



1900 Pico Boulevard Santa Monica, CA 90405  
310.434.4611

# Curriculum Committee Agenda

Wednesday, October 4, 2023, 3:00 p.m.  
Drescher Hall, Loft (3<sup>rd</sup> Floor, Room 300-E)

**Guests and members of the public may attend via Zoom:**  
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](https://cccconfer.zoom.us/j/96386192571)

**Members:**

Sal Veas, <i>Chair</i>	Susan Caggiano	Aileen Huang	Scott Silverman
Dione Carter, <i>Vice Chair</i>	Javier Cambron	Alex Ibaraki	Briana Simmons
Bren Antrim	Lisa Collins	Sharlene Joachim	Lydia Strong
Jason Beardsley	Rachel Demski	Jacqueline Monge	Audra Wells
Mary Bober	Susan Fila	Estela Narrie	Associated Students Rep
Fariba Bolandhemat	Christina Gabler	Redelia Shaw	Associated Students Rep
Walter Butler	Walker Griffy		

**Interested Parties:**

Stephanie Amerian	Nathaniel Donahue	Cecilia Jeong (A.S.)	Esau Tovar
Clare Battista	Kiersten Elliott	Matt Larcin	Guadalupe Salgado
Maria Bonin	Tracie Hunter	Stacy Neal	Olivia Vallejo
Department Chairs	Maral Hyeler	Patricia Ramos	Tammara Whitaker
Nick Chambers			

**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 .....	3
V. Chair’s Report	
VI. Information Items	
1. Instructional and Universal Designer Presentation: Matt Larcin	
2. Curriculum Institute Recap	
• <a href="#">CalGETC</a>	
○ <a href="#">General Education – Three Pathways</a>	
• <a href="#">AB 1111</a>	
• <a href="#">IDEAA/DEIA</a>	
○ <a href="#">Chaffey College COR DEIA Guide</a>	
3. Curriculum Orientation ( <i>continued</i> )	
• Printed agendas	
• Meetings and related actions	
• Brown Act Requirements	
• Past Practices	
( <i>Non-Substantial Changes</i> )	
4. COM ST 37 Intercultural Communication	
5. COSM 38 Skin Care 3	
VII. Action Items	
( <i>Courses: Substantial Changes</i> )	
a. COM ST 11 Elements of Public Speaking (changed: course description, SLOs, course objectives/ content, methods of presentation, methods of evaluation, textbooks, sample assignments) .....	6
b. COSM 48B Make-Up (changed: course name (was Advanced Make-Up), course description, changed prerequisite from COSM 28A to COSM 18, SLOs, course objectives/content, sample assignments).....	8
c. COSM 77 Barbering (changed: course description, changed prerequisite from “Possession of a cosmetology license or Completion of 1,250 hours in barbering coursework, COSM 31A” to “Completion of a cosmetology program or possession of a cosmetology license or COSM 11A”, course content, methods of evaluation) .....	12
d. COSM 78 Barbering 2 (changed: course description, hours/units (from 0.5 lecture/1.5 lab/1 unit to 1 lecture/3 lab/2 units), changed prerequisite from “Possession of a cosmetology license or COSM 50A and Completion of 1,250 hours in barbering coursework” to “COSM 11A or Completion of a cosmetology program or possession of a cosmetology license.”), SLOS, course objectives, course content, methods of evaluation) .....	15
( <i>Programs: New</i> )	
e. Barbering AS/Certificate of Achievement.....	18
( <i>Programs: Revisions</i> )	
f. Sustainable Materials Management AS/Certificate of Achievement.....	36
• Changed program name (was “Recycling and Resource Management”), catalog description	
g. 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, Dione Carter, and Rachel Demski by email if you are unable to attend this meeting.  
**The next Curriculum Committee meeting is October 18, 2023.**



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

Wednesday, September 20, 2023, 3:00 p.m.  
Drescher Hall, Loft (3<sup>rd</sup> Floor, Room 300-E)  
Zoom (guests/members of the public)

**Members Present:**

Sal Veas, <i>Chair</i>	Walter Butler	Aileen Huang	Redelia Shaw
Dione Carter, <i>Vice Chair</i>	Javier Cambron	Alex Ibaraki	Scott Silverman
Bren Antrim	Rachel Demski	Sharlene Joachim	Briana Simmons
Mary Bober	Christina Gabler	Estela Narrie	Audra Wells
Fariba Bolandhemat			

**Members Absent:**

Jason Beardsley*	Lisa Collins*	Walker Griffy	Lydia Strong
Susan Caggiano*	Susan Fila	Jacqueline Monge*	

*\*Attended via Zoom – members of the committee unable to attend in-person may join as a guest on zoom but cannot move or vote on action items.*

**Others Present:**

Ashanti Blaize-Hopkins	Koda Kol	Vicky Seno	Olivia Vallejo
Jennifer Hsieh	Steven Sedky	Howard Stahl	

*(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 3:06 pm. Motion to approve the agenda with revision to remove CS 320 action items (new course and DE – VII. b. and VII. I.) per the department for further revisions.

**Motion made by:** Scott Silverman; **Seconded by:** Dione Carter

The motion passed unanimously.

**II. Public Comments**

None

**III. Announcements**

The next [Race Relay](#) will be happening tomorrow – Thursday, September 21 at 6:00 pm in the new Student Equity Center (SMC Main Campus, Cayton Building, Lower Level) Race Relay sessions are planned for every third Thursday of the month!

**IV. Approval of Minutes**

Motion to approve the minutes of September 6, 2023 with no revisions.

**Motion made by:** Scott Silverman; **Seconded by:** Estela Narrie

The motion passed unanimously.

**V. Chair’s Report**

Academic Affairs is announcing an opportunity for faculty intended to support academic departments around student learning outcomes assessment and improvement.

Specifically, Academic Affairs would like to support our Curriculum representatives (or a delegate) with reassigned time to assist departments in discussions of course-level and program-level student learning outcomes. The supported faculty would be “SLO Ambassadors” and work in concert with the also anticipated new position of SLO Coordinator, a job that is described in our Core Inquiry response and expected to be recruited to begin this spring. The Ambassadors would also begin in the spring, and possibly in Winter with some supported training. For the spring 2024 term, each SLO Ambassador would receive 3 LHE of reassigned time. Academic Affairs has consulted with and has the support of the Academic Senate and Faculty Association on this proposal.

More information coming soon.

## VI. Information Items

1. Curriculum Institute Recap
  - [CalGETC](#)
    - [General Education – Three Pathways](#)
  - [AB 1111](#)
  - [IDEAA/DEIA](#)
    - [Chaffey College COR DEIA Guide](#)
2. Curriculum Orientation (*continued*)
  - Meetings and related actions
  - Brown Act Requirements
  - Past Practices

*Due to time constraints, the information items (Curriculum Institute recap and a continuation of the curriculum orientation) will be moved to the October 4, 2023 meeting.*

## VII. Action Items

*It was determined to be most effective to have this meeting act as a “first-read” of the upper-division CS courses by the committee, allowing members to provide feedback, ask questions, and submit notes. The department will make revisions and return with the courses at the October 18, 2023 meeting. No motions/ actions were taken.*

*(Courses: New)*

- a. CS 310 Cloud Systems Programming
- b. CS 320 Cloud Developer
- c. CS 325 Ethics for IT Professionals (Prerequisite: ENGL 300)
- d. CS 330 Cloud Operations Technologies and Tools (Prerequisite: CS 320)
- e. CS 340 System Virtualization Fundamentals (Prerequisite: CS 310)
- f. CS 350 Collaboration Technologies and Tools
- g. CS 405 Cloud Capstone I (Prerequisite: CS 330)
- h. CS 410 Cloud Capstone II (Prerequisite: CS 405)
- i. CS 440 Cloud Patterns (Prerequisite: CS 330)
- j. CS 450 Cloud Certification Bootcamp (Prerequisite: CS 330)

*(Courses: Distance Education)*

- k. CS 310 Cloud Systems Programming
- l. CS 320 Cloud Developer
- m. CS 325 Ethics for IT Professionals
- n. CS 330 Cloud Operations Technologies and Tools
- o. CS 340 System Virtualization Fundamentals
- p. CS 350 Collaboration Technologies and Tools
- q. CS 405 Cloud Capstone I
- r. CS 410 Cloud Capstone II

- s. CS 440 Cloud Patterns
- t. CS 450 Cloud Certification Bootcamp

*(Programs: Revisions)*

- u. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda  
*No courses were moved this meeting; no programs changing as a result.*

**VIII. New Business**

None

**IX. Old Business**

None

**X. Adjournment**

Motion to adjourn the meeting at 5:15 pm.

