading related projects The course is offered credit/no credit. The student will maintain an average of 70% or higher on all assignments and show progress.
20%	Quizzes: Unit tests and quizzes for comprehension and vocabulary (at 70% or higher)
100%	Total

#### VII. Sample Assignments:

- 1: This course is being deactivated, no sample assignments present at time of deactivation.
- 2: See above

#### VIII. Student Learning Outcomes:

1. The student will achieve a score of 70% or better on the Common Reading Exam at the end of the semester
2. The last Reading Laboratory assignment will be at least 70% complete, demonstrating effective independent learning skills.

## Deactivate Course: ENGLISH 83B, Reading and Vocabulary II

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	54.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	3.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	108.00
<b>Transferability:</b>	None
<b>Degree Applicability:</b>	None
<b>Corequisite(s):</b>	ENGL 81B
<b>Prerequisite(s):</b>	ENGL 83A

### I. Catalog Description

This course is for students who have earned credit in English 83A, but who need further development in vocabulary and comprehension skills, especially using context clues, drawing inferences, and distinguishing between fact and opinion. In addition, students focus on monitoring their reading, strengthening time management based on the evaluation of their performance in English 83A, and improving study-reading techniques, such as mapping.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Groundwork for College Reading, 4th ed., Langan, John, ed. , Townsend, © 2007
2. Groundwork for a Better Vocabulary, 3rd., ohnson, Beth, Carole Mohr, and Janet M. Goldstein. Townsend, © 2004
3. No Way Out. Ed. Paul Langan., Kern, Peggy, Townsend, © 2009
4. Search for Safety. Ed. Paul Langan, Langan, John., Townsend, © 2009

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Identify main ideas and supporting details.
2. Recognize implied main ideas and distinguish between major and minor details.
3. Utilize metacognitive strategies such as previewing and schema building.
4. Develop inferential skills in drawing conclusions and distinguishing between fact and opinion.
5. Utilize context clues in longer units of reading (i.e., full paragraphs).
6. Demonstrate an increase in vocabulary of 1-2 years.
7. Utilize study-reading techniques such as mapping.
8. Strengthen time management skills based on evaluation of performance in 83A.

### IV. Methods of Presentation:

Other Methods: In the classroom portion of the class, instructors introduce a reading strategy and model it. Often instructors utilize audio-visual aids such as Power Point presentations, overhead projectors, and various functions of the Tegrity Cart to support their introductions. Students do guided practice of the strategy with feedback from classmates and the instructor. Readings and written exercises outside of class provide the students with appropriate practice of the reading strategies, as well as allowing for metacognitive insights into each student's learning style. Two hours a week, each student works on an individualized reading program in the Reading Laboratory, where computer software is commonly utilized. The program is based on the results of diagnostic testing which is administered during the first weeks of class by the instructor. In the Lab, teaching assistants are available for guidance and evaluation.

### V. Course Content

<b>% of Course</b>	<b>Topic</b>
6.250%	Course introduction Standardized assessment Student introductions Writing sample
6.250%	Being a better college student Time management based on evaluation of performance in 83A
6.250%	Vocabulary skills: Context clues in sentences (practices and tests) Introduction to Reading lab and lab assignments