**Motion made by:** Scott Silverman; **Seconded by:** Dione Carter

The motion passed unanimously.

## Substantial Change: COMMUNICATION STUDIES 11, Elements of Public Speaking

<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>Date Submitted:</b>	April 2023
<b>Transferability:</b>	Transfers to CSU, UC
<b>IGETC Area:</b>	1C: Oral Communication
<b>CSUGE Area:</b>	A1: Oral Communication
<b>Degree Applicability:</b>	Credit - Degree Applicable

### Rationale

We updated the description, examples of textbooks, course objectives, SLOs, methods of evaluation, methods of presentation, course content, and sample assignments.

### I. Catalog Description

Whether applying for your dream job, creating videos for social media, proposing a toast to a loved one, or advocating for the rights of your community, public speaking skills are essential. Research shows that those who speak effectively to culturally diverse audiences benefit in their personal, public, and professional lives. This course will help you find and exercise your voice through the theory and practice of public speaking. You will learn the mechanics behind preparing for, writing, and delivering great speeches and will have the opportunity to inform, motivate, entertain, or persuade culturally diverse audiences in a supportive environment.

### 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. Speak out, Call In: Speaking as Advocacy, Mapes, Opentext (OER) © 2019
2. Public Speaking Project, Schreiber and Hartranft, Libretexts © 2022
3. Exploring Public Speaking, Barton and Tucker, Opentextbooks (OER) © 2019

### III. Course Objectives

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

1. Define key terms and concepts in public speaking.
2. Present at least three well-planned and rehearsed (not memorized) extemporaneous speeches.
3. Research, write, and develop speech outlines.
4. Practice basic tenets of audience analysis by preparing presentations that consider the attitudes, values, and beliefs of a culturally diverse audience.
5. Effectively listen to and critically evaluate others' messages.
6. Evaluate and select credible sources for outlines, speeches, and presentations.
7. Effectively use presentation aids in speech delivery.
8. Develop effective verbal and nonverbal skills to deliver/perform all the components of a speech presentation.
9. Manage speech anxiety using relaxation exercises and rehearsal techniques

### IV. Methods of Presentation:

Lecture and Discussion, Group Work, Other Methods: Instructional methods will include: • Lectures • Small group discussion • Directed class discussion • Class experiential activities • Demonstration • Live and electronically recorded Student oral presentations • Films, Videotapes, and other electronic reproductions • Guest speakers • Objective and essay tests of acquired skills and concepts • Group projects and service-learning activities • Field observations of professional speakers • Evaluation of live and taped speeches and presentations

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
15.000%	Intros, Body, Conclusions, and Outlining

15.000%	Delivery, Language Use, Visual Aids
15.000%	Research and Supporting Material
15.000%	Informative Speaking
15.000%	Persuasive Speaking
5.000%	Introduction to the course and to the study of public speaking
5.000%	Communication Apprehension
5.000%	Ethics & Listening
5.000%	Audience Analysis and Topic Selection
5.000%	Special Occasion Speaking
100.000%	Total

#### VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Exams/Tests
10%	Written assignments
10%	Homework
10%	In Class Writing: In-class assignments and participation
25%	Oral Presentation: Informative Speech and Outline
25%	Persuasive Speech and Outline
100%	Total

#### VII. Sample Assignments:

**Informative Speech:** Students will select a topic (appropriate for their audience), decide on an organizational format, conduct sound research, prepare an outline (with APA references) and PowerPoint slides (if required), and deliver extemporaneously in class (for on-campus classes) or via video (for asynchronous classes).

**Cultural artifact speech:** Students will select an object that represents a facet of their cultural identity (appropriate for their audience), choose an organizational pattern to detail the significance of this object, prepare an outline, and deliver extemporaneously in class (for on-campus classes) or via video (for asynchronous classes).

**Persuasive Speech:** Students will select a current and/or controversial topic (appropriate for their audience), use Monroe's Motivated Reasoning (or another persuasive organization method as instructed by the professor), conduct sound reasoning, prepare an outline (with APA references) and PowerPoint slides (if required), and deliver extemporaneously in class (for on campus classes) or via video (for asynchronous classes).

#### VIII. Student Learning Outcomes:

1. Identify/describe concepts and theories related to public speaking.
2. Prepare and present an informative and persuasive speech appropriate to diverse audiences (containing an organized outline, credible research, and a citation page) employing verbal and nonverbal delivery techniques.
3. Identify elements necessary for effective verbal/nonverbal delivery skills and valid reasoning

## Substantial Change: COSMETOLOGY 48B, 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>Date Submitted:</b>	September 2023
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Prerequisite(s):</b>	COSM 18

### 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".

### 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. Students will learn about evening glamour, high fashion make-up, and special bridal looks.

### 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.

### IV. Methods of Presentation:

Lab, Lecture and Discussion, Observation and Demonstration, Visiting Lecturers, Discussion, Critique, Projects, Group Work, Individualized Instruction, Other Methods: 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. Foundations are either water based, meaning water in oil, or oil based, meaning oil in water. 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>
20.000%	<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;</p>

	<p>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:</p> <p>Eyeshadow primers contain silicone and polymers that help eyeshadow stay in place.</p> <p>Cream-to-powder shadows start our as an easy-to-blend cream and set as a lighter powder, making them great for sheer application.</p> <p>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.</p> <p>Pressed shadows are the best for layering colors.</p> <p>Stick shadows are cream shadows in stick form.</p> <p>Cream shadow are found in several types of packaging from tubes, wands, to pots.</p> <p>Loose shadows usually come in small jars and a little messy.</p> <p>Mineral shadows only contain minerals.</p> <p>Pure pigments come in loose shadow form and are very intense colors.</p>
100.000%	Total

#### VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation: In class practical assignments
20%	Exams/Tests: Quizzes and tests
20%	Final Performance: Practical exam
20%	Final exam: Written exam
20%	Homework: Practical and written assignments
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.

#### VIII. 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. 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

**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.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
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.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
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.	<b>X</b>	
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.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

### 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– Make-Up

*(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 48B							
		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 77, Barbering

<b>Units:</b>	2.00
<b>Total Instructional Hours (usually 18 per unit):</b>	72.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	3.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Date Submitted:</b>	January 2023
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Prerequisite(s):</b>	COSM 11A or Completion of a cosmetology program or possession of a cosmetology license.

### 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." 1000 hour program.

### I. Catalog Description

This course provides the training required for the barbering license by the state of California. This course includes facial hair design, shaving, health and safety procedures associated with salons and barbershops.

### 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 Barbering, 6th, Milady, Milady © 2017, ISBN: 978-1-3051-0055-8
2. Standard Barbering Workbook, 6th, Milady, Milady © 2017, ISBN: 978-1-305-10066-4
3. 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. Demonstrate an understanding of the fundamentals of shaving.
2. Discuss the importance of sanitation and safety precautions associated with straight razor shaving.
3. Identify the 14 shaving areas of the face and neck.
4. Demonstrate a facial and neck shave along with a mustache and beard trim.
5. Explain the important characteristics used to determine a mustache and beard design based on the individual client's needs.

### IV. Methods of Presentation:

Lab, Lecture and Discussion, Observation and Demonstration, Projects, Visiting Lecturers, Critique, Field Trips

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
50.000%	Fundamentals of shaving and hair Razor position and stokes. Infection and control associated with a razor. Different types of facial hair designs. Basic guidelines for shaving
35.000%	Beard and mustache sculpting Hair type considerations Changes in hair growth Hair growth considerations
15.000%	The professional shave Prepare client for the shave Prepare client's face for shaving

	The facial shave Finishing steps of the shave
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:**

**Assignment #1:** 1. In the Milady Standard Barbering workbook complete chapter 13: -Guidelines for shaving a client -The 14 shaving areas of the face -Razor positions and strokes to perform a shave safely and effectively -The differences between various facial hair designs -Infectious control and safety precautions associated with shaving - How to handle a straight razor safely -Freehand, backhand, reverse-freehand, and reverse-backhand positions and strokes -Shave services -Neck shave -Mustache trim -Cutting in beard designs 2. Explain the guidelines of designing a man's beard and mustache to complement the shape of his face. 3. Given a practical assignment of shaving, present your work via pictures or video, step by step, and explain in writing your achievement.

**Assignment #2:** Explain the guidelines of designing a man's beard and mustache to complement the shape of his face. Given a practical assignment of shaving, present your work via pictures or video, step by step, and explain in writing your achievement.

VIII. **Student Learning Outcomes:**

1. Given appropriate tools, students will give examples of proper sanitation and disinfection techniques.
2. Given a client, students will demonstrate the proper way to shave a client using the 14 areas of the face and neck.
3. Given a client, students will demonstrate the proper beard and mustache style for the appropriate face shape.
4. Explain cutting techniques using clippers and razor on facial hair.

## Prerequisite Checklist and Worksheet: COSM 77

**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.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
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.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
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.	<b>X</b>	
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.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

### 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 77

*(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 77 )							
		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 78, Barbering 2

<b>Units:</b>	2.00
<b>Total Instructional Hours (usually 18 per unit):</b>	72.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	3.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Date Submitted:</b>	January 2023
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Prerequisite(s):</b>	COSM 11A or Completion of a cosmetology program or possession of a cosmetology license.

### 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." 1000 hour program.

### I. Catalog Description

This course is required for the barbering license of the state of California. This course will prepare students for licensure with an emphasis on advanced shaving techniques, health and safety and disinfection.

### 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 Barbering, 6th, Milady, Milady, Cengage © 2017, ISBN: 978-1-3051-0055-8
2. Standard Barbering Workbook, 6th, Milady, Milady, Cengage © 2017, ISBN: 978-1-305-10066-4
3. Barbering Standard Exam Review, 6th, Milady, Milady, Cengage © 2017, ISBN: 9781305100671

### III. Course Objectives

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

1. Demonstrate how to handle a straight razor safely.
2. Discuss infection control and safety precautions associated with shaving.
3. Demonstrate cutting in beard designs using razor.

### IV. Methods of Presentation:

Lab, Lecture and Discussion, Observation and Demonstration, Projects, Visiting Lecturers, Critique, Field Trips

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
50.000%	Haircutting and Shaving Finish Work Shaving the outline areas Trimming the Eyebrows Trimming excess nostrils and ear hair Discuss Head shaving
50.000%	Clipper Cutting Techniques Razor Cutting Hair Texturizing Advance Shaving Styles
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:**

**Assignment #1:** Given a practical assignment, present your work via pictures or video, step by step, and explain in writing your achievement.

**Assignment #2:** Given a client, execute a haircut, style, shave, and beard sculpting within the state board guidelines.

VIII. **Student Learning Outcomes:**

1. Explain shaving techniques using a razor.
2. Describe the differences between various facial-hair designs.
3. Demonstrate advanced cutting beard designs.



**Prerequisite Checklist and Worksheet: COSM 78**  
**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.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
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.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
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.	<b>X</b>	
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.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**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 78**

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

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

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

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

		ENTRANCE SKILLS FOR ( COSM 78 )							
		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								

**Santa Monica College  
Program of Study  
Barbering AS/Certificate of Achievement**

The Cosmetology Department is an exciting place to learn about the barbering industry. We welcome you to join our program where you can obtain the practical and technical skills necessary for optimal success. The classrooms are similar to a salon/barbershop atmosphere, with the latest technology creating a positive learning environment for students. Students will have the opportunity to provide services for members of the community, students, faculty and staff of Santa Monica College, including family and friends. This well-established department will prepare you for a barbering license from the California State Board of Barbering and Cosmetology. After successful completion of the program and passing the state board exam, a career in barbering offers multiple employment and entrepreneurial opportunities, such as: platform artist, educator, barber, colorist, salon owner, sales representative, cruise ships, television and film industries. Information regarding the barbering program is available at the Cosmetology Department, (310) 434-4294, and through the SMC website ([www.smc.edu](http://www.smc.edu)).

**Program Learning Outcomes:**

Upon completion of the program, the student will be able to demonstrate entry level skills in hair cutting, hair coloring, hair styling, shaving with a razor, men's styling and chemical texture. Upon completion, the student will be eligible to take the State Board of Barbering and Cosmetology licensure exam. The student will be able to recognize and demonstrate the importance of and practice of ethical behavior in a professional work setting. Apply theories, principles, and concepts of skills learned that apply to Barbering and follow the State Board of Barbering and Cosmetology Rules and Regulations.

<b>Required Level 1 Courses</b>	<b>6.0</b>
COSM 10A <sup>DE</sup> Related Science 1A	1.0
COSM 10B <sup>DE</sup> Related Science 1B	1.0
COSM 11A Hair Cutting 1	1.0
COSM 11B Hair Styling 1	1.0
COSM 11C Hair Coloring 1	1.0
COSM 11D Permanent Waving	1.0
<b>Required Level 2 Courses</b>	<b>6.0</b>
COSM 20 <sup>DE</sup> Related Science 2	1.0
COSM 21A Hair Cutting 2	1.0
COSM 21B Hair Styling 2	1.0
COSM 21C Hair Coloring 2	1.0
COSM 21E Curly Hair Techniques 2	1.0
COSM 42 Short Hair Cutting	1.0
<b>Required Level 3 Courses</b>	<b>6.0</b>
COSM 30 <sup>DE</sup> Related Science 3	1.0
COSM 31A Hair Cutting 3	1.0
COSM 31C Hair Coloring 3	1.0
COSM 31E Multi Texture Styling	1.0
COSM 77 Barbering	2.0
<b>Required Level 4 Courses</b>	<b>4.0</b>
COSM 64 <sup>DE</sup> Salon Management	2.0
COSM 78 Barbering 2	2.0
<b>Required State Board Courses</b>	<b>1.0</b>
COSM 50R <sup>DE</sup> Written Preparation for Barbering State Board Exam	1.0
<b>Required Salon Courses</b>	<b>10.0</b>
<b><i>Before enrolling in Salon classes, you must have completed 300 program hours and ALL Level 1 classes. Any combination of Salon classes is acceptable.</i></b>	
COSM 95A Salon Experience	1.0
COSM 95B Salon Experience	2.0
COSM 95C Salon Experience	3.0
COSM 95D Salon Experience	4.0

Total: 33.0

# Santa Monica College Barbering AS/Certificate of Achievement Program Narrative

## **Program Goals and Objectives:**

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The Cosmetology Department is an exciting place to learn about the barbering industry. We welcome you to join our program where you can obtain the practical and technical skills necessary for optimal success. The classrooms are similar to a salon/barbershop atmosphere, with the latest technology creating a positive learning environment for students. Students will have the opportunity to provide services for members of the community, students, faculty and staff of Santa Monica College, including family and friends. This well-established department will prepare you for a barbering license from the California State Board of Barbering and Cosmetology. After successful completion of the program and passing the state board exam, a career in barbering offers multiple employment and entrepreneurial opportunities, such as: platform artist, educator, barber, colorist, salon owner, sales representative, cruise ships, television and film industries. Information regarding the barbering program is available at the Cosmetology Department, (310) 434-4294, and through the SMC website ([www.smc.edu](http://www.smc.edu)).