6.250%	Comprehension skills: Reinforce identifying the topic and main idea (practices and tests) Vocabulary skills: Review dictionary skills, with an emphasis on parts of speech Novel, introduction Complementary Reading Lab assignments in vocabulary and comprehension
6.250%	Comprehension skills: Distinguish between major and minor details (practices and tests) Introduction to Study Skills (mapping) Vocabulary skills: Context clues in complete paragraphs, part 1 Novel, discussion of vocabulary, story line, quiz Complementary Reading Lab assignments in vocabulary and comprehension
6.250%	Comprehension skills: Reinforce understanding of implied main idea (practices and tests) Vocabulary skills: Context clues in complete paragraphs, part 2 Novel, quiz, discussion
6.250%	Reading Lab folder due Introduction to new Reading Lab work with reading software Comprehension skills: Reinforce understanding of transitions (practices and tests) Vocabulary skills: Context clues in longer reading selections, part 1 Novel, quiz and discussion Reading Lab
6.250%	Comprehension skills: Review of transitions (practices and tests) Vocabulary skills: Context clues in longer reading selections, part 2 Novel, quiz and discussion Reading Lab
6.250%	Comprehension skills: Distinguishing between fact and opinion (practices and tests) Vocabulary skills: Integrating decoding, context clues, and root/affixes to learn new vocabulary words (word attack skills) Novel, discussion and quiz Reading Lab
6.250%	Comprehension skills: Study skills (mapping) Vocabulary skills: Continue integration of word attack skills Novel, quiz, and film
6.250%	Comprehension skills: Study skills (note taking) Reading Lab folder due Vocabulary skills: Continue integration of word attack skills Novel, quiz and discussion Reading Lab
6.250%	Comprehension skills: Inference (practices and tests) Vocabulary skills: Continue integration of word attack skills Novel, discussion, and quiz
6.250%	Comprehension skills: Drawing conclusions (practices and tests) Vocabulary skills: Application of word attack skills Reading Lab
6.250%	Comprehension skills: Summary writing Vocabulary skills: review Reading Lab
6.250%	Comprehension skills: Introduction to stylistic differences and irony in English 84R Reading Lab folder due Standardized post assessment Review for final exam
6.250%	Conferencing, results of post tests, and final exam
100.000%	Total

#### VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
100%	Class Participation: This course is being deactivated. No data existed in this field prior at time of deactivation. See "Additional Assessment Information" below for historical assessment info.
100%	Total

#### VII. Sample Assignments:

- 1: This course is being deactivated, no sample assignments present at time of deactivation.
- 2: See above

#### VIII. Student Learning Outcomes:

1. The student will achieve a score of 70% or better on the Common Reading or demonstrate at least one year of growth in reading comprehension when initial scores on reading measures and final scores are compared
2. The student will demonstrate, through discussion with or writing to the teacher, that he/she comprehends the level at which he/she is reading, and how much further preparation will be required in order to advance to the "B" level of reading

## Deactivate Course: ENGLISH 84R, Reading and Vocabulary III

<b>Units:</b>	3.50
<b>Total Instructional Hours (usually 18 per unit):</b>	90.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	3.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	2.00
<b>Outside-of-Class Hours:</b>	108.00
<b>Transferability:</b>	None
<b>Degree Applicability:</b>	None
<b>Prerequisite(s):</b>	ENGL 83A, ENGL 83B

### I. Catalog Description

This course is designed to further develop reading comprehension, reading rate, study-reading methods, and vocabulary. The course focuses on analytical skills, including identifying patterns of organization and applying inferential skills. Students will also develop critical reading skills, including focusing on the author's purpose and tone.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Ten Steps to Improving College Reading Skills., Langan, John, ed., Townsend © 2009
2. Improving Vocabulary Skills, Nist, Sherrie L., Townsend © 2009
3. Night., Wiesel, Elie. , Hill and Wang, © 2006

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Employ literal and inferential comprehension skills beyond eighth grade reading level
2. Demonstrate inferential and critical thinking—with special focus on author's purpose and tone
3. Demonstrate an increase in vocabulary of 1-2 years
4. Demonstrate reading and writing vocabulary at a higher academic level
5. Utilize comprehension and vocabulary strategies to improve reading rate
6. Compose a summary of beginning high school level reading text that identifies the thesis and key supporting details
7. Summarize with 70% comprehension
8. Develop metacognitive strategies
9. Apply reading skills, including how to approach different types of text

### IIIb. Arranged Hours Objectives:

Upon completion of this course, the student will be able to:

1. Vocabulary and comprehension development with RFU program at 70% competency.
2. Improvement of reading rate by 70% with Ultimate Speed Reader Program
3. Remediation of Langan chapters with tutorial assistance for 70% competency on evaluations

### IV. Methods of Presentation:

Discussion, Lab, Lecture and Discussion, Other Methods: Individual and group work. Reinforcement of concepts through homework and reading lab assignments. Class and reading lab work utilizing reading materials from the lab as well as computer software.