## **Program Learning Outcomes:**

Upon completion of the program, the student will be able to demonstrate entry level skills in hair cutting, hair coloring, hair styling, shaving with a razor, men's styling and chemical texture. Upon completion, the student will be eligible to take the State Board of Barbering and Cosmetology licensure exam. The student will be able to recognize and demonstrate the importance of and practice of ethical behavior in a professional work setting. Apply theories, principles, and concepts of skills learned that apply to Barbering and follow the State Board of Barbering and Cosmetology Rules and Regulations.

## **Catalog Description:**

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The Cosmetology Department is an exciting place to learn about the barbering industry. We welcome you to join our program where you can obtain the practical and technical skills necessary for optimal success. The classrooms are similar to a salon/barbershop atmosphere, with the latest technology creating a positive learning environment for students. Students will have the opportunity to provide services for members of the community, students, faculty and staff of Santa Monica College, including family and friends. This well-established department will prepare you for a barbering license from the California State Board of Barbering and Cosmetology. After successful completion of the program and passing the state board exam, a career in barbering offers multiple employment and entrepreneurial opportunities, such as: platform artist, educator, barber, colorist, salon owner, sales representative, cruise ships, television and film industries. Information regarding the barbering program is available at the Cosmetology Department, (310) 434-4294, and through the SMC website ([www.smc.edu](http://www.smc.edu)).

## **Program Learning Outcomes:**

Upon completion of the program, the student will be able to demonstrate entry level skills in hair cutting, hair coloring, hair styling, shaving with a razor, men's styling and chemical texture. Upon completion, the student will be eligible to take the State Board of Barbering and Cosmetology licensure exam. The student will be able to recognize and demonstrate the importance of and practice of ethical behavior in a professional work setting. Apply theories, principles, and concepts of skills learned that apply to Barbering and follow the State Board of Barbering and Cosmetology Rules and Regulations.

## **Program Requirements:**

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### **Required Level 1 Courses**

COSM 10A <sup>DE</sup> Related Science 1A	<b>6.0</b>
COSM 10B <sup>DE</sup> Related Science 1B	1.0
COSM 11A Hair Cutting	1.0
COSM 11B Hair Styling	1.0
COSM 11C Hair Coloring	1.0
COSM 11D Permanent Waving	1.0

### **Required Level 2 Courses**

COSM 20 <sup>DE</sup> Related Science 2	<b>6.0</b>
COSM 21A Hair Cutting 2	1.0
COSM 21B Hair Styling 2	1.0
COSM 21C Hair Coloring 2	1.0
COSM 21E Curly Hair Techniques 2	1.0
COSM 42 Short Hair Cutting	1.0

### **Required Level 3 Courses**

COSM 30 <sup>DE</sup> Related Science 3	<b>6.0</b>
	1.0

COSM 31A Hair Cutting 3	1.0
COSM 31C Hair Coloring 3	1.0
COSM 31E Multi Texture Styling	1.0
COSM 77 Barbering	2.0

<b>Required Level 4 Courses</b>	<b>4.0</b>
COSM 64 <sup>DE</sup> Salon Management	2.0
COSM 78 Barbering 2	2.0

<b>Required State Board Courses</b>	<b>1.0</b>
COSM 50R <sup>DE</sup> Written Preparation for Barbering State Board Exam	1.0

**Required Salon Courses** **10.0**

Before enrolling in Salon classes, you must have completed 300 program hours and ALL Level 1 classes. Any combination of Salon classes is acceptable.

COSM 95A Salon Experience	1.0
COSM 95B Salon Experience	2.0
COSM 95C Salon Experience	3.0
COSM 95D Salon Experience	4.0

**Total: 33.0**

**Master Planning:**

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The Barbering Certificate is a comprehensive curriculum that prepares students for a wide range of careers within the beauty and barbering industry. The curriculum offers theoretical and practical instruction. Through interactive demonstrations and an experiential learning environment with a hands-on approach, students learn practical and theoretical knowledge in: haircutting, hairstyling, hair coloring, chemical services and facial hair design. This prepares the student for a career in the barbering industry, marketing and entrepreneurship. Students will learn the importance of professionalism and artistic endeavors in this diverse career. The college mission and planning emphasizes the importance of a seamless transition from career education to gainful employment and a successful career in barbering.

**Enrollment and Completer Projections:**

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30 students will complete the program per year.

**Place of Program in Curriculum/Similar Programs:**

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Cosmetology, Esthetician, Manicuring, Salon Business

**Similar Programs at Other Colleges in Service Area:**

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Cosmetology, Esthetician, Manicuring

**Labor Market Analysis: 3007.00/Cosmetology and Barbering**  
**Barbering** (Certificate requiring 16 to fewer than 30 semester units)  
**Make Up Artist** (Certificate requiring 16 to fewer than 30 semester units)  
**Hair Stylist** (Certificate requiring 16 to fewer than 30 semester units)  
 Los Angeles Center of Excellence, March 2023

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**Summary**

<b>Program Endorsement:</b>	<b>Endorsed:</b> All Criteria Met <input type="checkbox"/>	<b>Endorsed:</b> Some Criteria Met <input checked="" type="checkbox"/>	<b>Not</b> Endorsed <input type="checkbox"/>
<b>Program Endorsement Criteria</b>			
<b>Supply Gap:</b>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
<b>Living Wage:</b> (Entry-Level, 25 <sup>th</sup> )	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
<b>Education:</b>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
<b>Emerging Occupation(s)</b>			
	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	

The Los Angeles Center of Excellence for Labor Market Research (LA COE) prepared this report to provide regional labor market supply and demand data related to three middle-skill occupations:

- **Barbers (39-5011)** Provide barbering services, such as cutting, trimming, shampooing, and styling hair; trimming beards; or giving shaves.<sup>1, 2</sup>
- **Hairdressers, Hairstylists, and Cosmetologists (39-5012)** Provide beauty services, such as cutting, coloring, and styling hair, and massaging and treating scalp. May shampoo hair, apply makeup, dress wigs, remove hair, and provide nail and skincare services.<sup>3</sup>
- **Makeup Artists, Theatrical and Performance (39-5091)** Apply makeup to performers to reflect period, setting, and situation of their role.<sup>4</sup>

Middle-skill occupations typically require some postsecondary education, but less than a bachelor's degree.<sup>5</sup> This report is intended to help determine whether there is demand in the local labor market that is not being met by the supply from community college programs that align with the relevant occupations.

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<sup>1</sup> [Barbers \(bls.gov\)](https://www.bls.gov)

<sup>2</sup> [Barbers, Hairstylists, and Cosmetologists: U.S. Bureau of Labor Statistics \(bls.gov\)](https://www.bls.gov)

<sup>3</sup> [Hairdressers, Hairstylists, and Cosmetologists \(bls.gov\)](https://www.bls.gov)

<sup>4</sup> [Makeup Artists, Theatrical and Performance \(bls.gov\)](https://www.bls.gov)

<sup>5</sup> The COE classifies middle-skill jobs as the following:

- All occupations that require an educational requirement of some college, associate degree or apprenticeship;
- All occupations that require a bachelor's degree, but also have more than one-third of their existing labor force with an educational attainment of some college or associate degree; or
- All occupations that require a high school diploma or equivalent or no formal education, but also require short- to long-term on-the-job training where multiple community colleges have existing programs.

Based on the available data, there appears to be a supply gap for these cosmetology and barbering occupations in the region. While entry-level wages are lower than the self-sufficiency standard wage in both Los Angeles and Orange counties, the Bureau of Labor Statistics (BLS) lists a postsecondary non-degree award as the typical entry-level education. **Therefore, due to some of the criteria being met, the LA COE endorses this proposed program.** Detailed reasons include:

#### **Demand:**

- **Supply Gap Criteria** – Over the next five years, **7,149 jobs are projected to be available annually** in the region due to new job growth and replacements, **which is more than the three-year average of 2,789 awards conferred** by educational institutions in the region.
- **Living Wage Criteria** – Within Los Angeles County, the majority (96%) of annual job openings for these cosmetology and barbering occupations have entry-level wages **below** the self-sufficiency standard hourly wage (\$18.10/hour).<sup>6</sup>
- **Educational Criteria** – The Bureau of Labor Statistics (BLS) lists a **postsecondary non-degree award** as the typical entry-level education for all three occupations in this report.
  - Furthermore, the national-level educational attainment data indicates **between 35% and 45% of workers in the field have completed some college or an associate degree.**

#### **Supply:**

- There are **11 community colleges** in the greater LA/OC region that issue awards related to cosmetology and barbering, conferring an average of **946 awards annually** between 2018 and 2021.
- Between 2017 and 2020, there was an average of **1,843 awards conferred annually** in related training programs by non-community college institutions throughout the greater LA/OC region.

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<sup>6</sup> Self-Sufficiency Standard wage data was pulled from The Self-Sufficiency Standard Tool for California. For more information, visit: <http://selfsufficiencystandard.org/california>.

## Occupational Demand

Exhibit 1 shows the five-year occupational demand projections for these cosmetology and barbering occupations. In the greater Los Angeles/Orange County region, the number of jobs related to these occupations is projected to increase by 5% through 2026. There will be more than 7,100 job openings per year through 2026 due to job growth and replacements.

**Exhibit 1: Occupational demand in Los Angeles and Orange Counties<sup>7</sup>**

Geography	2021 Jobs	2026 Jobs	2021-2026 Change	2021-2026 % Change	Annual Openings
Los Angeles	32,901	33,703	802	2%	5,330
Orange	10,535	11,734	1,199	11%	1,819
<b>Total</b>	<b>43,436</b>	<b>45,437</b>	<b>2,001</b>	<b>5%</b>	<b>7,149</b>

## Wages

The labor market endorsement in this report considers the entry-level hourly wages for these cosmetology and barbering occupations in Los Angeles County as they relate to the county's self-sufficiency standard wage. Orange County wages are included below in order to provide a complete analysis of the greater LA/OC region. Detailed wage information, by county, is included in Appendix A.

**Los Angeles County**—The majority (96%) of annual openings for cosmetology and barbering occupations have entry-level wages below the self-sufficiency standard wage for one adult (\$18.10 in Los Angeles County). Typical entry-level hourly wages are in a range between \$7.16 and \$45.85. Only one occupation has entry-level wages above the county's self-sufficiency wage: *makeup artists, theatrical and performance* (\$45.85). Experienced workers can expect to earn wages between \$18.86 and \$80.86, which are higher than the self-sufficiency standard.

It is worth noting that *barbers* and *hairdressers, hairstylists, and cosmetologists* that are employees (not self-employed) typically earn entry-level hourly wages of \$14.81 and \$14.69, respectively, and median hourly earnings of \$22.60 and \$17.52. These wages are much higher than the wages of self-employed *barbers* and *hairdressers, hairstylists, and cosmetologists*, who earn much lower wages for entry-level hourly earnings (\$6.68 and \$9.34) and median hourly earnings (\$10.94 and \$15.99). The data in exhibit 2 is an average of both classes of workers (employees and self-employed).

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<sup>7</sup> Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

**Exhibit 2: Earnings for Occupations in LA County**

Occupation	Entry-Level Hourly Earnings (25 <sup>th</sup> Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75 <sup>th</sup> Percentile)	Median Annual Earnings*
Barbers (39-5011)	\$7.16	\$12.13	\$18.86	\$25,200
Hairdressers, Hairstylists, and Cosmetologists (39-5012)	\$10.79	\$16.28	\$25.84	\$33,900
Makeup Artists, Theatrical and Performance (39-5091)	\$45.85	\$78.89	\$80.86	\$164,100

\*rounded to the nearest \$100

**Orange County**—The majority (98%) of annual openings for cosmetology and barber occupations have entry-level wages below the self-sufficiency standard wage for one adult (\$20.63 in Orange County). Typical entry-level hourly wages are in a range between \$7.82 and \$45.32. Only one occupation has entry-level wages above the county’s self-sufficiency wage: *makeup artists, theatrical and performance* (\$45.32). Experienced *barbers* can expect to earn \$20.04, which is below the county’s self-sufficiency standard; however, experienced *hairdressers, hairstylists, and cosmetologists* and *makeup artists theatrical and performance* earn wages between \$25.04 and \$76.40, which are higher than the self-sufficiency standard.

It is worth noting that *barbers* and *hairdressers, hairstylists, and cosmetologists* that are employees (not self-employed) typically earn entry-level hourly wages of \$15.97 and \$14.10, respectively, and median hourly earnings of \$20.13 and \$15.83. These wages are much higher than the wages of self-employed *barbers* and *hairdressers, hairstylists, and cosmetologists*, who earn much lower wages for entry-level hourly earnings (\$6.77 and \$9.34) and median hourly earnings (\$11.08 and \$15.99). The data in exhibit 2 is an average of both classes of workers (employees and self-employed).

**Exhibit 3: Earnings for Occupations in Orange County**

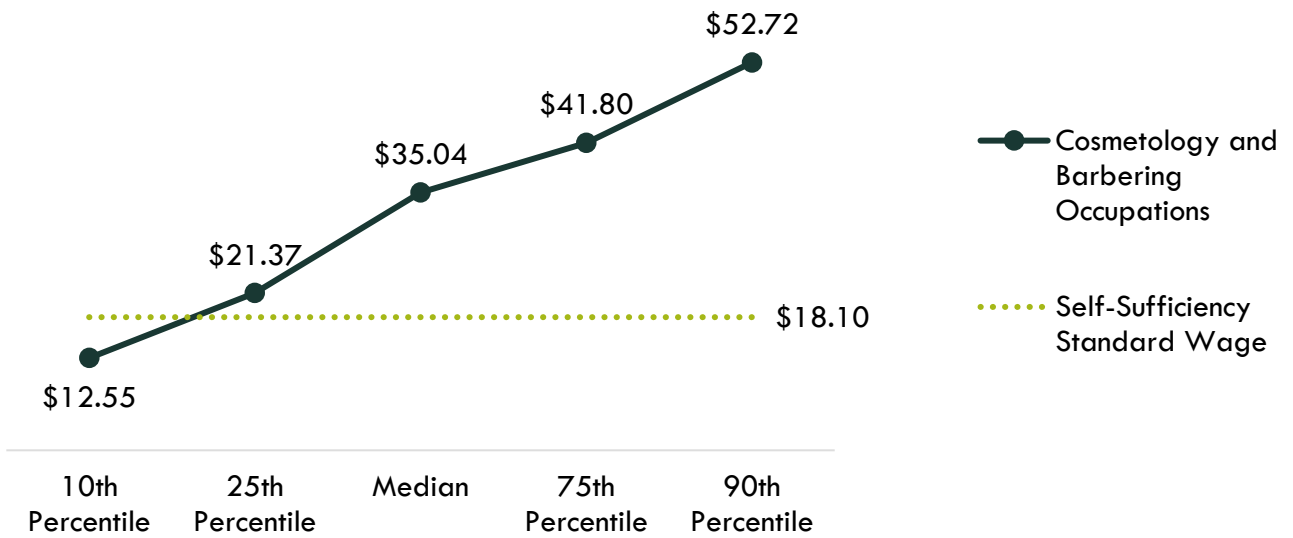
Occupation	Entry-Level Hourly Earnings (25 <sup>th</sup> Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75 <sup>th</sup> Percentile)	Median Annual Earnings*
Barbers (39-5011)	\$7.82	\$13.85	\$20.04	\$28,800
Hairdressers, Hairstylists, and Cosmetologists (39-5012)	\$11.54	\$15.91	\$25.04	\$33,100
Makeup Artists, Theatrical and Performance (39-5091)	\$45.32	\$75.24	\$76.40	\$156,500

\*rounded to the nearest \$100

On average, the entry-level earnings for the occupations in this report are \$21.37; this is above the living wage for one single adult in Los Angeles County (\$18.10). Exhibit 4 shows the average wage for the occupations in this report, from entry-level to experienced workers.