### IVb. Arranged Hours Instructional Activities:

Other Methods: Reading Center two hours per week using RFU and Ultimate Speed Reader program by arrangement. Students scoring below 70% on Langan chapter examinations will be required to complete an alternate examination with 70% competency with the assistance of a lab tutor.

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
5.000%	Course introduction Standardized Assessment Student Introductions Writing Sample

5.000%	Previewing, Prediction, and Metacognition in Reading Being a College Student (survey, brainstorm/group activity) Time Management Highlighting Cornell Notetaking
20.000%	Vocabulary Skills: Review of Dictionary Use (practices and tests) Vocabulary in Context, Root Words, Prefixes, Suffixes Weekly Vocabulary Development from Textbook and Evaluations Weekly Vocabulary Development from Assigned Reading(s) and Evaluations Review
25.000%	Introduction to Reading Lab and Assessment Weekly RFU Program Assignments Weekly Ultimate Speed Reader Assignments Remediation of Langan Chapters (as needed)
40.000%	Comprehension Skills (from practices and tests in Langan text): Main Idea Supporting Details Inferences Implied Main Idea Fact and Opinion, Purpose Tone Transitional Words and Phrases Patterns of Organization From the Reading(s): Identification of factual and Inferential Material Summarizing Journals Analysis, Discussion, and Evaluation of Objective and Subjective Questions
5.000%	Conferencing with students regarding post-test results
100.000%	Total

**VI. Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
10%	Exams/Tests: Standardized pretests and posttests to measure progress
15%	Homework: Successful completion of homework (at 70% or higher) Optional: rate tests The course is offered credit/no credit. The student will maintain an average of 70% or higher on all assignments and show progress.
25%	Lab Reports: Successful completion of Reading Lab assignments (at 70% or higher)
40%	Quizzes: Unit tests and quizzes for comprehension and vocabulary (at 70% or higher)
10%	Written assignments: Student's summaries of readings and/or a reader's response journal
100%	Total

**VII. Sample Assignments:**

- 1:** This course is being deactivated, no sample assignments present at time of deactivation.  
**2:** see above

**VIII. Student Learning Outcomes:**

1. The student will achieve a score of 80% or better on the Common Reading Exam at the end of the semester
2. The student, starting at middle school reading level, will show one to two years gain in reading comprehension.

## Deactivate Course: ENGLISH 84W, The Basic College Essay

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	72.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	3.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	1.00
<b>Outside-of-Class Hours:</b>	108.00
<b>Transferability:</b>	None
<b>Degree Applicability:</b>	None
<b>Prerequisite(s):</b>	ENGL 81A, ENGL 81B

### I. Catalog Description

English 84W focuses upon the basic college essay and the prewriting techniques useful to its creation. Varieties of essays are studied as are those sentence skills that aim to locate and correct major sentence errors. The lab is arranged by the student and done on a weekly basis.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Real Writing with Readings, Anker, Susan., Bedford/St. Martin's © 2007
2. Food Rules, Pollan, Michael. , Penguin © 2009
3. Stewart Pidd Hates English, Pollitt, Gary., Oceanside: Attack the Text Publishing Co. © 2010
4. Paraphrase Progressions and Summary Secrets, Pollitt, Gary., Oceanside: Attack the Text Publishing Co © 2010

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Read a set of directions for an essay assignment and demonstrate comprehension of the instructions by following them when writing the essay.
2. Use prewriting strategies to produce a basic college essay that is responsive to the instructor's assignment
3. Generate a suitable thesis, place it correctly, and develop it within the five-paragraph framework.
4. Describe the structural pattern of an essay and demonstrate the function of each component in organizing an essay.
5. Recognize the need for adequate development, especially in the body of the paragraph, and revise texts in order to demonstrate this.
6. Read, summarize, and paraphrase texts whose reading grade level is in the middle and high school grade range with reasonable accuracy for the purpose of writing and discussion.
7. Locate major sentence parts such as subjects, verbs, direct objects, and subject complements.
8. Use conjunctions to combine ideas and to prevent sentence fragments
9. Use commas in a variety of situations, including series, compound sentences, and introductory modifier units.
10. Use revision strategies in developing an essay.
11. Use data, quotations, or information from outside sources such as news articles to support an argument.

### IIIb. Arranged Hours Objectives:

Upon completion of this course, the student will be able to:

1. Utilize critical thinking skills to prepare for writing tasks
2. Apply writing skills to real world experiences and everyday problem solving

### IV. Methods of Presentation:

Discussion, Lecture and Discussion, Other Methods: overheads, video, etc. Small group and paired activities within the class. Overseeing the lab work for the arranged – hour lab.

### IVb. Arranged Hours Instructional Activities:

Other Methods: 1. Students will write research paper in which they are required to complete weekly tasks designed by the instructor that will build up to a 4 to 8 page essay that includes information from personal interviews and observations and has photographs, maps, and/or graphs attached. Research Paper Assignment: What is a problem or deficiency in your immediate community that you would like addressed? What is a possible solution for



that issue? The lab project is provided in step-by-step lesson in the English 84W lab book. Each week, the lab book has an assignment which is to be completed by the student and checked by a lab assistant. The weekly lab modules break down the final lab essay into 15 steps, including data collection, summarizing, note-taking, brainstorming, outlining, paraphrasing, footnoting, and converting notes into rough drafts and finished drafts. The final product is a typed paper of four pages or more addressing an independently selected research question in a clearly stated thesis. In writing the essay, each student has to follow a specific format, analyze data, and draw conclusions regarding the research question. 2. Complete summary and paraphrase activities out of the Paraphrase Progressions and Summary Secrets textbook. 3. Complete grammar exercises out of the Stewart Pidd Hates English textbook. 4. Create a formal outline for a given essay assignment. 5. Peer edit the rough draft of a given essay assignment by exchanging papers with a partner in the lab. Follow the peer editing guidelines given by the instructor. 6. Read a given article and write a one-paragraph summary about that article. 7. Brainstorm ideas for a given essay assignment and organize those ideas into a graphic organizer or chart, as given/explained by the instructor.

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
6.000%	Orientation and diagnostic essay, review of writing process and basic essay form
6.000%	The writing process: a review of essay structure essay ( 3 paragraphs) and walk through writing process, preview the week's lab
6.000%	Continue with review of Essay 1, review editing and final copy standards, begin grammar review (sentence parts), preview the lab
6.000%	Discuss Essay 1 effort, begin work on Essay 1A (5-paragraph), preview the lab
6.000%	Turn in Essay 1 and 1A. Distributed article. Read, discuss, and paraphrase distributed article; review summary needs, preview the lab.
6.000%	Turn in College Essay 2, recap work done in essay and in summary, review verb areas such as tense and agreement
6.000%	Return Essay 2 and discuss, cover parallelism and series rule, review verb issues, preview the lab
6.000%	Read, discuss new article, assign Essay 3 and gather ideas, review parallelism and series rule, preview the lab
6.000%	Turn in Essay 3, review and test parallel and series, introduce modifiers and comma rule, 1st In Class Essay, (45 minutes)
6.000%	Return Essay 3, discuss effort, review modifiers and comma rule, in text focus on essay needs, preview the lab
6.000%	Distribute an article to all 84W students; read and discuss Common Essay 4. All 84W students practice in class writing. Preview the lab
6.000%	Focus on misuse of comma leading to splice error, work in text on strong essays, preview the lab
6.000%	Distribute article and discuss, review, and test modifiers and comma, assign editing work on misuse of comma, preview the lab
6.000%	Begin College Essay 5 ( no revisions), review of all commas used to date, work on editing, preview the lab
6.000%	Preview material needed for final; Essay 5 will be turned in. FINAL EXAM
90.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
10%	Exams/Tests: Tests, quizzes. 65% accuracy on 80% of tests administered
5%	Final exam: Final exam is mandatory
10%	Homework: Class work; homework. At least 70% completed Note: Attendance continues to be a factor but in a different way from that in 81A or 81B. Because the 84W lab is an arranged one,