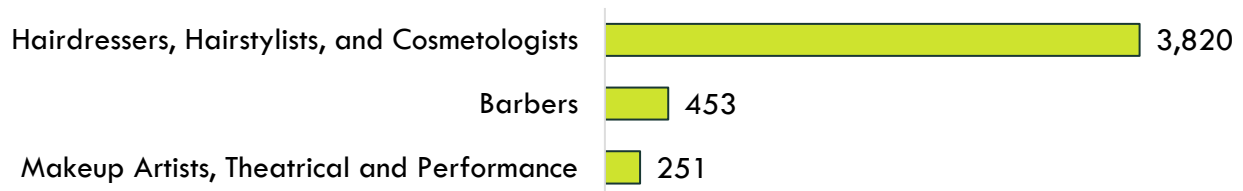
**Exhibit 4: Average Hourly Earnings for Cosmetology and Barbering Occupations in LA/OC**



**Job Postings**

There were 4,524 online job postings related to cosmetology and barbering listed in the past 12 months. Exhibit 5 displays the number of job postings by occupation. The majority of job postings (84%) were for *hairdressers, hairstylists, and cosmetologists*, followed by *barbers* (10%) and *makeup artists, theatrical and performance* (6%). The highest number of job postings were for hair stylists, hair stylists/cosmetologists, barbers, marketplace managers, and stylists/barbers. The top skills were cosmetology, housekeeping/linens, selling techniques, product knowledge, cosmetics and merchandising. The top three employers, by number of job postings, in the region were Great Clips, Sport Clips, and Regis Corporation.

**Exhibit 5: Job postings by occupation (last 12 months)**



**Educational Attainment**

The Bureau of Labor Statistics (BLS) lists a postsecondary non-degree award as the typical entry-level education for all three occupations in this report. Furthermore, the national-level educational attainment data indicates between 35% and 45% of workers in the field have completed some college or an associate degree. Of the 5% of cosmetology and barbering job postings listing a minimum education requirement in the greater Los Angeles/Orange County region, 85% (204) requested high school or vocational training, 7% (16) requested an associate degree, and 8% (19) requested a bachelor's degree.

## Educational Supply

**Community College Supply**—Exhibit 6 shows the annual and three-year average number of awards conferred by community colleges in the related TOP code: Cosmetology and Barbering (3007.00). The colleges with the most completions in the region are Saddleback, Citrus, and Fullerton.

**Exhibit 6: Regional community college awards (certificates and degrees), 2018-2021**

TOP	Program	College	2018-19 Awards	2019-20 Awards	2020-21 Awards	3-Year Average
3007.00	Cosmetology and Barbering	Cerritos	122	86	77	95
		Citrus	177	143	137	152
		Compton	31	3	-	11
		El Camino	52	31	31	38
		LA Trade	98	62	86	82
		Pasadena	39	31	37	36
		Santa Monica	17	54	31	34
		<b>LA Subtotal</b>	<b>536</b>	<b>410</b>	<b>399</b>	<b>448</b>
		Fullerton	121	104	140	122
		Golden West	112	137	89	113
		Saddleback	251	354	70	225
		Santiago Canyon	26	79	10	38
		<b>OC Subtotal</b>	<b>510</b>	<b>674</b>	<b>309</b>	<b>498</b>
<b>Supply Total/Average</b>			<b>1,046</b>	<b>1,084</b>	<b>708</b>	<b>946</b>

**Non-Community College Supply**—For a comprehensive regional supply analysis, it is important to consider the supply from other institutions in the region that provide training programs for cosmetology and barbering. Exhibit 7 shows the annual and three-year average number of awards conferred by these institutions in relevant programs. Due to different data collection periods, the most recent three-year period of available data is from 2017 to 2020. Between 2017 and 2020, non-community college institutions in the region conferred an average of 1,843 sub-baccalaureate awards. Sub-baccalaureate awards are comparable to community college awards and include associate degrees, postsecondary awards, and other academic awards that typically take less than four years to complete.

**Exhibit 7: Regional non-community college awards, 2017-2020**

CIP	Program	Institution	2017-18 Awards	2018-19 Awards	2019-20 Awards	3-Year Average
12.0401	Cosmetology/ Cosmetologist, General	ABC Adult School	9	12	7	9
		Academy for Salon Professionals	22	13	17	17

CIP	Program	Institution	2017-18 Awards	2018-19 Awards	2019-20 Awards	3-Year Average
		Academy of Esthetics and Cosmetology	8	14	10	11
		Advance Beauty College	33	39	41	38
		Alhambra Beauty College	24	14	10	16
		American Beauty College	18	21	22	20
		Asian-American International Beauty College	87	25	40	51
		Aveda Institute-LA	49	36	37	41
		Baldwin Park Adult & Community Education	21	16	10	16
		Beyond 21st Century Beauty Academy	11	16	19	15
		Career Academy of Beauty	38	49	43	43
		Coastline Beauty College	40	17	19	25
		Coba Academy	24	10	9	14
		Colleen O'Haras Beauty Academy	18	16	-	11
		CRU Institute of Cosmetology Barbering	1	-	-	0
		Diamond Beauty College	12	12	13	12
		Flair Beauty College	27	24	24	25
		International College of Beauty Arts & Sciences	46	27	19	31
		International School of Cosmetology	142	128	112	127
		John Wesley Int'l Barber and Beauty College	3	5	2	3
		KC Beauty Academy	-	19	5	8
		Newberry School of Beauty	26	25	12	21
		Palace Beauty College	19	18	19	19
		Paul Mitchell the School-Costa Mesa	81	89	100	90
		Paul Mitchell the School-Pasadena	84	83	62	76
		Paul Mitchell the School-Sherman Oaks	138	139	101	126

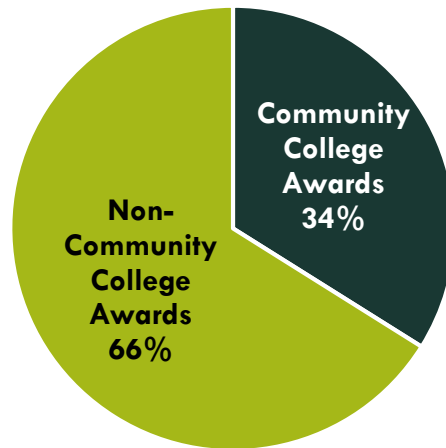
CIP	Program	Institution	2017-18 Awards	2018-19 Awards	2019-20 Awards	3-Year Average
		Pomona Unified School District Adult and Career Education	24	25	15	21
		Professional Institute of Beauty	52	40	33	42
		Redondo Beach Beauty College	4	5	4	4
		Rosemead Beauty School	85	26	20	44
		Salon Success Academy-West Covina	1	6	7	5
		Santa Ana Beauty Academy	8	8	5	7
		Santa Ana Beauty College	126	29	29	61
		Thanh Le College School of Cosmetology	9	20	6	12
		Universal College of Beauty Inc-LA	4	10	4	6
		Victory Career College	3	7	7	6
		ZMS The Academy	12	2	6	7
		12.0402	Barbering/ Barber	Academy of Esthetics and Cosmetology	11	9
Advance Beauty College	6			16	17	13
Alhambra Beauty College	6			10	7	8
American Beauty College	46			38	20	35
Baldwin Park Adult & Community Education	11			11	20	14
Beyond 21st Century Beauty Academy	3			1	-	1
Borner's Barber College	12			13	8	11
Coastline Beauty College	13			17	5	12
Coba Academy	-			12	15	9
Colleen O'Haras Beauty Academy	13			7	-	7
CRU Institute of Cosmetology and Barbering	24			31	33	29
Hacienda La Puente Adult Education	-			6	29	12

CIP	Program	Institution	2017-18 Awards	2018-19 Awards	2019-20 Awards	3-Year Average
		John Wesley International Barber and Beauty College	32	33	25	30
		KC Beauty Academy	-	1	-	0
		Newberry School of Beauty	29	16	16	20
		Palace Beauty College	14	7	4	8
		Paul Mitchell the School-Costa Mesa	34	39	30	34
		Paul Mitchell the School-Pasadena	3	7	11	7
		Paul Mitchell the School-Sherman Oaks	-	9	8	6
		Pomona Unified School District Adult and Career Education	-	7	12	6
		Salon Success Academy-West Covina	-	4	6	3
		Santa Ana Beauty Academy	1	2	2	2
		Santa Ana Beauty College	2	5	3	3
		Victory Career College	7	10	5	7
		ZMS The Academy	31	36	49	39
		12.0406	Make-Up Artist/Specialist	Colleen O'Haras Beauty Academy	9	-
Make-up Designory	596			513	-	370
12.0407	Hair Styling/Stylist and Hair Design	Santa Ana Beauty Academy	1	1	-	1
12.0413	Cosmetology, Barber/Styling, and Nail Instructor	Advance Beauty College	1	3	-	1
		American Beauty College	3	2	1	2
		Asian-American International Beauty College	4	5	-	3
		Beyond 21st Century Beauty Academy	1	1	1	1
		Career Academy of Beauty	2	1	2	2

CIP	Program	Institution	2017-18 Awards	2018-19 Awards	2019-20 Awards	3-Year Average
		Hacienda La Puente Adult Education	60	54	41	52
		Professional Institute of Beauty	1	3	2	2
		Universal College of Beauty Inc-LA	-	-	1	0
<b>Supply Total/Average</b>			<b>2,285</b>	<b>1,975</b>	<b>1,270</b>	<b>1,843</b>

Exhibit 8 shows the proportion of community college awards conferred in LA/OC compared to the number of non-community college awards for the programs in this report. Two-thirds of awards conferred in these programs are awarded by non-community colleges in the LA/OC region.

**Exhibit 8: Community College Awards Compared to Non-Community College Awards in LA/OC Region, 3-Year Average**



Appendix A: Occupational demand and wage data by county

Exhibit 9. Los Angeles County

Occupation (SOC)	2021 Jobs	2026 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25 <sup>th</sup> Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75 <sup>th</sup> Percentile)
Barbers (39-5011)	3,229	3,362	133	4%	430	\$7.16	\$12.13	\$18.86
Hairdressers, Hairstylists, and Cosmetologists (39-5012)	28,588	29,132	544	2%	4,704	\$10.79	\$16.28	\$25.84
Makeup Artists, Theatrical and Performance (39-5091)	1,084	1,208	124	11%	195	\$45.85	\$78.89	\$80.86
<b>Total</b>	<b>32,901</b>	<b>33,703</b>	<b>802</b>	<b>2%</b>	<b>5,330</b>	<b>-</b>	<b>-</b>	<b>-</b>

Exhibit 10. Orange County

Occupation (SOC)	2021 Jobs	2026 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25 <sup>th</sup> Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75 <sup>th</sup> Percentile)
Barbers (39-5011)	725	776	52	7%	104	\$7.82	\$13.85	\$20.04
Hairdressers, Hairstylists, and Cosmetologists (39-5012)	9,639	10,776	1,138	12%	1,687	\$11.54	\$15.91	\$25.04
Makeup Artists, Theatrical and Performance (39-5091)	172	181	10	6%	28	\$45.32	\$75.24	\$76.40
<b>Total</b>	<b>10,535</b>	<b>11,734</b>	<b>1,199</b>	<b>11%</b>	<b>1,819</b>	<b>-</b>	<b>-</b>	<b>-</b>

**Exhibit 11. Los Angeles and Orange Counties**

<b>Occupation (SOC)</b>	<b>2021 Jobs</b>	<b>2026 Jobs</b>	<b>5-Yr Change</b>	<b>5-Yr % Change</b>	<b>Annual Openings</b>	<b>% Age 55 and older*</b>	<b>Typical Entry-Level Education</b>
Barbers (39-5011)	3,954	4,139	185	5%	534	17%	Postsecondary non-degree award
Hairdressers, Hairstylists, and Cosmetologists (39-5012)	38,227	39,908	1,682	4%	6,391	30%	Postsecondary non-degree award
Makeup Artists, Theatrical and Performance (39-5091)	1,256	1,390	134	11%	223	18%	Postsecondary non-degree award
<b>Total</b>	<b>43,436</b>	<b>45,437</b>	<b>2,001</b>	<b>5%</b>	<b>7,149</b>	<b>28%</b>	

\*The average percentage of workers age 55 and older across all occupations in the greater LA/OC region is 27%. *Barbers and makeup artists, theatrical and performance* have a smaller share of older workers, which typically indicates fewer replacements needs to offset the amount of impending retirements.

**Appendix B: Sources**

- O\*NET Online
- Lightcast (formerly Emsi)
- Bureau of Labor Statistics (BLS)
- California Employment Development Department, Labor Market Information Division, OES
- California Community Colleges Chancellor’s Office Management Information Systems (MIS)
- Self-Sufficiency Standard at the Center for Women’s Welfare, University of Washington
- Chancellor’s Office Curriculum Inventory (COCI 2.0)

For more information, please contact:

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 Los Angeles Center of Excellence  
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## Cosmetology Department Advisory Board Annual Meeting Minutes Monday, April 3, 2023

The purpose and intent of this Advisory Board meeting is to provide the cosmetology department an opportunity to communicate and brainstorm with professionals, educators, students, and business operators within the beauty industry about issues that are relevant to our students, faculty, and the industry at large. In this way, we hope to better equip both the educator and the educated with the tools necessary to perform more effectively.

### **Board Members present:**

- Debbie Perret
- Jacqueline Monge
- Ksenia Oster-Miller
- Samantha Manuel
- Andrew Chen
- Victoria Rose
- Asunta Moisan
- Marilyn Maine
- Elizabeth Hijazi
- Donald Hsiao
- Cynthia Nishi
- Phaedra Williams
- Nicole Tenace
- Ray Valdiviezo
- Chuckie Parga

### **NOTES:**

Debbie opened up the meeting with introductions, provided updates about our department, presenting full time faculty, adjunct instructors, staff and our newest member, Cosmetology Lab Assistant, Natasha Alexander. She also went over the Committees our faculty is involved in; (Department Chairs Academic Senate, Instructional Chairs, Chairs Data Coaching, Career Education, Academic Senate, FACC, Senate Committee Curriculum & New Faculty Committee). Debbie also spoke about the programs we offer (Cosmetology, Esthetics, Manicuring and Barbering Crossover) and explained because of SB803 bill, our Cosmetology program went from 1600 hours to 1000 hours starting Spring 2022. She also revealed that our programs' certificates have now been converted from "Department Certificate of Completion" to "Certificate of Achievement" (which is now recognized by the college) and it will be mentioned during graduation, something that wasn't done before. Debbie also named invited guests who have presented information to our students over the years, they are; IRS, SBA, EDD, Wella, Dry Bar and many others just to name a few. Debbie went over our funding we received and with it, we were able to renovate parts of our department, acquire new stations in our classrooms, new esthetician beds and facial machines, new smart boards and a new sound/PA system for the whole department.

### **Questions for the Committee members:**

- 1. The Board of Barbering and Cosmetology has created another license. A Hairstyling license for 600 hours. Do you think that Santa Monica College should offer a Hairstyling License?**
  - Andrew jumped in and thinks is a wonderful idea and would benefit students to learn the basics of hairstyling. Nicole asked what would fall under that license, Debbie said it would be a separate Hair Styling license consisting of; hair cutting, hair styling and disinfections, that's all the license allows. All unanimously voted that it's a great idea for our Cosmetology program to provide this license to students.