	absences focus upon the classroom. The general rule of absence continues to be 2 weeks total, allowing 4 absences (non-consecutive) from class.
30%	Lab Reports: LAB Projects (13-14 depending upon holidays). At least 12 completed with a check/check minus mark.
45%	Written assignments: Writing Projects (five 5 paragraphs). All completed with no less than check/check minus mark
100%	Total

**VII. Sample Assignments:**

- 1:** This course is being deactivated, no sample assignments present at time of deactivation.  
**2:** see above

**VIII. Student Learning Outcomes:**

1. Students will demonstrate ability to develop an essay that is five paragraphs in length at minimum, using various prewriting techniques. Essay content will display competent organizational skills, including the use of topic sentences and thesis statements and adequate development of supporting details. Essay language will exhibit competency in basic grammar skills.
2. Students will demonstrate ability to develop an essay that is five paragraphs in length at minimum, using various prewriting techniques. Essay content will display competent organizational skills, including the use of topic sentences and thesis statements and adequate development of supporting details. Essay language will exhibit competency in basic grammar skills.
3. Students will demonstrate ability to identify parts of the sentence and revise sentence errors including run-ons, fragments, pronoun agreement, and subject and verb agreement. Students will also show competency in using proper verb tenses and various marks of punctuation.
4. Students will demonstrate ability to identify parts of the sentence and revise sentence errors including run-ons, fragments, pronoun agreement, and subject and verb agreement. Students will also show competency in using proper verb tenses and various marks of punctuation.

## Deactivate Course: ENGLISH 85, Reading and Writing 1

<b>Units:</b>	6.00
<b>Total Instructional Hours (usually 18 per unit):</b>	144.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	5.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	3.00
<b>Outside-of-Class Hours:</b>	180.00
<b>Transferability:</b>	None
<b>Degree Applicability:</b>	None

### I. Catalog Description

This course is designed to improve basic reading and writing skills necessary for college success. Students will develop reading comprehension, vocabulary, patterns of organization, and inferential techniques, and employ these skills in the prewriting and writing process. The integration of reading and writing enables students to apply what they have read to the writing process, starting with the paragraph and expanding to the basic essay. The course requires classroom work, lab work and homework. English 85 is offered as a credit/ no credit class.

### II. Examples of Appropriate Text or Other Required Reading:

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Ten Steps to Building College Reading Skills, 4th ed., Langan, John. , Townsend, © 2005
2. Sentence Skills with Readings, 4th ed., Langan, John and Paul Langan, McGraw-Hill, © 2009
3. Building Vocabulary Skills, 4th ed., Nist, Sherrie L., Townsend © 2009
4. Writing Lab Workbook, Santa Monica College, Santa Monica College © 2011
5. Longman Dictionary of American English, 4th ed., -, - © 2008
6. A Lesson Before Dying, Gaines, Ernest., Vintage Books, © 1994

### III. Course Objectives

Upon completion of this course, the student will be able to:

1. Employ primary basic vocabulary skills, including use of a dictionary, knowledge of word parts, and the ability to utilize context clues
2. Identify main ideas and supporting details to demonstrate basic reading skills.
3. Utilize critical thinking skills, such as distinguishing fact from opinion and applying inferential skills
4. Apply time management, text highlighting, outlining, and Cornell note-taking skills to course content.
5. Use a variety of prewriting techniques and comprehension of the readings to generate and organize ideas into paragraphs and basic essays.
6. Write a thesis statement with a specific focus.
7. Develop a thesis statement into a full paragraph with support.
8. Recognize various parts of speech.
9. Develop punctuation skills, recognizing and correcting errors such as fragments and run-ons.
10. Demonstrate the ability to follow instructions on tests and written assignments.
11. Based on a response to a specific reading, produce a well-developed paragraph with a topic sentence, adequate development, and a conclusion within a forty-five minute period.
12. Based on a response to a specific reading, produce a basic essay, with introduction, body and conclusion, in eighty minutes.

### IIIb. Arranged Hours Objectives:

Upon completion of this course, the student will be able to:

1. Apply reading skills listed in the course objectives
2. Develop independent skills related to course objectives in English

### IV. Methods of Presentation:

Lecture and Discussion, Activity, Discussion, Lab, Other Methods: small group, paired activities. n the classroom, audio visual aids (e.g. computers, digital projectors, etc.) may be used by some instructors. Reading Lab time will be arranged by the student. An individualized learning program (RFU) will begin with a diagnostic test that places each student at the appropriate level of difficulty. Some instructors may opt for other lab activities. The class also requires outside reading and writing assignments. The Writing Lab is attended by all students at a specific time. Lab workbook activities will be assigned by the instructor. The instructor may also supplement workbook activities with instructor-initiated writing assignments (e.g. paragraph and essay revision, journals, etc.).

**IVb. Arranged Hours Instructional Activities:**

Activity, Directed Study (independent study and internships), Other Methods: Directed study using "Reading for Understanding" computer reading program Vocabulary building activities: vocabulary cards and dictionary exercises

**V. Course Content**

<u>% of Course</u>	<u>Topic</u>
35.000%	Paragraphs and Essays: Reading, Journaling, Prewriting, Drafts, Revisions.
30.000%	Sentence skills, vocabulary, comprehension skills.
5.000%	Reading comprehension guided by rubric for Common Reading assessment
5.000%	Writing in response to a prompt guided by rubric for Common Essay assessment
25.000%	Reading and Writing Lab Activities: Writing Lab workbook, Mastery Test, RFU
100.000%	Total

**VI. Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
5%	Class Participation: Active Participation Actual percentage distribution will vary from instructor to instructor. The course is offered as credit/no credit. The student must maintain an average of 70% or higher on all assignments and show progress
25%	Lab Reports
10%	Other: Common Reading
10%	Papers: Common Essay
20%	Quizzes: Quizzes and essays
30%	Written assignments: Paragraphs/Essays
100%	Total

**VII. Sample Assignments:**

**#1:** Students develop techniques for differentiating main ideas and supporting details, and then apply these techniques by writing their own paragraphs based on an analysis of a reading. In small groups, students are given instructor generated sample model paragraphs developed from their reading and are assigned to locate main ideas and supports for each model. After discussion, the students are then given two new instructor-generated main ideas from their reading and individually complete each paragraph by supplying supporting details. Students then peer evaluate paragraphs.

**#2:** Students develop strategies to differentiate fact from opinion and then generate their own examples. After a discussion in class, the instructor demonstrates from a passage of their reading the development of questions of fact and questions of opinion. Students are then assigned specific pages from their reading and asked to develop five fact and five opinion questions. These unlabelled questions are analyzed in small groups where they work to divide the questions into the two categories. Then, as a large group they share out their category results and answers to the questions.

**VIII. Student Learning Outcomes:**

1. Using a specific reading selection, students will demonstrate the ability to develop an essay that is three paragraphs in length at minimum, employing various prewriting techniques. Essay content will demonstrate an adequate understanding of the reading. It will display basic organizational skills, including the use of thesis statement, topic sentences, and adequate development
2. Students will achieve a score of 70% or better on the Common Reading Exam.
3. Students will demonstrate the ability to identify parts of speech and revise sentence errors including run-ons, fragments, and subject-verb agreement.
4. The student will learn new words and improve in reading comprehension based upon results of a pre- and post-tests.