**2. The Board of Barbering and Cosmetology through SB 803 has reduced the hours for a barbering license from 1500 hours to 1000. Do you think it is a good idea to reduce the barbering program hours to 1000?**

- Debbie stated that starting in the Fall 2022 semester, we switched all Cosmetology students from the old 1600 hours program to the new 1,000 hours Cosmetology program. Most of our students who are enrolled in the new 1000-hour cosmetology program may end up with more than is required because we offer optional elective classes that students can take. Most students will probably end up closer to 1,200 hours instead of the 1000 hours because of that. Debbie asked everyone what they thought of the changes, Nicole (Floyds) chimed in and thought that this is a great idea professionally because it will take students a shorter amount of time to get their license and start working sooner. But she also said that it's up to the schools to make sure the student is getting all they need (education and practical experience) for the real world, especially now that the program is shorter in length. Nicole said they do offer some programs to better equip their staff if they need that extra training. All were in favor of making the barbering program 1,000 hours.

**3. What are some of the most essential skills that students need to be salon ready as well as pass the state board exam?**

- Debbie asked everyone is they thought we needed to change or add anything to our curriculum to better equip our students for the real world? Nicole stated that what she has seen in newly hired licensed employees is that they need to improve their speed (when doing a service) and also their communication skills. She also mentioned that some of the new hires don't practice good salon protocol and maybe blames it on the schools for not teaching them enough about salon practice because they don't have to take the Board's practical exam anymore. Chucky mentioned that most of the estheticians she's seen don't know how to market themselves and that maybe the schools need to focus more on that. Victoria stated that some of these new licensed estheticians don't know too much about physiology of the skin and are lacking the proper hands-on training on the new skin care machines that most skin spas carry today. Donald said that when he was enrolled in our Cosmetology program especially on the salon floor, he noticed that most students were not taking advantage of working on real people, he saw them working mostly on their doll heads. He suggested finding a way to make sure our students practice on people more than they practice on their doll heads.

**4. If you have employed any students from SMC, what can we add to the curriculum to further improve the student's skill set?**

- Debbie stated that this question is like question 3 but was looking for more specific technical skills other than soft skills. Victoria said that skin analysis is important for estheticians to understand. Andrew thinks that time management is important as well for all students. Nicole praised SMC for the students she hired and never had a problem but also says that some skills are learned on the job with time and experience. Ksenia has hired a lot of our students over the years and has also said that she's never had an issue with our students. However, she has noticed in some instances, that our Cosmetology students sometimes lack the knowledge of all three programs, most of them are proficient in two but not necessarily all three. She does train them if needed though.

## 5. What can we do to better prepare students for the workforce?

- Nicole thinks making sure that barbers (cosmetologists) clean up their blending techniques and get fast at giving haircuts, so they become more efficient. Andrew asked if SMC helps students to build a clientele? Samantha teaches salon management (Cosm. 64) and teaches students time management, consultation, booking and help students with consultation. She thinks this class should be a hybrid instead of teaching solely online. Marilyn suggested creating more advanced classes (advanced makeup, advanced hairstyling, wig making, etc.) for recent graduates so they get more training, maybe they should bring in their own models. Victoria suggested utilizing vendors and inviting them over to speak with our students and teaching them about the products they offer.

## 6. How can the Santa Monica Cosmetology department help students get jobs?

- Debbie explained that some of our funding will focus on this issue. Ksenia mentioned that some new hires lack work ethic, and she does train them to better improve that, but it doesn't always work out. Victoria used to put together job fairs and invite salon owners to speak to their students and explain what they were looking for in a licensed Cosmetologist, Esthetician and Manicurist. She believes that all schools should invite salon owners and speak to the students and offer them real world advice, so they are better prepared. Mostly everyone agreed that it really comes down to the student and how motivated they are to working after being in school.

## 7. SMC does not currently offer an externship for Cosmetology. The passage of SB 803 now allows for community college cosmetology students to do a portion of their work-based training and education in a salon and receive compensation. Do you think it is a good idea for SMC cosmetology students to do a portion of their training as an extern?

- Marilyn says that most private schools do not offer externships anymore, she doesn't know why that is. Debbie says that Compton college is working on an externship but it's not up and running yet. Debbie believes that an externship has a lot of moving parts (extra teacher pay, more paperwork, etc.) maybe that is why no one is doing externships currently. Andrew kind of did this during his time at SMC and really benefited from it, his time in the salon was life altering. He said that what he learned during his externship, he practiced on the salon floor, he made a lot of connections and eventually landed a job because of that. Everyone unanimously voted a "yes" for us to offer an externship for our Cosmetology students.

## 8. SMC wants to offer advanced makeup classes for students who want to go into the makeup industry. What does the committee suggest that the makeup classes focus on so that students can get jobs doing makeup in the industry?

- The committee all agreed that it is a great idea for SMC to offer an advanced class to students. Jackee says that a lot of students from the makeup industry come and take classes at SMC to get their license as Estheticians, but she believes having an advanced class or classes (after they are licensed) would benefit them greatly. Chucky thinks it's a great idea and used to do makeup for TV and went and got training in Burbank, she learned so much and really benefited from the extra training. Phaedra is also a makeup artist in the industry and thinks it's a great idea for SMC to have advanced classes and offer makeup training for different skin care complexions, focus more on hair removal, contouring, etc. Victoria suggested that SMC could offer makeup classes and focus on how to apply makeup depending on lighting environments. Andrew also shared that what a student sees with their eyes could look very different on screen, everyone agreed with him.

**Santa Monica College  
Program of Study  
Sustainable Materials Management AS/Certificate of Achievement**

Sustainable Materials Management (SMM) is among the largest and most rapidly growing industries in America. As more cities and businesses develop sustainability and zero waste policies, the need increases for personnel who can properly manage resource use and recycling. The Sustainable Materials Management (SMM) curriculum emphasizes an interdisciplinary approach, exploring recycling and materials management from a variety of perspectives and in a variety of settings. Core curriculum will provide students with an in-depth study of waste diversion and materials management, emphasizing cultural, community, and business applications. Courses cover governmental and organizational policies, practices, and procedures in waste and materials management, including a circular economy, best management practices and successful community and educational zero waste programs.

**Program Learning Outcomes:**

Upon completion of this program students will demonstrate the ability to plan, implement, and oversee waste management programs aimed at implementing Zero Waste principles and sustainability practices for individuals, businesses, and the communities. Additionally, students will demonstrate the ability to write proposals and policy using correct terminology, principles and CA legislation and regulations regarding waste, recycling, sustainable resource management and zero waste systems.

<b>Required courses: (12 units)</b>	<b>12.0</b>
RRM 1 <sup>DE</sup> Introduction to Recycling Resource Management	3.0
RRM 2 <sup>DE</sup> Culture and Zero Waste	3.0
RRM 3 <sup>DE</sup> Resource Management and Zero Waste for Communities	3.0
RRM 4 <sup>DE</sup> Resource Management and Zero Waste in Business	3.0
 <b>Restricted Electives: select 6 units from the following:</b>	<b>6.0</b>
<i>(Please note that no more than 3 units of Counseling courses may be used to satisfy completion of this area.)</i>	
BIOL 9 <sup>DE</sup> Environmental Biology	3.0
-----	
COUNS 16 Job Success Skills	1.0
AND	
COUNS 90B General Internship	2.0
 OR	
COUNS 90C General Internship	3.0
-----	
ENVRN 7 <sup>DE</sup> Introduction to Environmental Studies ( <i>same as: GEOG 7</i> )	3.0
ENVRN 20 <sup>DE</sup> Environmental Ethics ( <i>same as: PHILOS 20</i> )	3.0
ENVRN 22 Environmental Politics and Policies ( <i>same as: POL SC 22</i> )	3.0
ENVRN 40 <sup>DE</sup> Environmental Psychology ( <i>same as: PSYCH 40</i> )	3.0
GEOG 7 <sup>DE</sup> Introduction to Environmental Studies ( <i>same as: ENVRN 7</i> )	3.0
PHILOS 20 <sup>DE</sup> Environmental Ethics ( <i>same as: ENVRN 20</i> )	3.0
POL SC 22 Environmental Politics and Policies ( <i>same as: ENVRN 22</i> )	3.0
PSYCH 40 <sup>DE</sup> Environmental Psychology ( <i>same as: ENVRN 40</i> )	3.0
<b>Total:</b>	<b>18.0</b>